![Albizu University logo]

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Academic Catalog

Miami Campus

Spring 2026 - Summer 2027

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Table of Contents

Preamble

The Albizu University Catalog, while comprehensive in providing information on the University's academic calendar, admissions, degree requirements, fees, policies, and course offerings, is not intended to be and should not be regarded as a legally binding contract. It is an informative guide, reflecting the University's current practices and provisions. As such, its contents should serve as a reference rather than a definitive statement of obligations from Albizu University.

Albizu University reserves the right, in its sole discretion, to make changes to any aspect of its programs, calendar, academic schedule, or fees whenever necessary or desirable. This includes but is not limited to changes in course content, the rescheduling of classes, canceling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities. Such changes may be made to enhance the academic environment, respond to external factors, or reflect changes in financial requirements. Albizu University will endeavor to provide notice of such changes in a manner that is as reasonable and practical as possible under the given circumstances.

While the Catalog is based on the best information available at the time of publication and is regularly updated, users should be aware that there may be editorial, clerical, or programming errors in the publication of this website. Albizu University assumes no responsibility for such errors. In addition, there may be a lag between approved changes and their publication in the Catalog.

This catalog supersedes any other documentation and or any verbal or written commitments or expressions made by any Albizu University functionary, which may be contradictory to the policies and norms herein established.

Once students are registered at Albizu University, it is their responsibility to become informed and comply with the general institutional norms, policies and procedures, and those of their specific program. Albizu University is dedicated to ensuring accessibility of information to everyone. Should you require a printed version of the information available in the Catalog, please reach out to the Library for a hard copy.

THIS CATALOG REMAINS EFFECTIVE UNTIL A NEW VERSION IS PUBLISHED.

Special Disclosure

Education programs and activities, including campus events, graduations, and institutional programming, do not segregate or classify students based on race, color, or national origin. All clubs and student organizations are open to everyone. Articles published in the student magazine represent students' free expression and will be labeled accordingly.

About Albizu

Introduction

The name of the institution is Albizu University. The institution is a private, independent, non-profit institution of higher education, founded in 1966 in Puerto Rico with a Carnegie classification as Special Focus Four-Year: Other Health Professions Schools. The institution's mission is to educate professionals in behavioral sciences, speech pathology, and other disciplines, committed to research, to improve quality of life, and to serve diverse communities. The University expanded from the original main campus in San Juan, Puerto Rico to a branch campus in Miami, Florida in 1980 and to a satellite of the San Juan Campus in Mayaguez, Puerto Rico in 2015.

The University has been accredited since 1974 by the Middle States Commission of Higher Education (MSCHE) and licensed in Puerto Rico by the Council of Education of Puerto Rico and in Florida by the Commission for Independent Education. The Doctoral Programs in Clinical Psychology at both campuses are accredited by the American Psychological Association (APA) since 1994 in San Juan and 1991 in Miami. Albizu is authorized for distance education under the National Council for State Authorization Reciprocity Agreements (NC-SARA). The University is considered a Hispanic Serving Institution (HSI) by the USDE.

Albizu University has a total enrollment, as reported to IPEDS of 3,687 students. 1044 students are enrolled in the Miami Campus. The Miami Campus is licensed by the Commission for Independent Education in Florida. It is located in the City of Doral within Miami Dade County.

History

The origin of Albizu University dates to 1966, when the Puerto Rico Institute of Psychology (Instituto Psicológico de Puerto Rico) was founded with the specific objective of offering a master's program in clinical psychology. At the time, there were very few mental health professionals in Puerto Rico and most of them received their professional education abroad. Upon completing their studies, returning mental health professionals were forced to adapt their training to Puerto Rican sociocultural realities. A distinguished Puerto Rican psychologist, Dr. Carlos Albizu-Miranda, developed the Puerto Rico Institute of Psychology in response to the need for culturally sensitive professional training.

In 1971, its name was changed to the Caribbean Center for Advanced Studies (Centro Caribeño de Estudios Postgraduados), and in 1980, Dr. Albizu-Miranda established the Miami Institute of Psychology to extend the benefit of graduate psychology programs that were sensitive to cultural and ethnic issues in the continental United States. In January 2000, the university in Miami and the university in Puerto Rico (along with one university center) were renamed Carlos Albizu University in honor of its founder and is now known as Albizu University.

Today, the university is an educational institution whose accredited study and research programs are founded, both in theory and in practice, on the multicultural heritages of Puerto Rico (at our university in Puerto Rico) and South Florida (at our university in Miami.) Through the programs at its two campuses, Albizu University provides professional training that is relevant and responsive to the mental health needs of multicultural communities and to the necessity for culturally sensitive research, thereby contributing to furthering the development of psychology, health, education and human services professions.

Founder

Dr. Carlos Albizu-Miranda was a renowned psychologist, educator, and the founder of the university that bears his name. Born in Puerto Rico, he served in the U.S. Army before earning a doctoral degree in clinical psychology from Purdue University. He later joined the faculty at the University of Puerto Rico. In 1966, he founded the Instituto Psicológico de Puerto Rico, which became the Caribbean Center for Advanced Studies in 1971. Today, that institution is known as Albizu University.

Disclosure: The construction or use of the following statements did not, and does not, have the intention of conducting educational programs and activities in an exclusionary manner. These statements, along with any related derivative content (including, but not limited to, academic catalogs, handbooks, and manuals), do not target or discriminate against any specific gender, racial group, or nationality.

Vision

To be an international leader in academic innovation, research, and community service, promoting diversity to generate a transformative social impact.

Mission

Albizu University educates professionals in behavioral sciences, speech pathology and other disciplines, committed to research, to improve quality of life, and to serve diverse communities.

Values

Albizu University fosters the following values:

- **Excellence**: We strive for excellence in teaching, research, and services.

- **Talent and Professional Growth**: We create spaces for the growth and development of human talent.

- **Social Justice and Diversity**: We foster social justice through inclusive environments of collaboration that respect diversity and equity.

- **Innovation with Purpose**: We respond to the challenges of society through innovation with a purpose.

- **Ethics and Integrity**: We act responsibly and make decisions with transparency and honesty.

In fulfillment of its institutional goals, Albizu University follows a long tradition of academic excellence, innovative educational policies, and community commitment. In the words of our founder, Dr. Carlos Albizu-Miranda "love reaches beyond knowledge."

Institutional Goals

Albizu's aims to fulfill the mission of educating, advancing research, and serving diverse

communities are:

- **High Competency:** To cultivate in our academic community an understanding of their field of study or practice, encompassing theory, practice, and ethics.

- **Critical Thinking:** To develop abilities to think critically and apply research and creative problem-solving skills to address real-world issues.

- **Service and Social Impact:** To promote community service and active participation in projects that contribute meaningfully to social change.

- **Equity and Inclusion:** To foster an understanding of diverse cultural, historical, social, economic, and political contexts while promoting compassion, empathy, respect, and engagement in society.

- **Innovation and Entrepreneurship**: To encourage an entrepreneurial mindset that leads to innovation with a purpose.

Logo

Albizu University's logo only includes the elements which represent the University's values. These elements, which have been part of the logo since 1966, are the triangle representing the spiritual dimension of human beings; the trinity representing the following principles: faith, hope and charity; the circle representing the life cycle as a psychological experience as well as a biological phenomenon, and the Psi symbol, which expresses our conviction to serve humanity. Dr. Carlos Albizu-Miranda believed that "An educated society at the service of humanity has the responsibility of nurturing these spiritual virtues so that individuals can actualize themselves and thus, help create a culture of peace for all."

Corporate Seal

The Corporate Identity Seal of Carlos Albizu University is the official graphic emblem featuring a circular exterior band with an inscription in Latin on the outside that reads UNIVERSITATIS CARLOS ALBIZU. The inside circle displays the Latin words that read EXCELLENTIA, INVESTIGATIO, DIVERSITAS (Excellence, Investigation, and Diversity - the words which guide our institutional mission and vision). The blue color integrated in our Corporate Identity Seal represents authority and the location of the Institution's headquarters, the island of Puerto Rico, surrounded by sea.

Basic Principles

The faculty and administration of the University are genuinely committed to the welfare of our students, dedicated to the formation of outstanding professionals with enthusiasm for their vocation and contributing significantly to our educational environment. The basic principles of the University are that education should:

1. Promote the development of human potential.
2. Promote the integration of knowledge, positive values, and human behavior.
3. Promote academic excellence, reflective thinking, critical analysis, creative capacity, and the willingness to act.
4. Incorporate historical, social, economic, and political perspectives as its base.
5. Promote respect and sensitivity toward different ethnicities and cultures.
6. Promote leadership skills and training in scientific and professional matters.
7. Promote social conscience, responsible participation in social and economic affairs, and be able to lead conflicts and stressful life events in a rational and informed manner.
8. Ensure that scientific and professional efforts are directed towards the benefit of the individual and the community.
9. Promote understanding and efforts toward cooperation between and among diverse individuals, communities, organizations, and social groups.
10. Promote the acquisition of more than one language and exposure to various cultural traditions.
11. Promote a life-long search for knowledge and keep up to date concerning the requirements and new trends in the professions represented by our disciplines of study.

Statement of Legal Control of the Corporation

Albizu University is registered as an active non-profit corporation in the State Department of the Government of Puerto Rico since 1972 as Carlos Albizu University, Inc. The statement of incorporation was amended on June 21, 2024, to reflect this name.

The registration number is 6237 and the registration category is Educational and Research Services. The institution is registered in the State of Florida as a foreign not for profit corporation with FEI/EIN Number: 66-0234412 with the following entity name UNIVERSIDAD CARLOS ALBIZU O UNIVERSIDAD ALBIZU O ALBIZU UNIVERSITY O UCA O CAU INC

The Board of Trustees is the governing body of Albizu University. It exercises the power and authority that the law confers to the organization, oversees to ensure the academic and fiscal sustainability of the university, and establishes policies in all university areas. The Corporate By-laws establishes the following:

ARTICLE I. NAME, GOVERNING BODY, LEGAL GROUNDS

Section 1.1 Corporate Name

The name of this corporation is Universidad Carlos Albizu (Carlos Albizu University), Inc.,

herewith CAU.

Section 1.2 Governing Body

The governing body of this corporation shall be known as Board of Trustees.

Section 1.3 Corporate Bylaws

This set of rules shall be known as CAU's Corporate Bylaws.

ARTICLE II. BOARD OF TRUSTEES

Section 2.1 Composition
CAU's Board of Trustees shall be composed of no fewer than nine (9) members, nor more than eighteen (18), as determined by the Board itself. All members shall be external and independent. One Board member shall be an alumnus of the University duly validated in the exercise of his or her
profession, with a valid license, with no fewer than three (3) nor more than eight (8) years following graduation. This person shall have the same rights, powers/privileges and responsibilities as the other
trustees, and in no way shall it be understood that he/she has any representative capacity for the university's alumni group, or that the person is a delegate of that body.

The President shall participate in the Board meetings, the meetings of the Executive Committee and
executive meetings, and in the executive sessions that are a part of the annual, or special, meeting
by invitation; and in the standing and special committees' meetings of the Board, with voice but not
voting right and is not a member of the Board.

Board Members

Executive Committee

 Maribel Del Río-Roberts, Psy.D., Chair
 Ana M. Bonilla Davila, CPA, Chair Elect
 Magda Rodriguez Rivera, Psy.D., Secretary
 Oscar Cullen, CPA, Treasurer

Members

 Antonio E. Puente, Ph.D.
 Adalberto Ramírez, M.B.A.
 Jaime L. Albors Bigas, M.B.A.
 Jaime Plá Cortés, M.H.S.A.
 Jorge González Monclova, Ph.D.
 Ruth C. Prevor, Ph.D., ABPP
 Ileana Fernández Buitrago, Esq.
 Jose A. Medina Talavera, Ed.D.

José Antonio "TJ" Villamil, M.S.
Ruth González, Psy.D., M.B.A.
Viviana Padilla-Martinez, PhD
Sra. Karen Garnik
Lcdo. Gualberto Rodriguez

Emeritus Member
Gualberto Rodríguez

Administration

Central Administration/Shared Services

Nelson E. Soto, Ph.D. President
Berta Rios, Ph.D., Chief Academic Officer
Rosa Belvis, M.B.A., Chief Enrollment Officer and University Registrar
Nancy González, Esq., Chief Human Resources Officer
Antonio Llorens, Ph.D., Chief Information Officer
Ileana Santiago, CPA, Interim Chief Financial Officer
Karla T. Lopez, M.A. Chief Marketing Officer
Ana Guadalupe, Ph.D., Director of External Resources
Diani Nevares, M.P.A., Director of Development and Alumni Affairs

Miami Campus Administration

Yianni Vassiliou, Ph.D., Chancellor
Ayisha E. Sereni, Ph.D., Executive Strategic Coordinator
Raimundo Socorro, Ph.D., Dean of Academic Affairs
Sharrie R. Dean, Ph.D., Dean of Student Affairs

Academic Program Directors

Elvin Alvarez, Psy.D., BCBA, LMHC
Coordinator of the Graduate Certificate and ABA Minor in Applied Behavior Analysis Programs

Diana Barroso, Ed.D., L.M.H.C.
Director of the Master's Programs in Psychology

Tracy Crosby, Ed,D., CCC-SLP
Director of the MS in Speech-Language Pathology Program
Coordinator of the B.S. in Language & Communication Disorders Program
Coordinator of the Minor in Speech-Language Pathology Program

Eli Fennell, Ph.D.
Coordinator of the B.S. in Cyberpsychology
Coordinator of the B.S. in Sports Psychology, Technology & Performance Optimization Program

Juan Fernandez, M.S.
Coordinator of the Undergraduate Psychology Program in Spanish

Ariel Hernandez, Ph.D., QS, LMHC, NCC
Director of the Master of Science in Counseling Program

Alicia Stern Holcomb, DBA, Ed.D., MBA
Coordinator of Undergraduate and Graduate Programs in Education
Faculty Liaison of the Undergraduate Psychology Program

Tiesha Nelson, Psy.D.
Director of Clinical Training, Doctor of Psychology in Clinical Psychology Program

Gilda Rodriguez, Psy.D.
Director of the Doctor of Psychology in Clinical Psychology Program

Raul G. Rodriguez Fontes, MMEd.
Coordinator of the ESOL Program

Raimundo Socorro, Ph.D.
Director of the Doctor of Philosophy in Human Services Program
Coordinator of the B.S. in Behavioral Intelligence & Analytics Program

Tonya White, D.B.A.
Director of the MBA in Healthcare Management Program
Coordinator of the B.B.A. in Behavioral Business and Innovation Technologies Program

Service Directors

Vacant, Director of Finance
Jessica Tamayo, M.S., Executive Director of Enrollment Management and International Programs
Vacant, Coordinator of Financial Aid
Jennifer Gonzalez, Associate Registrar
Alice Stern, Ed.D. Project Director, Title V PPOHA Grant, Director of Graduate Student Center
Maria B. Figueroa, M.L.I.S., Library Director
Ruby Greene, BS, Director of Administrative Services

Academic Board

The Institutional Academic Board is made up of seventeen members. As an institutional body representative of all university sectors, the Director of Institutional Research, Evaluation and Assessment chairs the AB. The members are two directors of academic programs (one per campus and selected by the Chief Academic Officer), two representatives of the faculty (one from each Campus, elected by the faculty), and two students (one from each Campus, elected by the students). The faculty and students elect an alternate representative in each Campus, who will represent them in the absence of the primary elected representative. The President and the Chancellors are ex officio members of the AB with voice, but no vote.

This is the official forum of the academic community, and it serves as an advisory group to the

University's administration. The Academic Board participates in the institutional processes, studying, and evaluating the establishment of Academic Standards of the University in its teaching, research, and service programs. The Academic Board establishes a direct link between the faculty and the community and is the front-line of discussion and analysis of the issues which come up in the Institution with the purpose of assisting, improving, and promoting the fulfillment of the institutional goals and formulating recommendations to the Chief Academic Officer and the President.

Accreditations

Middle States Commission on Higher Education

Albizu University is regionally accredited by the Middle States Commission on Higher Education (MSCHE). Information about Albizu's accreditation is available on the Statement of Accreditation Status (SAS): https://www.msche.org/institution/. The Miami Campus is considered a branch campus.

Questions related to the institution's accredited status should be directed to:

Middle States Commission on Higher Education
1007 North Orange Street 4th Floor, MB #166 Wilmington, DE 19801
https://www.msche.org/about-us/contact-us/

APA

The Doctor of Psychology Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. Information about the program's accreditation status is available at https://accreditation.apa.org/accredited-programs.

Questions related to the program's accredited status should be directed to:

Commission on Accreditation
Office of Program Consultation and Accreditation American Psychological Association
750 First Street, N.E., Washington, DC 20002-4242
(202) 336-5979; (202) 336-6123 TDD
www.apa.org/ed/accreditation/contact.aspx

The Internship Program at the Goodman Psychological Services Center is accredited by the Commission on Accreditation of the American Psychological Association. Information about the internship's accreditation status is available at https://accreditation.apa.org/accredited-programs.

Questions related to the accredited status of the internship should be directed to: Commission

on Accreditation
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, N.E., Washington, DC 20002-4242
(202) 336-5979; (202) 336-6123 TDD
www.apa.org/ed/accreditation/contact.aspx

ASHA

The Master of Science in Speech-Language Pathology (Residential and Distance) is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language- Hearing Association. Information about the internship's accreditation status is available at https://caa.asha.org/programs/.

Questions related to the program's accredited status should be directed to:

Council on Academic Accreditation in Audiology and Speech-Language Pathology American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850
800-498-2071 or 301-296-5700

Licensing

CIE

Albizu University, Miami Campus is licensed by the Commission for Independent Education, Florida Department of Education. Albizu's ID number is #2650. Information about the Miami Campus accreditation licensing status is available at https://www.fldoe.org/policy/cie/.
Questions related to the licensing status should be directed to:

Florida Commission for Independent Education Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
888-224-6684

Authorizations

NC-SARA

Albizu University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA with Puerto Rico as its Home State. As a participating post-secondary institution, it can offer interstate distance education in SARA member state. Subject to certain limitations, Albizu is not required to individually apply to each state for such approval. Information on student complaints by state is available at https://nc- sara.org/complaint-reports-dashboard.

Questions related to this authorization should be directed to: 3005 Center Green Drive
Suite 130
Boulder, Colorado 80301
720-680-1600
info@nc-sara.org

Associations

American Council on Education American Library Association
Association of Psychology Postdoctoral and Internship Centers Council for Higher Education Accreditation
National Association of College and University Business Officers Hispanic Association of

Colleges and Universities
National Council of Schools and Programs of Professional Psychology

Degree Offerings

DIPLOMA	Duration	On-Campus	Online	English & Spanish
ESOL	1080 Clock Hours / 108 Credit Hours	X		
UNDERGRADUATE	**Credit Hours**	**On-Campus**	**Online**	**English & Spanish**
Bachelor of Art in **Elementary Education**	124	X	X	
Bachelor of Art in **Exceptional Student Education**	132	X	X	
Bachelor of Science in **Behavioral Intelligence & Analytics**	120	X		
Bachelor of **Business Administration in Behavioral Business & Innovation Technologies**	120	X		
Bachelor of Science in **Cyberpsychology**	120	X	X	
Bachelor of Science in **Language & Behavioral Disorders**	120	X		
Bachelor of Science in **Psychology**	120	X	X	X
Bachelor of Science in **Sports Psychology, Technology, & Performance Optimization**	120	X		
GRADUATE PROGRAMS	**Credit Hours**	**On-Campus**	**Online**	**English & Spanish**
Graduate Certificate in **Applied Behavior Analysis**	21		X	
Master of **Business Administration in Healthcare Management**	36		X	
Master of Science in **Counseling**	60		X	
Master of Science in **Exceptional Student Education**	36		X	
Master of Science in **Industrial & Organizational Psychology**	48	X	X	
Master of Science in **Speech & Language Pathology**	60	X	X	
Doctor of Philosophy in **Human Services**	57		X	
Doctor of Psychology in **Clinical Psychology**	99	X		
PROGRAMS NOT ACCEPTING STUDENTS	**Credit Hours**	**On-Campus**	**Online**	**English & Spanish**
Bachelors in **Business Administration**	120	X		
Masters in **Business Administration**	36	X		
Masters in **Psychology (Mental Health, Marriage & Family**	61	X		

Therapy, and School Counseling)				
Masters in **Teaching English to Speakers of Other Languages (TESOL)**	30		X	

Location

The Miami Campus is located west of the Miami International Airport at 2173 NW 99th Avenue, Miami, Florida 33172 and recently acquired an annex building at 9770 NW 25th Street, Doral, Florida 33172. The University is readily accessible through three major thoroughfares: SR826, SR836, and the Florida Turnpike.

Strategically located in Miami-Dade County, City of Doral, Florida, an area rich in multicultural diversity and laden with the complex socioeconomic and psychosocial realities that accompany such diversity, the Miami Campus of Albizu University has been in a forefront position in training students who can respond to the needs and demands of a multi-ethnic population.

The Miami Campus has a physical facility located on over 18 acres of land. The physical facilities include classrooms, faculty and administrative offices, library, computer laboratory, and the Miami Campus Clinic (Goodman Psychological Services Center), an on-site training clinic. It also has common areas such as lounges, reception areas, cafeteria, and outdoor rest areas.

Albizu website is www.albizu.edu. The main telephone number is (305) 593-1223.

Language

English is the official language of the University. As such, coursework is conducted in English, unless a program is specifically designed for instruction in a different language. Students must have proficient reading, writing and conversational skills in English. Newly admitted students from non-English speaking countries may be asked to complete an English proficiency examination to appropriately assess their language readiness to enroll in their desired program of study. Tests of English proficiency are only required for those students enrolling in the ESOL Program.

Academic Calendar

The academic year includes three sessions of 15 weeks of instruction for each session. The summer session is considered a regular part of the academic program at all levels. Copies of the academic calendar are available at the Office of the Registrar, the Library, the Office of Student Affairs, and online on the Albizu website at https://www.albizu.edu/academics/.

It is the responsibility of the student to obtain a copy of the academic calendar at the beginning of each academic session. Please refer to the Calendar section at the end of the catalog for the current one.

Academic Information

Distance Education and Delivery-Mode Policy

(Florida CIE Compliant – Rule 6E-2.004 & 6E-2.0041)
The University offers academic courses and programs in multiple instructional delivery modes, including on-ground, online, and hybrid formats. All curricular requirements, learning outcomes,

credit hours, assessment standards, and faculty qualifications remain identical across all delivery modes.

Delivery Mode Definitions
•On-Ground: Instruction occurs in person at University facilities.
•Online ("V" Courses): Courses delivered fully online. Online courses are designated with a "V" prefix before the course number (e.g., V-PSY 210).
•Hybrid: Courses combining on-ground and online instructional components.

Course Coding Convention
•On-ground courses use standard course numbers.
•Online courses use the "V" prefix before the course number (e.g., V-PSY 210).
•All versions of a course—on-ground, online, or hybrid, share the same syllabus, outcomes, and rigor.

Program Catalog Structure
Each program appears once in the catalog, with a single curriculum that applies to all delivery modes.
Students may take courses in any available modality unless restricted by licensure, clinical, or accreditation requirements.

Student Support & Resources
Students in all delivery modes have access to academic advising, tutoring, library services, accessibility services, and technical support, consistent with CIE Rule 6E-2.0041.

Technology Requirements
Online students must meet minimum technology requirements for participation in distance education courses and activities, including computer access and reliable internet connectivity.

Assessment & Integrity
The University provides secure online assessment tools and proctoring as necessary. Online students are held to the same academic policies as on-ground students.

Course Numbering System

The course numbering system employed by Albizu University uses three digits for all courses and prefixes of three or four letters for undergraduate courses and four to five (mostly four) for graduate courses.

The first digit of the course number identifies the level of the course (e.g., freshman, sophomore, etc.).

Bachelor's level	100-499
	(1xx = freshman; 2xx = sophomore; 3xx = junior; 4xx = senior)
Master's level	500-699
Doctoral level	700-899
Dissertation or Doctoral Project	900

Course prefixes that begin with a **"V"** designate the course as fully online.

Course prefixes identify the content of the course or discipline.

A detailed list of course prefixes is available in the "Course Descriptions" section of this document.

Credit Hour

The U.S. Department of Education (Credit Hour Policy and Definition Electronic Code of Federal Regulations, Title 34: Education, Part 600 – Institutional Eligibility under the Higher Education Act of 1965, as amended, Subpart A –General, Section 600.2) stipulates that a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practice studio work, and other academic work leading to the award of credit hours.

Albizu University defines the credit hour as follows: one credit hour corresponds to 15 contact hours per credit per term for a lecture course; a minimum of 30 hours per term for science and clinical laboratories; and a minimum of 45 contact hours per term per credit in practicums. All syllabi meet this regulation and are available at the Chancellor's Office, the Registrar's Office, and the offices of the Academic Program Directors.

Carnegie Unit Charts

The table below aligns the 15-week semesters of instructional time with Carnegie Units:

Number of Credits	Weekly Class Duration in a 15- week Semester	Amount of Instructional Time in 15- week Semester (in minutes)	Carnegie Unit Requirement based on # of credits (in minutes)
1	50 minutes	750	750
2	100 minutes	1500	1500
3	150 minutes	2250	2250
4	200 minutes	3000	3000

Undergraduate and graduate courses use the semester hour value of contact time (50 minutes) with a faculty member and expected independent student work through at least 15 weeks. Two hours of preparation or other outside work per week are required as well.

For online courses at undergraduate and graduate levels, instructional design is configured to comply with semester and hour requirements. Web-based or technologically mediated work as well as other alternative delivery methods enable students to acquire the competencies outlined in the syllabi. In addition, two to three hours of time per week are spent in independent preparation

(readings, papers, etc.) and these supplement the students' work.

Grading Policy

Undergraduate:
A Excellent ....4 points
B Good..3 points
C Average ....2 points
D Deficient...1 point
F Failure..0 points
I Incomplete (accompanied by a grade)......................0 points
P Pass..0 points
AU Audit...0 points
NP Non-Pass..0 points
NG Final grade not reported by Faculty……………………..0 points
W Withdrawal…………………………………………………..0 points
AW Administrative withdrawal ....0 points

Graduate:
A Superior ....4 points
B Satisfactory ....3 points
C Unsatisfactory ....2 points
D Deficient...1 point
F Failure..0 points
I Incomplete (accompanied by a grade)......................0 points
P Pass..0 points
AU Audit...0 points
NP Non-Pass..0 points
NG Final grade not reported by Faculty……………………..0 points
W Withdrawal…………………………………………………..0 points
AW Administrative withdrawal ....0 points

Graduation Requirements and Commencement

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

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

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

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

1. Apply at the Registrar's Office and pay the applicable fee during the session in which they plan to complete their coursework, and no later than the deadline stipulated in the Academic Calendar. Applying for graduation, regardless of participation in the commencement exercises, is a requirement for posting degrees on transcripts and issuing diplomas.
2. Students who complete all program requirements after the date on which commencement is held will not be allowed to participate in the commencement ceremony but must wait until the next scheduled ceremony. Students completing an internship prior to the date on which commencement is held may be allowed to participate in the ceremony, provided that the Registrar has evidence of internship completion.

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

Honors Criteria

Albizu University establishes the following honors criteria:

For Undergraduate Programs:

Honor	Cumulative grade point average
Cum Laude	3.33 – 3.49
Magna Cum Laude	3.50 – 3.95
Summa Cum Laude	3.96 – 4.00

For Graduate Programs

Honor	Cumulative grade point average
Distinction	3.60 – 3.94
Utmost Distinction	3.95 – 4.00

An Honor cannot be awarded to a graduate student if the Albizu academic record shows:

1. a grade of "C" or lower in any course, or
2. a No Pass (NP) in Practicum, Internship, Comprehensive Examination, Dissertation or Doctoral Project, or any course was repeated.

Policies, Procedures, and Consumer Information

Statement Against Discrimination and Harassment

It is the policy of Albizu University to maintain an environment for students, faculty, administrators, staff, patients, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University has published and enacted the Discrimination and Harassment Policy and Grievance (**CNG-10 Policy Against Sexual Harassment and Discrimination**) to reflect and maintain its adherence to all federal and state civil rights laws prohibiting discrimination and harassment in institutions of higher education and to reflect and maintain its values as an institution.

The University will not tolerate discrimination or harassment on the basis of race, color, religious belief, national origin, sex, sexual orientation, pregnancy, marital status, gender, gender identity, social condition, political ideas, status as victim of domestic violence, disability, veteran status, genetic information, age, or any other characteristic protected by federal, state or local law in its programs, services and activities. This prohibition applies to all University programs, services or activities, including but not limited to admission and employment.

Statement on the Prohibition of Illegal Activities

Albizu University policies prohibit all forms of harassment, hazing, use or abuse of illegal substances, alcohol abuse, and/or any other illegal activity in accordance with institutional policies, and federal, state, or other applicable legislation.

Policies and Procedures

Albizu University abides by the following policies and procedures which are published online on the website under the Policies, Procedures, and Consumer Information section at https://www.albizu.edu/about-us/policies- procedures/.
Hard copies of the Policies and Procedures are available in the Library. Albizu University adheres to the most current version of each policy. Therefore, determinations on the applications of these policies are guided by the policies and procedures in effect.

CAAE-01 Administrative Withdrawal Policy
This policy is designed mainly for students who do not comply with at least 50% of the courses criteria, as specified in the syllabus or with the fees and payment arrangements made upon enrollment.
CAAE-02 Add/Drop and Refund Policy
This policy is designed mainly to establish the timetable and the process for students to add/drop classes.
CAAE-03 Non-Degree Requirements Policy
This policy is primarily intended for individuals who wish to study at the University or for personal or professional enrichment, but who do not intend to obtain an academic degree.
CAAE-04 No Show Policy
This policy is designed mainly for students who fail to attend the first two classes of the academic session.

CAAE-05 No Grade Policy

This policy is designed mainly as an administrative mechanism used by the Registrar to denote that a letter grade has not been reported by a faculty member for a particular class.

CAAE-06 Graduate Program Readmission Policy

This policy is designed principally to establish the timetable and process whereby a student may reapply to his/her original program of studies.

CAAE-07 Official Transcripts Policy

This policy is designed mainly to request an official transcript.

CAAE-08 Incomplete Grades Policy

This policy is designed mainly to establish the criteria for the awarding and removal of an incomplete grade

CAAE-09 Extension for Degree Completion - Time Limitation Policy

This policy is designed mainly to establish a time limitation to complete each degree.

CAAE-10 Intercampus Transfer Policy

This policy is designed mainly for students to transfer from one campus to another within the University.

CAAE-11 Change of Grades Policy

This policy is designed mainly to inform the process to follow when a student disagrees with a grade received at the end of the course.

CAAE-12 Comprehensive Qualifying or Degree Examinations Requirements Policy

This policy is designed mainly for enrolled students in graduate levels programs which require a comprehensive or degree examination.

CAAE-13 Institutional Policy on Assessment of Student Learning

This policy is designed to establish the process and framework of the assessment of student learning throughout the institution.

CAAE-14 - Policy on Academic Travel

This policy has the purpose of delineating the framework and process of institutional authorization to engage academic travelling to advance our mission, thus ensuring the safety and physical integrity of those who are traveling. This policy applies to all students, student organizations, faculty, staff, and organizations affiliated with Albizu University, or who intend to
travel as part of their academic obligations to the University.

CAAE-17 Undergraduate Program Readmission Policy

This policy is designed principally to establish the timetable and process whereby a student may reapply to his/her original program of studies.

CAAE-18 Academic Dismissal Policy

This policy is designed principally to inform students about academic dismissal and the process
of requesting readmission to the academic program from which they were dismissed.

CAAE-19 Leave of Absence Policy

This policy is designed principally to seek institutional leave to interrupt program of studies.

CAAE-21 Satisfactory Academic Progress Policy

Standards of Satisfactory Progress

The Satisfactory Academic Progress Policy establishes the norms and procedures to be followed when evaluating the academic progress of Albizu University (Albizu or AU hereinafter) students. All AU students must meet the University's published Satisfactory Academic Progress (SAP) requirements.

The fundamental purpose of this policy is to assist in determining the academic progress of AU students. It also helps to determine student eligibility to receive financial aid according to the regulations of the federal Department of Education. This policy applies only to a student who is active in a program.

1.0   PURPOSE

The Satisfactory Academic Progress Policy establishes the norms and procedures to be followed when evaluating the academic progress of Albizu University (Albizu or AU hereinafter) students. All AU students must meet the University's published Satisfactory Academic Progress (SAP) requirements.

The fundamental purpose of this policy is to assist in determining the academic progress of AU students. It also helps to determine student eligibility to receive financial aid according to the regulations of the federal Department of Education. This policy applies only to a student who is active in a program.

2.0   DEFINITIONS

A.   Academic Dismissal - The status assigned to a student when, after being placed on Warning status, the student fails to meet the SAP standards for his/her active program of enrollment, as detailed in Section 3.0, Item II.B, of this policy.

B.   Academic year – Three academic sessions (Fall, Spring, and Summer), each consisting of a specified number of weeks as determined by each campus. The summer session is considered to be a regular part of the academic year.

C.   Completed credits - Credits for which the student was officially enrolled and that were completed with a grade of:

   1)   Graduate programs - A, B, or P. Exceptions to this norm are specified in the degree requirements section of each academic program that appears in the catalog.

   2)   Undergraduate programs - A, B, C, D, or P. Every concentration course requires a minimum grade of C, with the exception of the Interdisciplinary Baccalaureate (B.I.) in Speech and Language Therapy, which requires a minimum grade of B.

D.   Attempted credits - Every credit for which the student was officially enrolled, no matter what the grade obtained, including every time the course was repeated. Courses withdrawn (W, AW) will be counted as attempted credits.

E.   Course repetition - Students can repeat courses that are not passed with the minimum grade required by the active academic program or that are retaken to improve the CGPA. These courses must be retaken in the next session they are offered. Every undergraduate student can repeat any course, seminar, or practice twice, while graduate students can repeat any course, seminar, or practice once. If a student is withdrawn (W or AW) from a course previously attempted but not completed, the second unsuccessful attempt will count as a repetition, therefore affecting his/her academic progress. The following conditions apply to course repetitions:

   1)   In accordance with federal regulations, the cost of a course repetition can be covered by financial aid funds. This policy applies to every program.

   2)   In the case of a student readmitted after an academic dismissal, if he/she fails or drops (W, AW) the course, laboratory, practice, seminar, or degree (comprehensive) exam for which the academic dismissal was originally given, he/she will be dismissed from the program without the possibility of applying for readmission to the same program again.

F.   Cumulative grade point average (CGPA) -A numeric expression of the performance achieved by a student in his/her active academic program. All the courses listed in the student's academic record are considered when calculating the CGPA. If the student has repeated a course, the highest grade obtained in that course will be used in the calculation. The CGPA is obtained by dividing the total number of honor points (Honor points are a value assigned to letter grades. AU has assigned the following values to each letter grade: A=4, B=3, C=2, D=1, F=0. This value is then multiplied by the number of credits assigned to a specific course. For instance, a grade of A for a 3 credits course equals 12 honor points.) - between the total number of credits for which the student obtained a final grade. Credits transferred from other institutions are not taken into consideration when computing the CGPA.

G.   Financial Aid Probation - A financial aid status applied immediately after a Financial Aid Suspension appeal is decided in favor of a student. Probation status may be for one term only without a plan of studies or for more than one term with a plan of studies.

H.   Financial Aid Suspension - A financial aid status applied when a student fails to achieve satisfactory academic performance following criteria outlined in Section 3.0 II.C of this policy.

I.   Forgiveness policy - When a student repeats a course, the highest grade obtained will be used in the CGPA calculation.

J.   Good Standing - The status assigned to a student who has achieved satisfactory academic performance in compliance with this policy.

K.   Graduate program - Academic programs at the master's or doctoral level, including graduate certificates.

L.   Institutional Dismissal - A mandatory administrative separation from Albizu with no guarantee of future admission, as detailed in Section 3.0, Item III.E. of this policy.

M.   Mandatory Academic Plan - a plan developed with the student to meet minimal academic standards. It is a document created in conjunction with the faculty mentor/advisor of the student.

N.   Transferred credits - Credits completed at other post-secondary institutions and accepted at Albizu in accordance with institutional norms. Transferred credits are used to calculate the time limit to complete degree requirements and will be counted as both hours attempted and hours completed. Credits may be transferred between campuses or programs.

O.   Undergraduate program - Academic programs at the baccalaureate or associate degree level, including undergraduate certificates.

P.   Warning - A status assigned to any student who meets one or more of the conditions specified in Section 3.0 Item II.A. of this policy.

3.0 POLICY STATEMENTS

I.   DETERMINATION OF SATISFACTORY ACADEMIC PROGRESS

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

A. Qualitative Component

The academic performance of the student is the qualitative measure of satisfactory progress:

1)   A minimum Cumulative Grade Point Average (CGPA) of 2.00 for undergraduate programs, with the exception of students enrolled in the B.A. in Education program, for which the minimum CGPA is 2.50. This is contingent to the approval of courses with the minimum passing grade established.

2)   A minimum CGPA of 3.00 for all master's programs.

3)   A minimum CGPA of 3.00 for doctoral programs and graduate certificates, with the exception of the following San Juan Campus doctoral programs: Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology at the San Juan Campus.

4)   A minimum CGPA of 3.25 for the following San Juan Campus doctoral programs: Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology.

B.   Quantitative Component

The quantitative component sets a minimum percentage of progress required for all enrolled courses as follows:

1)   For undergraduate programs, students must earn a minimum percentage of 67 of all attempted credit hours. *

2) For master's degree and/or graduate certificate programs, students must earn a minimum of 50% of all attempted credit hours required by the program. **

3) For doctoral programs, the following applies:

Miami Campus		
Program	Credits	***Percentage of attempted credits that must be earned per session to stay within maximum timeframe
Psy.D. in Clinical Psychology	99	71%
Ph.D. in Human Services	69	67%

4) For all undergraduate programs, only grades of A, B, C, D, and P will be considered as hours completed. However, for the Interdisciplinary Baccalaureate (B.I) in Speech and Language Therapy in San Juan Campus and the Mayaguez University Center, as well as in the Bachelor of Science in Psychology, Minor in Speech and Language Pathology from the Miami Campus, all concentration courses must be approved with a minimum grade of B. Meanwhile for the B.I. in Psychology in San Juan Campus and the Mayaguez University Center all concentration courses must be approved with a minimum grade of C. Courses with F, Administrative Withdrawal (AW), No Pass (NP), Withdrawal (W), and Incomplete (I) at the time of a student's SAP review count as attempted hours but are not counted as successfully completed hours. An Incomplete grade that is converted to a letter grade at a later time will be considered during the next SAP review, as applicable.

5) For all graduate programs, only grades of A, B, and P will be considered hours completed. (Please refer to the current Albizu University Catalog for more information.) Courses with C, D, F, Administrative Withdrawal (AW), No Pass (NP), Withdrawal (W), and Incomplete (I) at the time of the student's SAP review count as attempted hours but are not counted as successfully completed hours. An Incomplete grade that is converted to a letter grade later will be considered during the next SAP review, as applicable.

* Undergraduate students must complete their programs of study by attempting no more than 150% of the credits normally required for attainment of the degree at that level

** Master's degree and graduate certificate students must complete their programs of study by attempting no more than 200% of the credits required for the programs

*** For Pass/No Pass courses (practicums, seminars, laboratories, and degree exams), students are required to pass 100% of all enrolled courses for the academic session.

C. Norms

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

1) Every student must maintain at least the minimum CGPA required for his/her active program.

2) Every student must complete at least the minimum percentage of all attempted and cumulative credits required for his/her active program within the established time limitation.

3) Students who cannot complete the degree requirements within the time limitation established for his/her active program may request a one-year extension from the Chancellor. Under no circumstances will an extension exceeding a one-year period be granted for completion of degree requirements for Bachelor of Science, Interdisciplinary Baccalaureate, or master's degrees. In the case of the doctoral programs, only under exceptional circumstances will a degree extension of more than one year be granted.

4) Every student whose academic progress does not meet the criteria established for his/her active program will be placed on Warning status. If the student does not show academic progress after the warning period (consecutive academic sessions, with the exception of dissertation enrollment, which can be consecutive or alternate), will be placed under Financial Aid Suspension/Academic Dismissal status.

1) If a student on Warning status interrupts his/her studies at AU, drops all classes within the first week of the academic session, or applies for a leave of absence, he/she will remain on the same status upon readmission.

D. Time Limitation

1) Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University.

2) Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University.

3) Each Psy.D. or Ph.D. student must earn a degree within a maximum timeframe of seven (7) years.

4) Each Ph.D. in Human Services student must earn a degree within a maximum timeframe of four-and-a-half (4.5) years.

II.   CONSEQUENCES OF NOT MEETING SATISFACTORY ACADEMIC PROGRESS

A.   Warning

When a student fails to meet the SAP standards for CGPA and/or the established percentage for their active program of enrollment, he/she will be placed on Warning status. The student will remain eligible for financial aid during the warning period. If a student on Warning status interrupts his/her studies at Albizu, drops all classes within the first week of the academic session, or applies for a leave of absence, he/she will remain on the same status upon readmission. A student is placed on Warning status upon meeting one or more of the following conditions:

1) A CGPA under the minimum required for his/her academic program

2) An NP in a practice module, doctoral dissertation, doctoral project, master's thesis, concept paper, internship, laboratory, or seminar

3) A grade of C or lower in graduate-level courses, with the exception of specific courses that can be passed with a minimum grade of C (for further information, refer to the current University Catalog)

4) A grade of F in an undergraduate-level course

5) A grade of C or lower in any undergraduate-level course that specifically requires a minimum grade of B

6) A grade of D or lower in any undergraduate-level course that specifically requires a minimum grade of C

7) An NP in an undergraduate laboratory, seminar, or practice

8) Less than the minimum cumulative percentage of credits completed as required for his/her active program of enrollment

B. Academic Dismissal

If, after being placed on Warning status, a student fails to meet the SAP standards for CGPA and/or established percentage for their active program of enrollment, the student will be placed on Academic Dismissal status. This status only applies for two consecutive academic sessions in which the student is officially enrolled. However, in the case of dissertation enrollment, academic dismissal due to non-compliance with SAP standards applies whether semesters are consecutive or alternate.

1) A student who transfers to a new program and who has a CGPA below the admissions requirements for the new program will be subject to the requirements of the new program and thus will be dismissed if he/she fails to reach the minimum required CGPA during the first year of enrollment in the new active program.

2) Two (2) NPs in dissertation, doctoral project, master's thesis, internship, laboratories, practicum modules, and/or seminars.

3) A course that is not completed after three (3) attempts for undergraduate programs or two (2) attempts for graduate programs; grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student.

4)   Failure to pass the master's or the doctoral level examination after four (4) attempts.

5)   Failure to meet the SAP standards for CGPA and/or the required completion rate for his/her active program on two consecutive sessions enrolled after having been placed on Warning status

6)   Two (2) grades of C or lower in specialization courses. If student fails to meet minimum grade of C in the specialization courses, please consult the Institutional Catalog for applicable norms of your academic program.

C. Financial Aid Suspension

A student will be placed on Financial Aid Suspension status if one or more of the following conditions is present:

1)   Noncompliance with an agreed mandatory academic plan

2)   Two (2) NPs in dissertation, master's thesis, doctoral project, internships, laboratories, practice modules, and/or seminars

3)   A course that is not completed after three (3) attempts for undergraduate programs or two (2) attempts for graduate programs (note that grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student)

4)   Failure to pass the master's or doctoral level examination after four (4) attempts.

5)   Dismissal from the active program if, after being placed on Warning status and in a mandatory academic plan, the student fails to meet the SAP standards for CGPA and/or the required completion rate for his/her program on consecutive sessions enrolled

6)   Two (2) grades of C or lower in clinical or research courses

D. Readmission

Students dismissed from a program must wait a minimum of one academic session to be eligible to apply for readmission to the same program. However, students on Academic Dismissal status may opt to apply immediately to a different program at the University, in which case the student would also be eligible to apply for financial aid.

Every readmission or admission application of a student who experiences an academic dismissal is evaluated by the relevant program director and faculty who will provide their recommendation to the Admissions Office, to the Academic Dean and to the Dean for Students Affairs. Based upon this revision process by the Program Director and the Academic and Student Affairs Deans a decision for granting or denying readmission will be reached. The University reserves the right to readmit or admit students into its programs. If the student is approved for readmission into the same program, he/she will be readmitted under Financial Aid Suspension status and with a specific mandatory academic plan addressing the issues that affected his/her performance in the past. The student may file an appeal to receive financial aid. If approved, then the student can receive financial aid under Financial Aid Probation. For information

on the process of readmission under these circumstances, please refer to the current University Catalog and the General Policies and Disciplinary Procedures Manual.

Students who apply for readmission after having left for any reason other than Institutional Dismissal will be readmitted under the same status he/she had upon leaving the program.

E. Institutional Dismissal

An Institutional Dismissal is a mandatory administrative separation from AU because of severe transgression against institutional policies, with no guarantee of future admission.

III.   APPEALS

A.   Academic Status Appeals

    1)   Academic Status Appeal Process

        a)   A student dismissed for failing to meet any of the SAP components will be notified in writing (by institution's email) of the dismissal. Exceptions to the SAP Policy may be requested on a case-by-case basis when a student feels there are mitigating circumstances beyond his/her control that warrant special consideration. A student cannot use the same reason for multiple appeals.

        b)   A student is required to submit, as part of the appeal procedure, an explanation of why he/she failed to achieve satisfactory academic progress and of what has changed in his/her situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Supporting documentation must be included.

        c)   If the filed appeal is approved, the student will be placed on probation and/or need to follow an agreed mandatory academic plan and will be eligible to receive financial aid.

    2)   Academic Status Appeal Requirements

Every filed   appeal, whether for an Academic or Institutional Dismissal, must include all the following:

        a)   A written academic progress appeal addressed to the Dean of Academic Affairs. This must include a statement explaining the mitigating circumstance(s) warranting special consideration.

        b)   Documentation or evidence that supports the circumstances described in the statement, such as letters from physicians, court documents, death certificates, copies of University documents (such as approved requests for Incompletes or course withdrawals accompanied by posted grade changes on transcripts), or, to

document financial hardship, bank statements, layoff notices, foreclosure notices, court documents, or other relevant legal documents

c) Any additional items required when the mitigating circumstance(s) will result in the student exceeding the maximum timeframe for the active program, including a copy of an academic plan or graduation evaluation form signed by the academic advisor or program director

B. Financial Aid Status Appeals

1) Financial Aid Status Appeal Process

A student may file an appeal if he/she is placed on Financial Aid Suspension. No financial aid status other than suspension is eligible for an appeal. To file an appeal, the student must complete an appeal form at the Financial Aid Office. As part of the process, an Evaluating Committee of the Appeal is form which is comprised by the Financial Aid Director, the Director of the Academic Program the student belongs, the Registrar and a Professional Counselor. The student must provide documentation to support the appeal to the committee. If the Financial Aid Suspension appeal is approved, the student will be placed on Financial Aid Probation and will be eligible to receive financial aid for one more session.

In cases where the appeal approval requires a mandatory academic plan for more than one session, the student placed on Financial Aid Probation will continue to receive financial aid for the duration of the mandatory academic plan. However, if the student fails to maintain progress in accordance with the mandatory academic plan, he/she will become ineligible for financial aid and will again be placed on Financial Aid Suspension. The student has the right to file an appeal for a second time.

2. Reestablishing Financial Aid Eligibility

Financial aid eligibility will be reestablished if:

a) The filed appeal is accepted by the Evaluating Committee, and the student is placed on Financial Aid Probation status

b) The student is in Good Standing

3.0 IMPLEMENTATION

Chancellors, Deans of Academic Affairs Deans, of Students, Registrars, Directors of Student

Financial Aid and the Directors of Academic Programs will have the responsibility of implementing this policy as well as monitoring its compliance.

4.0 EFFECTIVE DATE

This policy becomes effective at the moment of the Board of Trustees' approval and the signature of the Secretary of this Board.

5.0 AMENDMENTS

The Board of Trustees may amend this policy at any time.

CAAE-22 Degrees Requirements Policy

This policy is designed principally to require students to fulfill specific and general requisites for earning different degrees awarded by the institution.

CAAE-23 Institutional Admissions Policy

The primary function of this policy is to establish uniform parameters, for the admission of students in all campuses, consistent with state licensing authorizations and programmatic accreditations of Albizu University. The policy addresses admission under exceptional criteria.

CAAE-27 Policy on Requisites to Enroll in Dissertation or Doctoral Project

This policy is designed principally to establish requirements and guidelines to enroll in Dissertation or Doctoral Project.

CAAE-28 Policy on the Use of the Social Security Number

This policy establishes the prohibition of the use and disclosure of the Social Security number under Law number 186 of September 1, 2006 of the Commonwealth of Puerto Rico and Chapter 119, Public Record of the Statutes of the state of Florida, USA.

CAAE-29 General Policy on the Clery Act

This policy has the objective of observe the rules established in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (hereinafter referred to as "Clery act"), which requires all institutions that receive financial aid funds under Title IV to compile and make public criminal incidents on and near the campus, as well as publish the related policies.

CAAE-30 Sexual Offender Registration Disclosure Policy

This policy has the objective of observe the rules established in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Campus Sex Crimes Prevention Act related to security within educational institutions.

CAAE-34 Dissertation Policy and Doctoral Project

This policy is designed primarily to establish requirements and guidelines for the dissertation or doctoral project. The specific requirements for current doctoral programs are included in this policy. New doctoral programs should develop their specific requirements before the first cohorts of students is enrolled in the program.

CACII-04 Institutional Policy on Whistleblower Protection

This policy provides a mechanism to facilitate the reporting of suspicion or direct knowledge of fraudulent or illegal. The policy protects against retaliation of any person within the organization's constituent groups who file complaints of such activities in good faith and supplements (not replaces) any procedures required by applicable federal, state, or regulatory law or regulation.

CFICP-02 Institutional Policy against Economic Fraud

Carlos Albizu University is committed to complying with laws and regulations that promote a culture of honesty and integrity in all its financial, administrative, academic and research operations. This policy is based on the following laws: Act 115, Employee Protection; Title 31 U.S. Code 3729: False Claims Act; Chapter 8, Part B: Federal Sentencing Guidelines; and the Sarbanes-Oxley Act of 2002. It is ancillary to the Whistleblower Protection Policy, CAC- 04, which is the primary policy for attending to, and protecting, whistleblowers in cases of fraud and other improper conduct.

CNG-10 Policy Against Sexual Harassment and Discrimination

It is the Policy of Albizu University ("University" or "Albizu") to maintain an environment for students, faculty, administrators, staff, patients, and visitors that is free of all forms of discrimination and harassment, including sexual misconduct. The University has published and enacted this Discrimination and Harassment Policy and Grievance (hereafter referred to as the "Policy") to reflect and maintain its adherence to all federal and state civil rights laws prohibiting discrimination and harassment in institutions of higher education and to reflect and maintain its values as an institution.

CNG-15 Policy on Values and Standards of Ethical Conduct

It is the norm of the Albizu University, hereinafter Albizu, that all its members conduct themselves within the highest legal, moral, and ethical standards. To comply with this rule, this policy on values and standards of ethical conduct has been established, which, since it highlights the fundamental values of Albizu, will govern all legal, regulatory, operational, educational, research and service actions of the university and its members.

In addition, this policy will constitute a mechanism for education, prevention, and control of unethical conduct for the university. There may be complementary rules to this one when any division or specialized offering (or program) in the university so deserves it.

CNG-17 Policy on Computers Use

All members of the university community who make use of computers, electronic devices, Internet access, and emails owned or paid by the university. Includes trustees, students, employees, faculty (ad honorem and guest lecturers) and non-faculty personnel at all levels. Also includes contractors, third-party suppliers, consultants, auditors, or visitors, to the extent that they connect registered proprietary equipment to the university's network or install their registered proprietary rights programs on university computers.

CNG-19 Preferred Name and/or Pronoun Policy

Albizu University recognizes that some members of the institutional community, which includes students, faculty, and staff, prefer to use a first name and/or pronoun name to identify themselves. The university acknowledges that an institutional community used wherever possible during university education and communications. A Preferred Name cannot be used if it is inconsistent with federal and state law or relevant university policies and cannot contain inappropriate or offensive language. The goal of the Preferred Name policy is to provide
community members an opportunity and process to use and be known by a chosen first name and to ensure consistent use of such name wherever possible within the university system.

Transfer of Credit Policy and Procedures

Albizu University reserves the right to accept transfer credit from regionally accredited post-secondary institutions recognized by the U.S. Department of Education at the time the student completed the courses. Transfer credit decisions are made by the academic program director on a case-by-case basis. Transfer credit decisions made by the academic program director can only be appealed to the Dean of Academic Affairs.

Transferred credits are used to calculate the time limit to complete degree requirements and will be counted as both hours attempted and hours completed. Credits may be transferred between Albizu programs at the main campus, branch campus, or additional locations.

Criteria for the transfer of credit

Courses eligible for transfer of credits must be:

1. Transfer credit towards a bachelor's degree can only be accepted from credit earned at the undergraduate level.
2. Transfer credit towards a master's degree can only be accepted from credit earned at the master's or doctoral level.
3. Transfer credit towards a doctoral degree can only be accepted from credit earned at the doctoral level.

The validation of transfer credit will be based on earned credit hours. Courses earned with higher credit hours at the institution of origin will be awarded credit at the value assigned by Albizu University for the equivalent course. Albizu University will not award credit transfer for courses earned at the institution of origin with a lower credit value.

Transfer credit will be awarded for courses taken within the last five years from enrollment at Albizu University. The Academic Program Director has the discretion to accept credit earned more than five years from enrollment at Albizu University as an exception, but its acceptance requires the approval of the Dean of Academic Affairs. There is no time limit for transferring credits earned at Albizu programs at the main campus, branch campus, or additional locations.

Transfer credit from an institution outside the United States of America requires the submission of a credential evaluation by a credential evaluation service and may require additional documentation such as but not limited to a copy of the academic catalog or the institution of origin, official course descriptions, course syllabus, and textbooks.

The Academic Program Director has the right to deny the transfer of credit that does not meet established criteria.

Albizu University will not award transfer credit for practicum, internship, or clinical courses.

Process for the transfer of credit by degree level

The process of credit transfer is not automatic. The process requires eight steps. The first set of steps are specific to the degree level. The last three steps are the same for undergraduate and graduate students. The steps are listed below.

Undergraduate-level transfer credit

1. Undergraduate students may transfer up to 60 credits from a two-year institution and up to 90 credits from a four-year institution.
2. Only courses completed at a regionally accredited institution of higher learning and passed with a grade of "C" or better (3.00 on a 4.00 scale) will be accepted for transfer.
3. The applicant must submit the official academic transcripts from the institutions where undergraduate credit was earned. High school students who completed Advanced Placement courses must also submit their College Board transcripts.
4. The program director will also evaluate your transcript(s) and notify the Office of Admissions of the number of credits accepted for transfer and the course equivalency to Albizu University courses. Albizu University reserves the right to require the submission of additional documentation such as but not limited to a copy of the academic catalog or the institution of origin, official course descriptions, course syllabus, and textbooks.

Graduate-level transfer credit

1. Only courses completed at a regionally accredited institution of higher learning and passed with a grade of "B" or better (3.00 on a 4.00 scale) will be accepted for transfer.
2. The student requesting transfer credit is required to submit a Transfer of Credit form to the academic program director before the end of the registration deadline for the first semester of attendance.
3. The student requesting transfer credit must submit the following documents that must correspond to the time when the student earned the credit from the institution of origin: a copy of the academic catalog, official course descriptions, course syllabus, and textbooks.
4. The submission of an official transcript showing the grade for the course and credits earned.
5. The academic program Director or a designee will evaluate the request and supporting documentation to determine course equivalence by reviewing the Albizu academic catalog, official course descriptions, course syllabus, and textbooks.

Steps 6 to 8 apply to both undergraduate and graduate level transfer

6. A transfer of credits becomes official only upon approval of the academic program director and payment of the applicable fee, which may also be automatically assessed in the student's billing account.
7. Transfer credit will be listed in the student transcript without a grade identifying the name of the institution and the date when it was earned.
8. Grades corresponding to transfer credit will not be considered in the calculation of the Grade Point Average at Albizu University.

Cross Registration

Upon the evaluation and approval of the academic program director, students may enroll in another regionally accredited institution. The courses taken at other institutions must not be offered at the Miami Campus. Students who do not receive approval for cross registration by the academic program director will not be eligible to receive a transfer of credits. Each academic program determines the maximum amount of transfer credit allowed and the minimum passing grade level accepted for a course to be accepted as transfer credit. This information is specified under the academic program information in this catalog.

The following steps are required:

1. The student requesting cross registration must submit a Cross-Registration form to the academic program director before enrollment in a course in another institution.
2. The student must submit the following documents: a current copy of the academic catalog, official course descriptions, course syllabus, and textbooks
3. The student requesting transfer credit is required to submit a Transfer of Credit form to the academic program director before the end of the registration deadline of the following semester after completing the course.
4. The student must also submit an official transcript showing the grade for the course and credits earned.
5. A transfer of credits becomes official only upon approval of the academic program director and payment of the applicable fee, which may also be automatically assessed in the student's billing account.
6. Transfer credit will be listed in the student transcript without a grade identifying the name of the institution and the date when it was earned.
7. Grades corresponding to transfer credit will not be considered in the calculation of the Grade Point Average at Albizu.

Delivery of Programs Through Nontraditional Assessments, Modes and Methods

The institution does not offer non-traditional programs or courses.

Regulations for Distance Education

Academic Engagement

Academic engagement is defined as the active participation by a student in an instructional activity related to the student's course of study that includes, but is not limited to:

1. Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and the student.
2. Submitting an academic assignment.
3. Taking an assessment or exam.
4. Participating in an interactive tutorial, webinar, or other interactive computer- assisted instruction.
5. Participating in a study group, group project or an online discussion that is assigned by the instructor, and
6. Interacting with an instructor about academic matters.

Monitoring Completion of Clock Hours in an Online Setting

Albizu University will monitor compliance with clock hours through online education in the following manner:

1. In a synchronous setting, the professor and the students use a webcam process whereby the professor monitors and interacts with students during scheduled class time, engaging with all students.
2. In an asynchronous environment, the Institution will use the IntelliBoard feature available in Blackboard that monitors not only when a student logs in, but also captures all activity

like scrolling through reading materials, working on assignments, completing quizzes, etc.

Regular and Substantive Interaction (RSI):

1. Instructors will provide each student opportunities for substantive interaction. Substantive interaction is defined as that which engages students in teaching, learning, and assessment, consistent with the content under discussion, and includes at least two of the instructional activities related to the student's course of study detailed above (a-f) in the Academic Engagement section.
2. Instructors are responsible for promptly and proactively engaging in substantive interaction with the student on a regular basis to monitor the student's academic engagement or upon request by the student. Regular interaction is defined as that which, before the student completes a course or competency, (1) provides the opportunity for substantive interactions between instructors and students on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency, and (2) monitors the student's academic engagement and success while ensuring that an instructor is responsible for proactively engaging in substantive interactions.

Student Conduct and Academic Standards

Educational institutions have the duty to establish the essential eligibility requirements for those who seek their educational services and to protect their educational purposes through the reasonable regulation of student conduct and academic standards. Each student, by the act of applying or registering to Albizu University, agrees to abide by the rules and regulations stated in the Academic Catalog, Student Handbooks, Clinical Manuals, the General Policies and Disciplinary Procedures Manual as well as to all Albizu policies which altogether constitute the Albizu Code of Conduct.

Under the Code of Conduct students have rights but also responsibilities. Therefore, students must familiarize themselves with the aforementioned documents. Copies are available online in the Albizu website, the library, and the Office of Student Affairs. If a student is not able to secure a copy of any of these documents at the offices indicated, a written request may be made to the Office of the Chancellor.

In addition, all Albizu students are required to also abide by the guidelines and requirements established in Albizu program manuals, ethical principles of their corresponding professional associations, and rules and regulations governing their respective fields. Albizu reserves the right to make changes in its policies and procedures, including academic requirements. In addition, based on institutional policies and procedures, it reserves the right to withdraw any student from the University and/or take disciplinary action as warranted. Admission of a student to Albizu University, or the act of enrollment in any of its programs does not constitute a guarantee to the student for the conferment of the degree in the selected program of study. The conferment of academic degrees is the sole province of the Board of Trustees.

Manuals

General Policies and Disciplinary Procedures Manual

The General Policies and Disciplinary Procedures Manual describes violations, sanctions, disciplinary procedures, academic policies and procedures, appeals, administrative grievances,

special conditions and requirements, miscellaneous provisions, and separability.

This Manual applies to part-time and full-time students, as well as to non-degree seekers. It also applies to faculty in relation to grade or academic grievances and their participation in matters governed by these set of rules. The policies contained herein complement the ones contained in any other institutional regulations, procedures, manuals, catalogs, or documents. It is expressly stated that this Manual supersedes all other previous publications or statement that may be in conflict with it.
Copies of the General Policies and Disciplinary Procedures Manual are available online on the Albizu website, the library, and the Office of Student Affairs. If a student is not able to secure a copy of any of these documents at the offices indicated, a written request may be made to the Office of the Chancellor.

Procedures for Students to Appeal Academic or Disciplinary Actions

The *General Policies and Disciplinary Procedures Manual* outlines the process for students to appeal both academic and disciplinary actions. The same appeal procedures apply to both and are organized based on the type of hearing: an informal hearing is used for minor violations, while a formal hearing is used for major violations. In addition, the manual provides separate procedures for appealing academic grievances that do not fall under either category, as well as grade grievances and summary suspensions.

Appeals Following an Informal Hearing for a Minor Violation

A student may appeal the outcome of an informal hearing for a minor academic or disciplinary violation if there is an alleged violation of due process, a dispute regarding the sanction imposed, or the emergence of new evidence that was not available during the original hearing. The appeal must be submitted in writing within ten (10) calendar days of the date the student is notified of the resolution. This deadline is final and cannot be extended.
The appeal will be reviewed based on the existing record, although the reviewing body may, at its discretion, consider new evidence. The appeal reviewer may dismiss the charges, modify the sanction, or affirm or revise the original decision. If the student chooses to appeal further, they must do so within ten (10) days of the date of the previous decision, following the established sequence of appeal channels as outlined in the manual.

Appeals Following a Formal Hearing for a Major Violation

The appeal procedure for a formal hearing related to a major academic or disciplinary violation follows the same process as that for an informal hearing.

CHANNELS OF APPEAL

Director of Student Services
Dean of Student Affairs
Chancellor
President
Board of Trustees

Appeal Procedure from Formal Hearing of a Major Violation

The appeal procedure from a formal hearing will be the same as the one from an informal hearing.

Academic or Grade Grievances

Academic grievances not covered under a minor or major violation shall be attempted to be resolved by the student requesting a meeting directly and with the concerned Faculty member. If not resolved, the student may bring it to the attention of the corresponding Program Director or designee within ten (10) days of the last attempt to resolve the issue with the Faculty member. The Program Director or designee will notify the concerned Faculty member and set a meeting date with the Faculty member and the student within ten (10) days of the complaint. A meeting will be held to try to resolve the complaint. Dislike of a grade, believing one's level of knowledge is not reflected by a grade, or believing that one's level of effort is not reflected by a grade are not sufficient bases on their own to present a grade or academic grievance. Letter grades or scores received in academic or clinical courses, scores received in Comprehensive or Qualifying Examinations, admission and readmission or termination for academic reasons from any of our programs of study are not open to a grievance procedure, as they are the sole province of the Faculty. The Program Director's resolution in those cases is firm and final and not appealable, except as indicated below.

If the complaint was not resolved or no agreements could be reached, the student will notify the Program Director in writing within ten (10) days of the meeting that the academic or grade grievances were not resolved by preliminary attempts. The Program Director or designee shall then appoint, within fifteen (15) days of the date of receipt of the complaint, a different Faculty member with expertise in the subject area to review the student's work or issue and submit his/her decision within fifteen (15) days from date of appointment.

In the case of oral examinations, a Faculty member will be appointed, also within fifteen (15) days from the receipt of the complaint, by the Program Director or designee to resolve any impasse by listening to the recorded examination or by any other appropriate means. The decision of the Faculty member in either case is final and may not be contested by the first examining faculty member (or members).

The Program Director or designee will notify the student of the resolution of the complaint within thirty (30) days of the date of the receipt of the decision of the Faculty member.

However, if the Program Director or designee determines that the grievance involves issues of sexual harassment or discrimination, the Chancellor or designee will be informed immediately in order to make a determination as to any interlocutory measures needed and/or whether charges will be filed and pursued against the offending party under the Sexual Harassment and Discrimination Policies and Procedures. If the Grade or academic grievance cannot be resolved, in the opinion of the Program Director or designee, until the sexual harassment or discrimination case is adjudicated, then the academic or grade grievance procedure will be put on hold until the conclusion of the sexual harassment or discrimination proceedings.

Only grade or academic grievances which are substantiated by allegations of capriciousness, arbitrariness, discriminatory treatment and/or contrary to the class syllabus, may be submitted to the Program Director by the student, in writing, within ten (10) days of receipt of the grade or from the date of the action or omission involved, after the informal proceedings have been exhausted, under the following procedure:

1. The Program Director will investigate the grievance.

2. If the Program Director determines that the grievance is groundless, the grievance will be

dismissed, and the student will be informed thereof in writing within twenty (20) days of date of receipt of grievance.

3. If the Program Director determines that there are grounds for sexual harassment or discrimination, he or she will notify the parties that the grievance will be pursued under the applicable manual.

4. The Program Director will notify the student, and the Faculty member, with a written notification of the decision to pursue the grievance under the applicable dispositions of the informal hearing under this Manual or the Sexual Harassment and Discrimination Police and Procedures Manual, as applicable.

5. If the Program Director determines that the Faculty member act in conduct contrary to his/her
employment contract, he/she will present a fact-finding report to the Chancellor for proper action. This report will not include recommendations. The Human Resources Director will be also notified of the report. The Chancellor will adjudicate the grievance.

6. The appeal procedures for the faculty member are established in the Faculty Manual.

Summary Suspensions

A summary suspension is defined as an immediate suspension decision from the University taken by the Chancellor or President, for the violation of the Code of Conduct of CAU for any major violation as defined in this document, when the conduct involved constitutes a threat to the safety and/or welfare of CAU community, constituencies, guests or clients/patients, when it is detrimental to the image or best interest of CAU, or for any other reason stated in this General Policies and Disciplinary Procedures Manual or CAU's Code of Conduct or institutional documents. The student will be notified either personally or by certified mail of the summary suspension and the basis for said suspension. Summary suspensions are interlocutory measures that are not appealable.

Appeals

The student has ten (10) days to present an appeal to the next available channel, starting from the notification date of the decision took by the Program Director, its designee or the previous appeal channel, whatever the case may be. The appeal will be reviewed through the record, although the different channels may, at their discretion, receive evidence not available to the other channels. Each channel has thirty (30) days to issue a Resolution.

Manual of Regulations and Procedures of Reasonable Accommodations

Albizu University does not discriminate against of race, color, creed, sex, sexual orientation, age, religion, lifestyle, national origin, or disability of any applicant, student, faculty member, or employee during the process of admission, contracting, promotion, or any other activity part of academic programs or services.

The Manual of Regulations and Procedures of Reasonable Accommodations presents the procedures developed in accordance with the regulations established on the basis of state and federal laws and other applicable legislation. This document presents the legal basis, definitions, students' rights, campus rights, duties of the parties, the services for students with disabilities,

complaint procedures, and forms.

Copies of the Manual of Regulations and Procedures of Reasonable Accommodations are available online on the Albizu website, the library, and the Office of Student Affairs. If a student is not able to secure a copy of any of these documents at the offices indicated, a written request may be made to the Office of the Chancellor. For information on reasonable accommodations, please contact the campus Disability Services Coordinator (305) 593-1223, ext. 3245.

Student Council and Student Associations Manual

The Albizu University encourages student participation in university life through the Student Council and Student Associations. The Student Council and Student Associations Manual presents the regulations that shall apply to the Student Council and Student Associations. Professional association chapters shall follow their own rules and regulations, insofar as it is compatible with the mission and regulations of the Albizu University.

Copies of the Student Council and Student Associations Manual are available online on the Albizu website, the library, and the Office of Student Affairs. If a student is not able to secure a copy of any of these documents at the offices indicated, a written request may be made to the Office of the Chancellor.
For information on the student council and student associations, please contact the Office of Student Affairs at ext. 3245 or via email at dosa@albizu.edu.

Consumer Information Manual

Under the 2008 Higher Education Opportunity Act (HEOA), Albizu University is required to make available certain information to current and prospective students, employees, and the public. For your convenience, this manual contains general information and links that will direct you to the appropriate websites or information required. Please contact the personnel from the appropriate offices if you wish to obtain a hard copy of any of the available documents. If you have any questions, you may contact the Financial Aid Office.

Miami Campus Safety and Security

The Office of the Chancellor prepares an annual security report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, better known as the Clery Act. The full text of this report is posted on the University website (www.albizu.edu). This report is prepared in collaboration with local law enforcement agencies and the campus security authorities. Crimes, offenses, and arrests on the premises and corresponding statistics are reported to various law enforcement agencies and to the campus security authorities, who include the Chancellor, Dean of Student Affairs, Security Officer, and Director of Human Resources and Operations in Miami and San Juan and the Auxiliary Director of Administration, Associate Dean of Academic Affairs, Academic Counselor, Security Officer, and Director of the Albizu Clinic in Mayagüez. These statistics include crime occurring in the geographical area, as defined by the Clery Act, of the University campuses. Each year, an email is sent to enrolled students notifying them of the web address at which they can access the crime report. Faculty and staff receive similar notification. Copies of the report can also be obtained from the Dean of Student Affairs and the Director of Human Resources and Operations.

Student Information

Policies applicable to all programs unless otherwise indicated.

Regular Students

Regular student status is defined as a degree-seeking full or part-time student. At the undergraduate level, full- time status is equivalent to twelve (12) or more credits per semester and part-time is equivalent from six (6) to eleven (11) credits per semester.

Exception: Undergraduate students enrolled in the Teaching Internship course (EDE450) of the Bachelor of Arts in Elementary Education are considered full-time (independently of the number of credits for which they are enrolled.) For the Federal Pell Grant program, enrollment is considered in accordance with Pell Grant rules and regulations. An enrollment of less than six (6) credits in the undergraduate program is considered less than part-time for financial aid purposes. At the graduate level, full-time is equivalent to six (6) or more credits per semester and part-time from three (3) to five (5) credits per semester. The same definition is applied to graduate students for financial aid purposes. Students enrolled in the Doctoral Project and/or internship are considered full-time students.

There are three categories of student status at AU to be used internally:

1. Active in good standing,
2. Inactive on institutional leave,
3. Dismissed from the University.

Official Transcripts

Students may request academic transcripts through the university online student services system. Students who do not know their login credentials must send an email to helpdesk@albizu.edu.
Transcript requests from anyone other than the student will not be honored unless a written authorization from the student is provided to the Office of the Registrar, subject to the exceptions provided by the Family Educational Rights and Privacy Act (FERPA).

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

Official transcripts requested for pick up by the student will bear the stamp "Official Transcript Issued to Student" in the transcript and in the envelope. A fee for the processing of transcripts will apply. The University reserves the right to deny requests for official academic transcripts to students with outstanding obligations with the University.

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

Students with Disabilities

AU does not discriminate against any otherwise eligible student with special needs and/or

conditions and who meets program and professional performance standards and expectations. Students seeking special accommodation must make their needs known to the Office of Student Affairs to explore and seek options for reasonable accommodation. All reasonable accommodation must be prospective and must be formally initiated by the student. The term "reasonable accommodation," may include making existing facilities readily accessible to and usable by individuals with disabilities; and/or providing services that do not represent undue hardship to the University. Undue hardship means an action requiring significant difficulty or expense when considered considering the factors set forth. The Dean of Student Affairs is the official coordinator of services for formally identified disabled students at AU under the 504 sections of the Rehabilitation Act and Americans with Disabilities Act.

Veterans/Military Personnel

AU is approved for undergraduate and graduate education of active military personnel, veterans and eligible dependents under current public laws. AU is a member of the Servicemembers Opportunity Colleges (SOC). Students who may be eligible for educational benefits under any Veterans Administration program should contact:

Veterans Administration Regional Office
P.O. Box 1437
St. Petersburg, Florida 33731 (800) 827-1000

Eligible students MUST contact the V.A. Regional Office at least one academic session in advance of the date of their intended enrollment at the University.

Compliance With 38 U.S.C 3679(E)

Albizu University allows any covered individual to attend or participate in the course of education, without financial or access penalty, during the period beginning on the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33. A "certificate of eligibility" may also include a "Statement of Benefits" obtained from the U.S. Department of Veterans Affairs'(VA) website eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes. The period of time when the school may not assess a financial or access penalty against a covered individual end on the earlier
of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
3. Albizu University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delayed disbursement of funding from VA, under chapter 31 or 33.

Albizu University will require the following from covered individuals:

1. Submission of a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Submission of a written request to use such entitlement.
3. Additional payment or payment fee for the amount that is the difference between the

amount of the student's financial obligation and the amount of the VA education benefit disbursement.

Non-Degree Students

As a general rule, persons desiring to study at the University either for personal or professional enrichment, but who do not intend to obtain an academic degree, may apply for admission as a non-degree seeking student.

Students admitted under non-degree status may enroll for a maximum of twelve (12) credit hours. Non-degree students can repeat courses for a failing grade as long as they do not exceed the maximum of 12 credits. Non-degree seeking students at the graduate level may not enroll in any graduate practica.

Registration fees and institutional policies apply to non-degree seeking students. According to Federal guidelines, non-degree seeking students are not eligible for financial aid. Students wishing to change from non-degree to degree-seeking status must formally apply and meet all admission requirements for the Program for which they apply.

Credit for Continuing Education

Upon approval of the Program Director, any individual with a bachelor's degree or higher may enroll in a three- credit graduate course for personal or professional enrichment. Courses may count for continuing education and licensing purposes. Continuing education students may not enroll in any clinical courses or clinical practicum without the approval of the corresponding Program Director.

Student Services

Albizu University delivers a wide range of services to students. These services are provided on campus, by tele-counseling, or via external providers. The Academic Counselor is available to assist students in dealing with diverse issues such as personal crises, conflict resolution, interpersonal relationships, or difficulties connecting with services available at Albizu University. If needed, the counselor may also facilitate referrals to community resources or outside agencies. Areas of need may include the following:

- Academic planning and goal setting
- Coping techniques to address academic and personal stress
- Balancing academic/work/home/social life
- Developing strategies for a successful semester
- Connecting with AU services and community resources
- Time management strategies
- Emotional and mental support
- Crisis management strategies
- Connecting with emergency food and housing
- Referrals to outside agencies, as necessary
- Online provides list available for students on the Virtual Success Center and Student Success Center located in the Blackboard platform

Employment Guarantee Disclaimer

Albizu University makes no guarantee, promise, or representation—express or implied—of employment or future earnings upon completion of any program of study. While the University may provide career guidance, resume assistance, job search strategies, and access to job postings or employment fairs, these services are offered as support only and do not constitute a guarantee of job placement or a specific salary level.

Employment opportunities and compensation are influenced by many factors beyond the institution's control, including local and national economic conditions, job market demand, industry standards, graduate effort, prior experience, and professional licensure or certification requirements.

Prospective and current students are encouraged to conduct independent research regarding career prospects and licensure requirements in their field of interest prior to enrollment.

Career Services

The Career Services Center at Albizu's Miami Campus assists students in developing and exploring their career options to empower them with the necessary skills to successfully enter the job market in their chosen fields. The Career Services Center is located at the Student Affairs Office, on the first floor of the Miami campus main building. Students can schedule an appointment in person or virtually by emailing the Career Placement Coordinator.

From the day students enroll at Albizu until the day they graduate, they have access to individualized career counselling as well as to regularly updated job postings in Handshake, a career services platform all students have access to, documents and field-specific information.

At the Career Services Center, students may work with a career specialist who will guide them on how to perform effective job or internship searches in Handshake and develop skills to succeed in their chosen careers. Services offered include job or internship postings and search in collaboration from workforce entities and organizations, applications to relevant job or internship postings, assistance with resume and curriculum vitae preparation, development of cover letters, mock interview practice, and workshops on developing soft skills.

In addition, students have access to a variety of resources through the Center's online portal, including the following:

- Handshake Career Services platform
- Job search techniques
- Assistance with job applications
- Networking opportunities
- Interview techniques
- Common errors to avoid in an interview
- Office etiquette
- Tips on career transition

Student Council

The fundamental goal within the academic community is to obtain an education of excellence. To this end, it is essential that the institutional environment permits free examination and open discussion of all areas pertaining to academic life. The Student Council seeks to promote communication, cooperation and understanding among students, faculty and administration, and suggests ways to promote the best interests and objectives of the academic community.

The Student Council's functions are regulated by the applicable dispositions of the Student Council and Associations Regulations (originally part of the General Disciplinary Policies and Procedures Manual), revised in January 2015.

Student Life/Student Organizations

AU encourages all students to get involved in student life activities through the established student organizations on campus. All student organizations that wish to be officially recognized by AU must be registered and approved by the Dean of Student Affairs. Please contact the Dean of Student Affairs' Office for a complete list of student life activities.

Guidelines for Student Behavior

All students registered at AU's Miami Campus are subject to federal and state laws, municipal and/or county ordinances, as well as to institutional, professional and ethical requirements pertaining to the student's program. Any violation of these laws and regulations may be a cause for disciplinary and/or judicial action. See the applicable General Policies and Disciplinary Procedures Manual for additional information, available on the institutional website.

Hazing in student life or campus activities is expressly forbidden under the AU General Policies and Disciplinary Procedures Manual and State of Florida law. Hazing is defined as any act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership with a group or organization, could be seen by a reasonable person as endangering the physical or mental health of an individual through humiliation, intimidation, demeaning treatment, destruction of public or private property, inducement to consume alcohol or other substances, or which otherwise violates the policies of the university.

International Students

AU is committed to providing educational opportunities to students from other countries as a means of promoting understanding and cooperation between diverse populations. AU is authorized under federal law to accept for enrollment non-immigrant foreign students. Students must comply with all immigration requirements and submit documentation of compliance prior to registration.

All international students must follow the following procedures:

1. International student applicants must submit a paid AU Program specific application, be admitted to the university, register for full-time course load in the selected program of study once their I-20 AB form is approved by USCIS, and obtain an approved visa (F-1) appropriate for study prior to their arrival in the United States.

2. An international student must present a valid I-94 form, a valid passport, economic sponsor (affidavit of financial support), evidence of current health insurance coverage in

the US, and any other required documents by USCIS (U.S. Customs and Immigration Service).

3. The paid application for admission will be processed by AU and upon admission, the I-20 AB form will be processed by the university for F-1 students.

4. F-1 applicants will not be allowed to register until their I-20 AB form is approved by USCIS.

5. International students, who transfer to AU from another institution in the United States, must provide copies of any I-20 forms from those institutions attended. The student must submit a completed "Transfer Eligibility Form" to the Registrar's Office and/or to the Enrollment Management Office.

6. While in the United States, F-1 Visa international students must:
    a. Pursue degree course of study as a full-time student
    b. Not engage in employment without authorization from USCIS
    c. Maintain a valid passport
    d. Have health insurance

7. International students must submit an official evaluation of academic credentials by an authorized agency. A list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts may be obtained from the Office of Enrollment Management. All documents must be submitted in English.

8. Any changes in international student status will be notified to USCIS by AU in accordance with SEVIS guidelines.

Foreign Credential Evaluation

Applicants with foreign credentials must submit an official evaluation of their foreign academic credentials by an authorized agency. Please contact the Registrar's Office or the Office of Enrollment Management for a list of authorized agencies that evaluate and interpret the U.S. equivalency of foreign transcript and credentials. All documents must be submitted in English.

Guidelines for Confidentiality

In conformity with the provisions of the Family Educational Rights and Privacy Act as amended (FERPA), the university may provide to any person such general information about its students as might be found in a "directory of information."

The University may publish as public information the following items without the consent of the student: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and photographic image. A written request by any student who wishes that all or part of his/her information be held in confidence must be submitted to and will be honored by the Office of the Registrar.

All other information concerning a student's academic performance at the Miami Campus is strictly confidential and will not be divulged without written consent from the student, except as

allowed by law.

No release is permitted of personally identifiable records, files or personal information pertaining to a student without written consent except to the following:
1. School officials and professors within the educational institution who have legitimate educational interests.
2. Officials of other schools in which the student intends to enroll. The student must be notified of the transfer, receive a copy of the record desired and, if requested, be allowed a hearing to contest the content of the record. The dispositions applicable to Academic Grievances in the General Policies and Disciplinary Procedures Manual of the University will be available to the student to contest the content of a record.
3. Authorized state and federal officials as defined in the Family Educational Rights and Privacy Act of 1996 (i.e., Federal grand jury subpoena, court or law enforcement subpoena. FERPA, 99.31 (a) (9).
4. Disclosure to a court of law when the AU initiates legal action against a student and a reasonable effort is made to notify the student of its intent to disclose information from education records.
5. Other individuals, agencies or organizations as authorized by the Family Educational Rights and Privacy Act (FERPA).
6. Students' access to their education records is governed by the norms stipulated in the Buckley Amendment of the Family Educational Rights and Privacy Act (FERPA).

Academic, disciplinary, personal counseling, medical, law enforcement, employment, financial aid, and similar records shall be maintained separately and shall not be available to unauthorized persons.

Request for Amendments to Student Records Under FERPA

Any student, who wishes to request amendments to his/her student record covered by FERPA, must submit a written request to the Registrar, who will proceed accordingly.

Copies of applicable law and further information can be secured from the Office of the Registrar. FERPA affords students:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate officials, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. The student may ask the University to amend the record believed to be inaccurate or misleading. The student should write to the Registrar, who is the university official responsible for the record, and clearly identify the part of the record he/she wants changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. The dispositions applicable to Grade Grievances in the General Policies and Disciplinary Procedures Manual of the University

are available to the students to contest resolutions about amendments to their educational records.

3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University 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/her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility.

4. Upon request, the University will disclose educational records without the student's consent to officials of another school in which a student seeks or intends to enroll. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by AU to comply with the requirements of FERPA.

5. Family Policy Compliance Office

6. U.S. Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605

Financial Information

Financial Aid

1. AU provides financial aid for those students who qualify. In order to assist students in meeting the direct and indirect costs of their education, the Miami Campus provides applications for financial aid. All students seeking financial aid are encouraged to apply at least sixty (60) days before the commencement of the session for which financial assistance is required, in accordance with the application deadlines established by the Financial Aid Office.

2. Applications for financial aid will be considered when all required documents and information are received. To be considered for all types of aid, students are advised to begin applying on time and to have a completed application on file by the required deadlines. Deadlines are subject to changes in registration procedures.

3. Financial aid disbursement will be made during the first week of classes. If a credit remains on the student's account after direct charges have been satisfied, a reimbursement will be processed. Students are encouraged to obtain advisement from the Financial Aid Office about the impact that a leave of absence may have on repayment schedules and academic progress.

4. The following information presents a Program Description of the financial assistance programs available at the Miami Campus. For updated and detailed information on financial aid programs, the student should refer to the Financial Aid Office and to the Consumer Information Manual available at: https://www.albizu.edu/admissions/financial-aid/.

Financial Aid Suspension

A student will be placed on Financial Aid Suspension status if one or more of the following conditions is present:

1. Noncompliance with an agreed mandatory academic plan
2. Two (2) NPs in dissertation, master's thesis, doctoral project, internships, laboratories, practice modules, and/or seminars
3. A course that is not completed after three (3) attempts for undergraduate programs or two (2) attempts for graduate programs (note that grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student)
4. Failure to pass the master's or doctoral level examination after four (4) attempts
5. Dismissal from the active program if, after being placed on Warning status and in a mandatory academic plan, the student fails to meet the SAP standards for CGPA and/or the required completion rate for his/her program on consecutive sessions enrolled
6. Two (2) grades of C or lower in clinical or research courses

Financial Aid Status Appeal Process

A student may file an appeal if he/she is placed on Financial Aid Suspension. No financial aid status other than suspension is eligible for an appeal. To file an appeal, the student must complete an appeal form at the Financial Aid Office. As part of the process, an Evaluating Committee of the Appeal is formed, which is comprised by the Financial Aid Director, the Director of the Academic Program the student belongs to, the Registrar and a Professional Counselor. The student must provide documentation to support the appeal to the committee. If the Financial Aid Suspension appeal is approved, the student will be placed on Financial Aid Probation and will be eligible to receive financial aid for one more session.

In cases where the appeal approval requires a mandatory academic plan for more than one session, the student placed on Financial Aid Probation will continue to receive financial aid for the duration of the mandatory academic plan. However, if the student fails to maintain progress in accordance with the mandatory academic plan, he/she will become ineligible for financial aid and will again be placed on Financial Aid Suspension. The student has the right to file an appeal for a second time.

Reestablishing Financial Aid Eligibility

Financial aid eligibility will be reestablished if:

1. The filed appeal is accepted by the Evaluating Committee, and the student is placed on Financial Aid Probation status.
2. The student is in Good Standing.

Federal and State Programs

1. Florida Prepaid College Program - The FPC program allows eligible students to use the funds they have in their account to offset the cost of tuition at a private, not for profit universities accredited by the Accrediting Council for Independent Colleges and Schools. The FPCP will pay the dollar amount equal to the current rate of public university per

credit cost. You may access your Florida Prepaid College Program investment with AU by submitting the FPCP Transfer form to the Finance Office. You are obligated to cover the remaining amount due to the university in the form of financial aid and/or direct payment.

2. Federal Pell Grant — A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree.

3. The amount of Pell Grant a student may receive in an award year depends on the family's income, the cost of attendance and the student's enrollment status.

4. Federal Supplemental Educational Opportunity Grant (FSEOG)—This is a grant for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grants.

5. The amount of an award depends on the student's financial need and the funding level of the University.

6. Florida Student Assistance Grant (FSAG) – This is a need-based program, available to full-time degree seeking Florida undergraduate students who demonstrate substantial financial aid need.

7. Florida Bright Futures Scholarships Program – Awarded by the Florida Dept. of Education to high school students based on high school transcripts and SAT/ACT test scores. Applications must be submitted during the last year of high school.

8. Federal Work-Study (FWS)—This program provides jobs for undergraduate and graduate students with financial need. The amount of an award depends on the student's financial need and the funding level of the university.

9. Federal Direct Loan Program — AU provides applications for loan programs administered by the Federal Government. These are low interest loans and repayment begins after the student is no longer enrolled in a part-time course of study.

   a. Federal Direct Subsidized Loan—Eligibility is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA) and enrollment in at least part-time status. Interest

   b. prior to repayment, or during authorized periods of deferment, is subsidized by the federal government.

   c. Federal Direct Unsubsidized Loans — Like Direct Subsidized Loans, the Unsubsidized Loan holds the same terms and conditions, except that the borrower is responsible for interest from the day

   d. it is disbursed until it is repaid in full, including in-school, grace and deferment periods. Eligibility is not need-based.

   e. Federal Direct Parent Loan for Undergraduate Students (PLUS)—PLUS loans are for parent borrowers. This loan provides additional funds for educational expenses. PLUS enables parents

   f. to borrow money for educational expenses for each child who is enrolled at least part-time and is a dependent student.

   g. Federal Direct PLUS Loan for Graduate and Professional Degree Students— Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses.

   h. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students.

Deadlines and guidelines for application to these programs are available from the Financial Aid Office. Aid eligibility is determined on the basis of financial need (except Federal Direct Unsubsidized and PLUS), enrollment status (full-time, part-time), and satisfactory progress.

Doctoral students in Clinical Psychology registered for dissertation and/or internship are considered full-time students. Please consult with the Financial Aid Office for further information and applications.

Institutional Scholarships

Presidential Scholarships — The Presidential Scholarships are awarded based on, but not limited to, the following criteria: financial hardship, prior/current contributions of the applicant to institutional development, under-representation within a given profession, student representation in international professional associations and organizations, civic record of the applicant, or any other hardship or special consideration. Presidential scholarships are awarded based on the sole discretion of the Miami Campus Chancellor or the President of Albizu University.

Institutional Discount Program

Business Administration Discount Program—20% tuition discount—Awarded to student applicants of full- time employment with a State of Florida agency, Miami- Dade County Government, City Municipal Government or Federal Government agency admitted to the Bachelor or Master's in Business Administration degrees only.

Excellence in Teachers Education Discount Program—20% tuition discount—Awarded to student applicants of full-time employment with a State of Florida agency, Miami-Dade County Government, City Municipal Government or Federal Government agency admitted to the Elementary Education and/or Exceptional Student Education degree programs only (graduate and undergraduate students).

Miami-Dade County Public Schools Teachers Discount Program—20% tuition discount—Awarded to student applicants of full-time employment with Miami-Dade County Public Schools admitted to any AU degree program.

Miami-Dade County Police Discount Program—20% tuition discount—Awarded to student applicants of full- time employment with Miami-Dade County Police admitted to any AU degree program.

Active Military Personnel Discount Program—20% tuition discount—Awarded to student applicants of full- time active employment with any division of the U.S. Armed Forces.

Miami Dade College Graduates Discount Program—20% tuition discount— Awarded to student applicants who graduated from Miami Dade College admitted to any Bachelor's or Master's Programs and to the Ph.D. in Human Services Program.

Broward College Graduates Discount Program—20% tuition discount— Awarded to student applicants who graduated from Broward College admitted to any Bachelor's or Master's Programs and to the Ph.D. in Human Services Program.

Late Financial Aid Applicants

A late financial aid applicant is defined as one who does not submit all the required documentation by the specified deadline or submits incomplete documentation to the Financial Aid Office. A late

applicant may not be able to register unless:

1. Student completes all financial aid documentation.
2. A student receives an award letter indicating the amount of expected aid.
3. The student has a good payment record as verified by the Finance Office.
4. A payment arrangement is approved and granted by the Finance Office.

Tuition and Fees Policies

Albizu University (AU), as a non-profit educational institution, reserves the right to alter its fees and payment terms in accordance with federal, state and other local guidelines and institutional needs. Fee schedules are revised on a regular basis. Refer to the current tuition and fees policy available from the Finance Office. Specific Fees are listed at the end of this Catalog.

Payment and Registration Terms

1. All balances due from (a) prior term(s) must be paid in full before a student may select courses for a given academic session.

2. Registration must be accompanied by a cashier's check, money order, or personal check, payable to: Carlos Albizu University. Personal checks are accepted up to the amount of $500. AU's Miami Campus does not accept cash payments unless approved by the Director of Finance, Chief Financial Officer or Chancellor. MasterCard, Discover, American Express and Visa credit cards are accepted.

3. Once a student selects courses for a particular session in Self-Service or at the Registrar's Office during the prescribed registration period, the student must finalize his/her registration procedure in the Finance Office where the student registration statement is signed and dated. If the student does not have financial aid in the system for the current session, the student must furnish a copy of the financial aid award letter indicating eligible aid. If the expected financial aid is less than tuition and fees, the student must pay the balance or enroll in a payment plan. A student is not considered registered until he/she has contacted the Finance Office and made the corresponding payments or payment arrangements for the session, thus receiving a financial clearance notation on the student record. Failure to complete this step may result in the cancellation of all selected classes, and the student will be subject to the applicable registration procedures, should the student re-initiate the registration process during the regular registration period. Should a student not complete the registration process during the registration period, an administrative withdrawal action from the University may occur. Withdrawn students are subject to the readmission policy.

4. Tuition fees are due in full at the time of registration or no later than the first day of classes to avoid applicable late fees. This obligation may be satisfied by making a payment arrangement at the Finance Office and/or having a documented Financial Aid award.

5. Students who do not comply with the registration policy and applicable payment terms during the regular registration period, as stipulated above, will be assessed a late registration fee.

6. Out of pocket tuition fees not covered by financial aid or paid no later than the first day of

classes may be satisfied by a university payment arrangement. Payment arrangements are typically structured to cover current semester charges that must be paid prior to commencing a new semester. (Contact the Finance Office for more details.).

    a. Failure to make a documented payment arrangement by the first week of the session may result in the student being administratively withdrawn from all classes. Students that are administratively withdrawn for not having completed the registration process by the late registration period shall be subject to the readmission policy.

7. Financial Aid recipients who applied by the established deadlines and have official notification of the forthcoming disbursement amount, will not be required to make out-of-pocket payments. If the total amount of aid reported by the Financial Aid Office does not cover a student's full tuition fees, the student will be required to make full payment or payment arrangements for the difference at the time of registration. If the student does not cover said difference in accordance with the payment schedule, a late payment fee will be assessed per violation. Financial Aid recipients who do not comply with this payment policy are subject to the same conditions stated earlier for non-financial aid recipients.

    a. Short-term loan agreements must be executed by all Financial Aid recipients as a customary practice, which affirms the students' obligation to pay all tuition charges regardless of whether the aid is secured or not. The short-term loan agreement will be nullified upon the actual application of financial aid. The short-term loan agreement will be for an amount equivalent to tuition fees while allowing sufficient time for receiving financial aid awards. Financial Aid applicants who did not apply for aid by the established deadlines are required to make full payment of tuition and fees at the time of registration and are subject to all the conditions stated above for non-financial aid recipients.

    b. A late financial aid applicant may request a short-term loan due two weeks prior to the next registration period with applicable interest, when financial aid has not been approved for the student by the first day of the session. Any amount not covered by expected financial aid as reported by the Financial Aid Office clearance form will still be covered under the short-term loan agreement. Thus, any amounts due for tuition and fees to AU above the financial aid award must be paid by the student at the time the short-term loan is approved, or it is determined that an out-of-pocket balance exists. If the student is unable to satisfy a shortfall amount under the short-term loan agreement, a payment arrangement under a promissory note may be considered under the university discretion.

    c. The short-term loan is not automatically guaranteed. The Finance Office reserves the right to offer a student a short-term loan taking into consideration a series of factors, including but not limited to, prior payment history of the student. The conditions that will trigger the principal (or a portion of the principal) amount of the student's short-term loan to become due are as follows:

        1. Receipt of financial aid by AU after the end of the second month of the session.
        2. Receipt of an insufficient amount of financial aid to liquidate the entire balance due on the student's account. The Finance Office may opt to issue a promissory note for the outstanding balance in the student's

account.

3. Rejection of financial aid by, and/or appeals to, a lending institution for financial aid.
4. Failure of the student to complete all documents required for certification, or to submit required documents on a timely basis for certification, the necessary documentation as required for financial aid, so that the institution will not receive the financial aid payment.
5. Voluntary withdrawal or administrative withdrawal from AU will cause the entire balance to become immediately due and payable. If withdrawals are done after the drop/add period, then the entire tuition amount is due.

Mail in Registration does not ensure enrollment.

1. Promissory Note (to cover out-of-pocket payments for the current session). Students who make payment of tuition fees from their own funds may request a promissory note that is payable in full prior to the next registration period with applicable interest. These students must have completed the registration process during the established registration period. The promissory note is not automatically guaranteed. The Finance Office reserves the right to offer a student a promissory note taking into consideration a series of factors, including, but not limited to, prior payment history of the student.

2. Employer Tuition Assistance Plans. Students who are receiving the benefit of tuition assistance from their employer must submit a letter of eligibility from their Human Resources Department. In addition, the student must sign a payment agreement for the amount of tuition. This agreement will become due 5 weeks after the completion of the course. Students under this agreement may be assessed a finance fee, which is payable during registration.

3. A student is not considered registered until he/she has contacted the Finance Office and made the corresponding payments or payment arrangements for the session. Should a student not complete the registration process during the registration period, he/she is subject to an administrative withdrawal from the University. Withdrawn students are subject to the readmission policy.

Personal Check Policy

Payment by way of personal check is limited to $500. The balance of payments due to over $500 must be made with cashier's check, credit card or money order. For security reasons, cash payments will not be accepted. Any exceptions to this policy require preapproval from the Director of Finance, Chief Financial Officer or Chancellor.

Global Fees

Global fees must be paid at the time of registration. If a student elects to defer payment of global fees until financial aid is received, a late registration fee may be assessed. A student can elect to defer an amount of current aid to satisfy a succeeding semester's global fee to avoid any late registration fees pertaining to global fees. All students on dissertation/doctoral project must pay the full global fee. Doctoral students on Internship and doctoral students in the Ph.D. in Human Services program who continue to work on their Dissertation after having completed the required 15 credits must only pay an adjusted global fee. AU students taking only one credit for audit or

registering solely to take the Comprehensive Exam must also pay an adjusted global fee. Global fees are not refundable.

Payment Compliance

A student that does not comply with the payment policy and has not made full payment of tuition and fees in accordance with payment terms will be administratively withdrawn from all classes. Such students will be subject to the readmission policy.

Add-Drop and Refund Policy

A non-refundable $10 fee is required for each course that is dropped or added. Added courses after the first day of class must be paid in full, unless the cost of the added courses is covered by financial aid.

It is the student's responsibility to verify in the Academic Calendar the drop and add period for each academic session. Students wishing to add/drop a course will start this process by filling in a form at the Registrar's Office. The drop/add process is completed at the Finance Office. The drop/add process is not considered official until the student has made payment for the added course(s) or requested reimbursement for the dropped course(s) at the Finance Office.

When a student officially drops from any course or courses, within the first week of classes, by filling a formal drop or withdrawal notice with the Office of the Registrar and completing the process with the Finance Office, a refund of tuition will be made according to the following schedule:

DATE OF DROP	REFUND
Before classes start	100%
During first week of classes	100%
During and after the second week of classes	NO REFUND

The University provides the student with the option to cancel any obligation, other than a book and supply assessment for supplies, materials and kits which are not returnable because of use, within 3 working days from the student's signing the enrollment agreement or contract.

Any applicable refunds shall be made within thirty days of the date that the University determines that the student has withdrawn or cancelled his/her contract according to Albizu University's withdrawal policies.

REMINDER:

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

not properly completed, the charges will remain on the student's account, and the student will be financially liable for said charges.

Return of Title IV Funds

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

When a recipient of a Title IV grant or loan assistance withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of the Title IV grant or loan assistance (not including Federal Work-Study or the non-Federal share of FSEOG awards if an institution meets its FSEOG matching share) that the student earned as of the date of withdrawal. If the amount disbursed to the student is greater than the amount the student earned, unearned funds must be returned in accordance with Title IV calculations.

The Return of Title IV Funds regulations do not dictate an institutional refund policy. Instead, a school is required to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased to attend, based on the amount of time the student spent in attendance. If the total amount of the Title IV grant or loan assistance, or both, that the student earned is less than the amount of the Title IV grant disbursed to the student, the difference between these amounts must be returned to the Title IV programs in the following order:

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of Funds is required
- Federal Supplemental Opportunity Grants for which a Return of Funds is required
- Other assistance under this Title for which a Return of Funds is required (e.g., Pell, FSEOG, and others)
- If the total amount of the Title IV grant or loan assistance, or both, that the student earned is greater than the total amount of Title IV funds disbursed to the student, as of the date of the institution's determination that the student withdrew, the difference between these amounts must be treated as a post-withdrawal disbursement. If outstanding charges exist on the student's account, the institution may credit the student's account with all or a portion of the post-withdrawal disbursement. The student will be advised if eligible for a post-withdrawal disbursement within 30 days of the withdrawal date. The student has 14 days to accept or refuse the funds. If the student does not respond within the allowable time, the post-withdrawal disbursement does not proceed. The calculation of Title IV funds earned by the student has no relationship to the student's institutional charges incurred.

When a recipient of a Title IV grant or loan assistance withdraws from an institution after the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she received or was scheduled to receive. (FSA Handbook, Volume 5 – Return to Title IV; 34 CFR Ch. VI - §668.22.)

Withdrawal

Tuition and fees shall also be refunded in full under the following circumstances:

(i) courses canceled by the University, (ii) involuntary call to active military duty, (iii) documented death of the student, (iv) exceptional circumstances, with approval of the Chancellor or President of the University.

Any student dismissed for academic or disciplinary reasons shall not be entitled to a refund.

Any student administratively withdrawn from classes will be responsible for tuition and fees pertaining to that particular course offering. The student will not be entitled to any refund.

Defaulted Borrowers

Florida's State Board Rules, Chapter 6A-20.109 (2) (g) 2. states, "No borrower in default (as specified by the Florida Department of Education) shall be furnished with academic transcripts or other student records until the loan is paid in full."

Returned Check Service Fee

A fee will be assessed for all payment checks returned uncollected by the student's bank to AU. A check returned for any reason (i.e., insufficient funds, uncollected funds, stop payment, account closed, etc.) does not cancel the student's fee liability. Any student who emits a NSF or uncollected check will be placed immediately on hold for all student services, including class attendance until the check and the corresponding fee are satisfied. The University will not accept any checks from the student for any future service(s) and may be cause for disciplinary action. The only acceptable form of payment thereafter will be by cashier's check, credit card or money order.

Fraudulent Activity

Fraud generally involves a willful or deliberate act with the intention of obtaining an unauthorized benefit, such as money or property, by deception or other unethical means. If such intent is suspected on the part of a student, the case will be referred to Albizu University Quality Assurance Committee for investigation. Examples of fraudulent act, but not limited to, are:

- Embezzlement, misappropriation, theft or other financial irregularities
- Forgery or alteration of documents (checks, time sheets, financial documents, electronic files, etc.)
- Misappropriation of funds, securities, supplies, inventory, or any other asset (including furniture, fixtures and equipment)'
- Authorizing or receiving payments for hours not worked
- In addition, Federal regulations (34 CFR 668.16(g) require a school to refer to the Department's Office of Inspector General (OIG) any credible information indicating that an applicant for Federal Student aid may have engaged in fraud or other criminal misconduct in connection with his or her application. Commonly falsified items include false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures of certifications, and false statements of income.

Financial Holds

Students will not receive any services such as grade reports, transcripts, library privileges, registration processing, advisement, etc., from AU until all financial obligations have been satisfied with the Finance Office.

<h1 align="center">Resources</h1>

Library

The Albizu Library is a learning center equipped with advanced technology which offers access to information that supports our academic programs. The library's general collection includes books, reference books, scientific periodicals, dissertations and doctoral projects, audiovisual materials and equipment, computers, psychological assessment tests, online databases, DVDs, study rooms, high speed Wi-Fi Internet access, interlibrary loans, reference, online Text-a-Librarian service, learning seminars, library orientation, and information literacy instruction.

The library holdings are closely related to the curricula and provide the necessary support to our educational process. The library also has a developing and vast core collection for the fields of psychology, education, human services, criminal justice, TESOL, to support the university's curriculum. In the field of psychology and mental health, the strength of the library's collection is in clinical psychology, forensic psychology, neuropsychology, cross-cultural psychology, marriage and family therapy, school counseling, mental health counseling, industrial and organizational psychology, and general psychology. The library provides remote access to its resources through a virtual library COBIMET as well as the library's online computer catalog Symphony.

The Albizu Library maintains membership with LYRASIS, the Southeast Florida Library Information Network (SEFLIN) and the American Library Association (ALA).
Through LYRASIS, the library has access to the Online Computer Library Center (OCLC) which provides the world's largest bibliographic utility as well as cataloging and interlibrary loan services. The SEFLIN One Card program enables AU students and faculty to have borrowing privileges at other participating colleges/universities in the South Florida area.

The use of library materials, services, and facilities is governed by regulations, which are communicated to students through the Albizu Library Policies and Procedures Manual. A copy may be obtained at the library's circulation desk.

Albizu Clinic - Goodman Psychological Service Center

The Albizu Clinic, Goodman Psychological Services Center (herein referred to as GPSC or the Goodman Center) is a private, nonprofit community mental health agency, whose sponsoring agency is Carlos Albizu University. Since its inception in 1980, GPSC has provided mental health services to children, adolescents, and adults, as well as to low- income and minority clients from the South Florida community. These services are provided on a sliding fee schedule because of the financial support donated by Albizu University. The GPSC has provided services to over 15,000 members of our multicultural community. The population the Center serves is typically underserved for reasons such as financial limitations, limited insurance coverage, stigma related to obtaining mental health services, and limited English language proficiency. Historically, GPSC has provided culturally sensitive services and numerous psychotherapeutic interventions to our clients in their native language.

The Goodman Center provides an array of services which include individual psychotherapy (ages 5 and up), marital/couple and family therapy. In addition, a wide range of psychological, diagnostic, and psychoeducational evaluations are conducted for children, adolescents, and adults daily at the Goodman Center which include testing to determine giftedness, autism spectrum disorder, ADHD, learning disorders, behavioral disorders, personality and mental disorders.

Most referrals for assessments are either self-referred or parent-referred but also come from a variety of other sources and community agencies, such as Miami Dade College, Florida International University, Chrysalis Health Center, Citrus Health Network, and by other professionals (psychiatrists, neurologists, and pediatricians). These services are provided in both English and Spanish. Cases may also include referrals from the courts, other universities, the Florida Department of Children and Families, foster care and adoption services, and other agencies. In keeping with the mission and philosophy of Albizu University, students are trained to be sensitive and responsive to cultural and ethnic issues while providing quality service to the community.

The Goodman Center houses three training programs, which are the Doctoral Program in Clinical Psychology, the Speech and Language Pathology Program, and the Doctor in Clinical Psychology Internship Program, which holds membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC). Both the Doctor in Psychology (Psy.D.) in Clinical Psychology and the Internship Programs are accredited by the American Psychological Association's Commission on Accreditation and the Master of Science in Speech and Language Pathology Program is accredited by the Council on Academic Accreditation in Audiology and Speech- Language Pathology of the American Speech-Language-Hearing Association. The Center is committed to training professionals who are culturally competent when working with diverse populations, and all graduate students providing services are under the supervision of licensed professionals.

General Undergraduate Degree Requirements

The University has established the following requisites, which must be completed before the Bachelor's Degree is awarded:

A grade point average (GPA) of 2.00 or higher on a 4/00 scale.
Completion of a minimum of one year of full-time residency in the Program.
Satisfactory completion of the required academic courses and laboratories or practicum, as applicable.
A grade of "C" or higher in all major courses.
Good standing in the Program, i.e., no disciplinary action pending or academic probation.

Diploma Programs

English for Speakers of Other Languages (ESOL) Diploma Program (On-Campus)

Program Description

The ESOL Program provides the English language instruction and support required to ensuring student's retention, students' promotion to higher education, and the skills required for effective daily communication. Language minority students who, through language proficiency testing or other classifications, are designated as Limited-English Proficient (LEP), can enroll in the ESOL program. The students receive ESOL instruction from experienced ESOL professors in classes that meet on a regularly scheduled basis.

The program is offered on campus, and all the courses are offered in-person.

Program Goals and Objectives

The general goal of the Academic ESOL program at AU-Miami is to prepare speakers of other languages students to perform successfully in regular college classes and within their social environment. This general goal can be expressed in two sub- goals:

1. To develop speakers of other languages' student's competency in understanding, speaking, reading and writing English in such a way that they can function successfully in academics, work environment and in general daily communication.
2. To provide educational experiences that will prepare speakers of other languages students to enter institutions of higher education.

Students completing the ESOL program will:

1. Demonstrate fluency in speaking English, excellent listening skills and proficient English reading skills.
2. Demonstrate the ability to do library research, synthesize the information they find, and write it in an acceptable format.
3. Demonstrate a basic understanding of English grammar and of its importance in their writing.
4. They will attain editing skills and strategies as well.
5. Demonstrate critical thinking skills that will allow them to analyze the information they learn/acquire, helping them in their future college courses and in their daily life functions.
6. Demonstrate a basic understanding of and sensitivity towards cultural differences.

Admission Requirements:

    a. Placement in ESOL classes is determined by a placement test and/or professor's recommendation. Students currently enrolled in undergraduate and graduate programs at AU may also take some ESOL courses in order to enhance their academic performance.
    b. Students who are speakers of other languages, regardless of their TOEFL score, must take a standardized test, the Michigan Test for English Language Proficiency (MTELP) Placement Test at AU. In addition, the student must have an oral interview with one of the ESOL Program advisors. Based on the MTELP scores and the oral interview, the student will be placed in the corresponding ESOL course level.

Admission Procedures

1. After all documentation and credentials have been received by the Office of Enrollment Management, the applicants who are speakers of other languages should be directed by the university personnel to contact the director of the ESOL program for a testing appointment.
2. A placement test, a writing sample, and an oral evaluation are required and will be administered to all non-native English-speaking students.
3. Students will be placed in ESOL courses based on the results of the placement test, the

writing sample, and the oral evaluation.

Time Limitation

1. The time necessary for ESOL students to complete their Academic ESOL Program courses will depend on the English level that the student is assigned as a result of their placement tests.
2. A student placed in the first level should expect to spend a minimum of nine (9) academic semesters to complete the ESOL Program.
3. Although students registered in the ESOL Program may take courses in their degree-seeking program of choice, they are advised, mainly those placed in the three lower levels, to take ESOL courses exclusively. Education majors can enroll in for- credit coursework only after having successfully completed or secured an MTELP score beyond ESOL118.

Policies and Procedures

ESOL students must abide by all the Albizu University Policies and Procedures with the exception of the following that do not apply to them unless concurrently enrolled in a degree-seeking program.

Policies that do not apply to this program:

1. Transfer of Credit Policy and Procedures
2. Cross Registration
3. Independent Study Courses
4. ESOL courses will not be offered as independent study unless approved as an exception by the Chancellor and the Chief Academic Officer.
5. Residency Requirement
6. Readmission Policy

ESOL students seeking an ESOL Diploma only do not have to abide by this policy. The students may withdraw and re-enter the program anytime at the beginning of an academic session without having to undergo through a readmission process.

Leave of Absence

ESOL students may withdraw and re-enter the program anytime at the beginning of an academic session without having to solicit a Leave of Absence.

International students holding a visa which allows them to study at AU while visiting the US will have to comply with all Federal, State, and Institutional laws and policies governing their student status. It is the student's responsibility to remain in compliance with all pertinent policies at all times throughout the duration of the visa. Failure to do so will result in the termination of the student visa.

Academic Probation (unless the ESOL student is currently admitted into a degree seeking program. In that instance, the student must follow the policies and procedures for "Academic Probation" found in the corresponding section of the catalog under the program to which they are admitted,
Student Evaluation

Student evaluations by the Faculty are conducted at the end of each academic session. The evaluation provides students and Faculty with relevant and timely information regarding the student's overall English language performance in the program.

Students are evaluated based on a scale of PASS/NO PASS, according to each level's criteria described in the ESOL Program Sequence below. If a student receives a No Pass in the last course of a Level, the student MUST repeat all three courses of the Level in order to Pass to the next Level.

PROGRAM BREAKDOWN BY COURSE – On-Campus				
Course Number	Course Title	Clock Hours	Credit Hours	Services (If Applicable)
	Levels I-VI			
ESOL101	ESOL Novice I	40	4	
ESOL102	ESOL Novice II	40	4	
ESOL103	ESOL Novice III	40	4	
ESOL104	ESOL Intermediate-Low I	40	4	
ESOL105	ESOL Intermediate-Low II	40	4	
ESOL106	ESOL Intermediate-Low III	40	4	
ESOL107	ESOL Intermediate-High I	40	4	
ESOL108	ESOL Intermediate-High II	40	4	
ESOL109	ESOL Intermediate-High III	40	4	
ESOL110	ESOL Advanced I	40	4	
ESOL111	ESOL Advanced II	40	4	
ESOL112	ESOL Advanced III	40	4	
ESOL113	ESOL Advanced Plus I	40	4	
ESOL114	ESOL Advanced Plus II	40	4	
ESOL115	ESOL Advanced Plus III	40	4	
ESOL116	ESOL Advanced Superior I	40	4	
ESOL117	ESOL Advanced Superior II	40	4	
ESOL118	ESOL Advanced Superior III	40	4	
	Levels VII-IX			
ESOL201	ESL Introduction to American Media I	40	4	
ESOL202	ESL Introduction to American Media II	40	4	
ESOL203	ESL Introduction to American Media III	40	4	
ESOL204	ESL Introduction to American Cinema I	40	4	
ESOL205	ESL Introduction to American Cinema II	40	4	
ESOL206	ESL Introduction to American Cinema III	40	4	
ESOL207	ESL Introduction to American Literature I	40	4	
ESOL208	ESL Introduction to American Literature II	40	4	
ESOL209	ESL Introduction to American Literature III	40	4	
	or			
ESOL301	English for Health Professionals Low I	40	4	
ESOL302	English for Health Professionals Low II	40	4	
ESOL303	English for Health Professionals Low III	40	4	
ESOL304	English for Health Professionals Intermediate I	40	4	

ESOL305	English for Health Professionals Intermediate II	40	4	
ESOL306	English for Health Professionals Intermediate III	40	4	
ESOL307	English for Health Professionals Advanced I	40	4	
ESOL308	English for Health Professionals Advanced II	40	4	
ESOL309	English for Health Professionals Advanced III	40	4	
	or			
ESOL401	English for Business Low I	40	4	
ESOL402	English for Business Low II	40	4	
ESOL403	English for Business Low III	40	4	
ESOL404	English for Business Intermediate I	40	4	
ESOL405	English for Business Intermediate II	40	4	
ESOL406	English for Business Intermediate III	40	4	
ESOL407	English for Business Advanced I	40	4	
ESOL408	English for Business Advanced II	40	4	
ESOL409	English for Business Advanced III	40	4	
	TOTAL:	1080	108	

Level I – Novice I, II, III

Courses: ESOL101; ESOL102; ESOL103

At the conclusion of this level students should be able to:

Understand English when it is spoken at a normal rate of speed.

Speak English as demonstrated by their ability to:

- Pronounce words and phrases pronounced by the teacher.
- Respond in a word or phrase to simple questions.
- Describe familiar situations in simple terms.
- Acquire an undergraduate functional oral vocabulary.
- Develop skills to read what has been learned orally.
- Write basic paragraphs about what has been learned orally.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level II – Intermediate – Low I, II, III

Courses: ESOL104; ESOL105; ESOL106

At the conclusion of this level students should show capacity to:

Continue to gain proficiency in English oral language production and comprehension as demonstrated by their ability to:

- Orally respond using a full sentence or explanation.
- Orally respond to questions related to a short selection narrated by teacher or on tape.
- Orally describe an experience, situation or picture.

- Continue to read in English those materials that are based on their oral language experiences.
- Continue to read books, magazines, and other materials appropriate to their interests and abilities.
- Write in English
- Simple structures based on their oral language experiences.
- Sentences using familiar words and expressions.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level III - Intermediate – High I, II, III

Courses: ESOL107; ESOL108; ESOL109

At the conclusion of this level students should show capacity to:

- Demonstrate an understanding of English as spoken on the radio, television, and in normal flow of conversation.
- Demonstrate the ability to express ideas in English with fluency and accuracy.
- Demonstrate the ability to read materials used in their school in classes at their grade level.
- Demonstrate the ability to write reports, letters, critical essays, and compositions.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level IV – Advanced I, II, III

Courses: ESOL110; ESOL111; ESOL112

At the conclusion of this level students should show capacity to:

- Interact with multiple interlocutors.
- Read complex texts.
- Demonstrate the ability to express ideas in English with fluency and accuracy to a varied audience.
- Critique an article.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.
Level V – Advanced Plus I, II, III

Courses: ESOL113; ESOL114; ESOL115

At the conclusion of this level students should show capacity to:

- Use listening comprehension and oral communication strategies to identify and discuss various themes that promote cross-cultural awareness and understanding.
- Apply writing strategies and peer-editing techniques to produce reaction papers and

formal written exposes.

- Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
- Engage in higher order thinking to develop critical thinking and problem-solving skills.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level VI – Advanced Superior I, II, III

Courses: ESOL116; ESOL117; ESOL118

At the conclusion of this level students should show capacity to:

- Use listening comprehension, oral communication, and writing strategies to identify and discuss cross- cultural awareness and understanding.
- Apply grammar rules, writing strategies, and peer-editing techniques to produce reaction papers and formal written exposes.
- Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
- Engage in higher order thinking to develop critical thinking, academic, and social setting problem solving skills.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level VII – Introduction to American Media I, II, III

Courses: ESOL201; ESOL202; ESOL203

At the conclusion of this level, students should show capacity to:

- Apply reading strategies to successfully analyze and synthesize printed and digital materials from media sources.
- Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
- Demonstrate the ability to use media sources to support their personal opinion, judgment or ideas.
- Engage in higher order thinking to develop critical thinking and problem-solving skills.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level VII – English for Health Professionals Low I, II, III

Courses: ESOL301; ESOL302; ESOL303

At the conclusion of this level, students should be able to:

- Use the grammatical forms and verb tenses, as well as the new medical vocabulary

studied, in relation to their studies and professional practices.

- Demonstrate the ability to express, orally and in writing, their opinions in relation to the cases presented or in similar professional experiences.
- Explain causes, procedures, techniques, and management of conditions to solve different health problems.
- Give a well-supported oral presentation on a specific medical topic.
- Write a literature review using APA Style, as a result of a whole topic electronic and/or library research.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level VIII – Introduction to American Cinema I, II, III

Courses: ESOL204; ESOL205; ESOL206

At the conclusion of this level, students should show capacity to:

- Use listening to comprehension and oral communication strategies to identify and discuss themes in cinema that promote cross-cultural awareness and understanding.
- Apply writing strategies and peer-editing techniques to produce reaction papers and formal written exposes.
- Demonstrate the ability to express (both orally and in writing) opinions, judgment or ideas with fluency and accuracy to a varied audience.
- Engage in higher order thinking to develop critical thinking and problem-solving skills.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level VIII – English for Health Professionals Intermediate I, II, III

Courses: ESOL304; ESOL305; ESOL306

At the conclusion of this level, students should be able to:

- Use the grammatical forms and verb tenses, as well as the new medical vocabulary studied, in relation to their fields of interest and professional practices, almost like native speakers.
- Demonstrate the ability to express, orally and in writing, their opinions in relation to the cases presented or in similar professional experiences.
- Explain causes, procedures, techniques, and management of conditions to solve different health problems.
- Give a well-supported oral presentation on a specific medical topic.
- Write a cover letter, a resume, and a personal statement using academic style.

To proceed to the next level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level IX – Introduction to American Literature I, II, III

Courses: ESOL207; ESOL208; ESOL209

At the conclusion of this level students should show capacity to:

- Use reading and comprehension, and oral communication strategies to identify and discuss American culture through literature to promote cross-cultural awareness and understanding.
- Apply writing strategies and peer-editing techniques to produce reaction papers and formal written exposes.
- Demonstrate the ability to express (both orally and in writing) personal opinions, judgment or ideas based on American literature with fluency and accuracy to a varied audience.
- Engage in higher order thinking to develop higher cross-cultural awareness, critical thinking and literature analysis.

To complete this level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level IX – English for Health Professionals Advanced I, II, III

Courses: ESOL307; ESOL308; ESOL309

At the conclusion of this level, students should be able to:

- Use the English language, as well as the new medical vocabulary studied, in relation to their fields of interest and professional practices, almost like native speakers.
- Demonstrate the ability to express, orally and in writing, their opinions in relation to the cases presented or in similar professional experiences.
- Explain causes, procedures, techniques, and management of conditions to solve different health problems.
- Give a well-supported oral presentation of a medical case or case study.
- Demonstrate they have acquired the necessary skills to be successful in a job interview.

To complete this level, the student must obtain a grade of Pass in the last course of the level and in one of the two previous ones.

Level VII – English for Business Low I, II, III

Courses: ESOL401; ESOL402; ESOL403

At the conclusion of this level, students should show capacity to:

- Use the language and concepts of business and economics found in books, journals, newspapers and magazines, and on websites
- Explain important business concepts such as management, work & motivation, company structure, recruitment, production, etc.

Level VIII – English for Business Intermediate I, II, III Courses: ESOL404; ESOL405; ESOL406-C
At the conclusion of this level, students should show capacity to:

- Have a conceptual understanding of topics covered: Banking, Venture Capital, Bonds, Stocks and Shares, Derivatives, Accounting and Financial Statements, Market Structure and Competition, Takeovers, Government and Taxation, The Business Cycle, Corporate Social Responsibility, Efficiency and Employment, Exchange Rates.
- Be familiar with the basic business terminology related to the topics covered in this course.
- Communicate effectively in written form using appropriate business communication: letters, CV's (Resumes), meeting minutes, and emails with correct grammar and vocabulary.
- Engage in spoken English in a business context and make effective oral presentations.
- Have a better understanding of different cultures and their effect in the business relations.

Level IX – English for Business Advanced I, II, III Courses: ESOL407; ESOL408; ESOL409-C

At the conclusion of this level, students should show capacity to:

- Demonstrate understanding of various aspects of business, such as Market Entry Strategies, International Marketing, Competition within industries, Product standardization and Differentiation.
- Demonstrate efficient time-management skills, note writing for business presentations, brainstorming during business meetings, making a successful sales pitch.
- Know the basics of writing a business plan and executive summary.
- Use diverse types of crisis management strategies in a business setting.

The requirement to complete the next level is to obtain a "PASS" in at least two of the ENGLISH FOR BUSINESS PROFESSIONALS ADVANCED courses. One of them must be the last one. Students who do not meet this criterion MUST repeat all three courses of the level to complete this level.

Lab Requirement for International Students:

Each course in the Academic ESOL Program has a lab requirement. The student is expected to perform a minimum of seventeen (17) hours per week (as required by SEVIS) of ESOL activities (Conversation, Reading, Grammar, and Writing) in the lab.

International students holding a visa which allows them to study at AU while visiting the US will have to comply with all Federal, State, and Institutional laws and policies governing their student status. It is the students' responsibility to always remain in compliance with all pertinent policies throughout the duration of the visa. Failure to do so will result in the termination of the student visa. Lab Requirement for non-International
Each course in the Academic ESOL Program has a lab requirement. The student is expected to perform a minimum of three (3) hours per week of ESOL activities (Conversation, Reading, Grammar, and Writing) in the lab. Failure to comply with this requirement may result in a NO PASS grade.

Undergraduate Programs

Admission Requirements and Procedures

The minimum requirements for admission to a Bachelor Degree are:

1. A high school diploma or its equivalent.
2. A minimum cumulative grade point average (GPA) or equivalent of 2.0 or higher to be considered for admission from a high school, high school equivalent, and/or accredited institution of higher education in the United States and its territories.

Procedures:

1. Submit a completed and signed application form accompanied by the appropriate fee, within the established deadline.
2. Provide transcripts from all high schools, colleges, universities or other post-secondary educational institutions.

International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University.

Transfer of Credits

Students may transfer credits earned at accredited institutions, subject to evaluation and approval by assigned Student Success Coach, and/or the Office of the Registrar Office of the Registrar. All transfer credit decisions are based on a comprehensive review of course equivalency, alignment with the respective Bachelor's program curriculum, and the accreditation status of the originating institution. Only courses with a grade of "C" or higher will be considered for transfer. Final approval rests with the Office of the Registrar in accordance with Albizu University's academic policies and procedures.

IB, AP, CLEP, ACE credits are accepted and official transcripts from respective agencies must be submitted to Albizu University's Office of the Registrar.

Change of Program / Major

Students seeking to change their academic program must submit a completed Change of Program form and schedule a meeting with a Student Success Coach. All program changes are subject to approval based on a comprehensive review of the student's academic standing and degree progress.

Residency Requirements

To be eligible for graduation from a Bachelor's program, students must complete a minimum of 30 semester credit hours in residence at Albizu University. This residency requirement ensures that students receive sufficient academic instruction and mentorship within the university's learning environment. The required credit hours must include successful completion of both the capstone course and the practicum/internship experience, which are integral components of the program's emphasis on applied learning and real-world practice. All coursework must be

completed in accordance with Albizu University's academic policies and degree completion standards.

Bachelor of Arts in Elementary Education (On-Campus or Online)

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The Bachelor of Arts in Elementary Education prepares students to teach grades Kindergarten through six. The program is designed as a major in Elementary School Education that aims to meet the requirements for certification in the State of Florida and consists of 124 credits of coursework. AU's unique program design integrates the study and understanding of human behavior and sensitivity towards culturally diverse populations in the field of education. The availability of day, evening, and online classes provides flexibility for high school graduates as well as for working professionals.

Students are required to complete a minimum of 30 credits from an AU campus to meet graduation requirements. In addition, a grade point average of 2.50 on a scale of four points must be maintained in the major for a student to meet graduation requirements. A faculty advisor will be available to help plan the student's academic program. However, it is the student's responsibility to be familiar with the program's academic requirements and curriculum.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives of the University, the program seeks:

1. Provide a quality educational opportunity in undergraduate pedagogic training for its students.
2. Conduct an academic program in elementary education in such a manner that students acquire theoretical and practical knowledge as well as the attitudes necessary to effectively apply their training in the classroom setting.
3. Foster an attitude and willingness to actively pursue personal academic growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin, and life circumstances.
5. Acquire the skills necessary to identify the learning abilities and needs of all children and foster cultural sensitivity towards those of diverse cultural backgrounds and special needs.
6. Conduct a training program in a professional atmosphere where students may view faculty members, graduate students, and themselves as members of a single academic community.
7. Acquire the skills necessary to identify patterns of social, emotional, physical, and cognitive development in children.
8. As part of their training, the program seeks to instill in its students those skills, attitudes, and values necessary to be successful in graduate work

PROGRAM BREAKDOWN BY COURSE – Online & On-Campus	

Course Number	Course Title	Credit Hours
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Core Area I – Foundation Courses (39 Credits)	
ENC101	English Composition I	3
ENC102	English Composition II	3
	Oral Communication	3
MAT103	Intermediate Algebra/Basic Algebra and Arithmetic	3
	Introductory Behavioral Science I	3
	Introductory Behavioral Science II	3
	Introductory Life/Physical Science I	3
	Introductory Life/Physical Science II	3
	Humanities I	3
	Humanities II	3
	Literature	3
FLE305	Cross Cultural Communication and Understanding *(course needed to complete the 15 credits required for ESOL endorsement)*	3
	Liberal Arts Elective I	3
	Core Area II – Professional Education (24 Credits)	
EDF101	Introduction to Education	3
EDF102	Teaching Diverse Populations	3
EDF103	Introduction to Educational Technology	3
EDP104	Psychological Foundations of Teaching/PSY422 Educational Psychology	3
EDF202	Educational Measurement and Evaluation	3
EDP301	Classroom Behavioral Management	3
EED301	Introduction to Exceptional Child Education	3
EDF201	Curriculum Development	3
	Core Area III – Specialization-Elementary Education (49 Credits)	
EDE201	Teaching Methods in Elementary Education	3
REA301	Reading in Elementary Schools I	3
REA302	Reading in Elementary Schools II	3
REA303	Reading Performance: Methods and Educational Materials	3
REA304	Diagnosis and Remediation for Reading	3
REA430	Practicum for Reading Endorsement	3
SCE302	Science in Elementary Schools	3
SSE301	Social Studies in Elementary Schools	3
HLP218	Health and Physical Education in Elementary Schools	3
EDE221	Art and Music in Elementary Schools	3
MAE303	Mathematics in Elementary Schools	3
LAE301	Language Arts/Writing in Elementary School	3
EDE30	Literature and Instructional Tools in Elementary School	3
EDE450	Internship- Student Teaching in Elementary Education	10
	Endorsement Area: ESOL (12 Credits)	
FLE301	Introduction to Theories and Practices of TESOL	3
FLE302	TESOL Curriculum and Materials Development	3
FLE303	Applied Linguistics	3
FLE304	Testing and Evaluation of ESOL	3
	Total Credits:	**124**

Online courses are differentiated by a "V" at the beginning of the course code.

Disclosure

The Bachelor of Arts Degree in Elementary Education is developed in accordance with the teaching certification requirements of the Florida Bureau of Teachers' Certification (FBTC). The curriculum offered complies with the required FBTC standards.

NOTE: Prerequisite courses may be taken conjointly at the discretion of the Program Director, except for EDE450 – Internship/Semester Student Teaching.

Bachelor of Arts in Exceptional Student Education (On-Campus or Online)

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The Bachelor of Arts in Exceptional Student Education (ESE) with a Minor in Autism Spectrum Disorder (ASD) provides a comprehensive and integrated format of knowledge base, which promotes the use of state-of-the-art technology embedded within field-based experiences. The knowledge base consists of current trends in the field with the goal of forming skilled, competitive, and certified professionals who will teach and advocate for this population.

The program consists of 132 credits of coursework. The unique curriculum is designed to be sequenced, gradually exposing students to the field of ESE, highlighting the specialized ASD minor. Infused within the program is the integration of theoretical and applied content which is sensitive to the cultural and individual differences in all aspects of education, translational research, and hands-on exposure. As a quality training program, emphasis is placed on molding professional demeanor, fostering a learning spirit, and modeling the highest ethical standards to purposely address the growing critical need for ESE, and specifically ASD professionals.

Program Goals and Objectives

A training program for professionals in the area of Exceptional Student Education (ESE) seeks to provide future educators with an integrated and organized plan of study by offering an academic background entwined with field- based experience to perform teaching duties with exceptionalities. The program intends to foster a teachable spirit in students to actively pursue personal academic and professional growth, nurture confidence, and provide them with the opportunities to perform teaching responsibilities competently, so they can ultimately achieve the proper state credentials. Additionally, the program will foster ESE-specific pedagogical proficiency that is effective, efficient and efficacious, and which will markedly improve students' retention and future application in multiple areas.
Mentorship of professional formation and demeanor will be part of the basic tenets of the program, with ethical attitudes, reliability and respect for diversity, at the forefront, by incorporating coursework and capstone experiences that include multicultural and individual differences in multiple aspects of training.

Consistent with the identified critical need currently reflected in national policy, as well as the goals, philosophy and objectives of the University, a training program for professionals in the

area of Exceptional Student Education (ESE), with a concentration in autism spectrum disorder (ASD) seeks to accomplish the following objectives:

1. Provide future educators with an integrated and organized plan of study by offering an academic background and experience to perform teaching duties with exceptionalities, emphasizing the breadth of the developing field of autism spectrum disorder.
2. Conduct an academic program in ESE with an ASD concentration/Minor that will permit the acquisition of a solid theoretical and applied knowledge base into the nature of ASD, an understanding of behavioral assessment, diagnostics, and management, as well as the use of instructional techniques to address
3. augmenting socio-emotional interactions and communication systems, all of which accompany a series of field- based experiences necessary to perform teaching duties.
4. Foster a teachable spirit in students to actively pursue personal academic and professional growth, nurture confidence, and provide them with opportunities to perform teaching responsibilities competently, to achieve the proper state credentials.
5. Develop critical ESE and ASD-specific pedagogical proficiency that is effective, efficient, and efficacious, and which will markedly improve students' retention and future application in multiple areas.
6. Mentor professional formation and demeanor emphasizing the basic tenets of ethical attitudes, reliability, and respect for diversity, by incorporating coursework and capstone experiences that include multicultural and individual differences in all aspects of training and promoting sensitivity to it.

Course Number	PROGRAM BREAKDOWN BY COURSE – On-Campus & Online	Credit Hours
	Course Title	
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Core Area I – Foundation Courses (48 Credits)	
ENC101	English Composition I	3
ENC102	English Composition II	3
	Oral Communication	3
	Introductory Algebra/Math	3
	Introductory Behavioral Science I	3
	Introductory Behavioral Science II	3
	Introductory Life/Physical Science I	3
	Introductory Life/Physical Science II	3
	Humanities I	3
	Humanities II	3
	Literature	3
	Cross Cultural Studies I	3
	Cross Cultural Studies II	3
	Liberal Arts Elective I	3
	Liberal Arts Elective II	3
	Liberal Arts Elective III	3
	Core Area II – Professional Education (24 Credits)	
EDF101	Introduction to Education	3
EDF102	Teaching Diverse Populations	3

EDF103	Introduction to Educational Technology	3
EDP104	Psychological Foundations of Teaching/PSY422 Educational Psychology	3
EDF202	Educational Measurement and Evaluation	3
EDP301	Classroom Behavioral Management	3
ESE301	Introduction to Exceptional Student Education	3
EDF201	Curriculum Development	3
	Core Area III – Specialization-Exceptional Student Education (30 Credits)	
EEX301	Instructional Practices in Exceptional Student Education	3
EEX400	Assessment, Evaluation, & Interventions for Children with Special Needs & their Families	3
EEX401	Diagnosis and Remediation of Language, Communication and Reading Disorders	3
EEX201	Teaching in an Inclusive Diverse Environment	3
EEX302	Progress Monitoring in Exceptional Student Education	3
EEX303	Curricular Development in Exceptional Student Education	3
EEX402	Teaching Life Skills in Exceptional Student Education	3
EEX403	Transitional Processes in Special Needs Populations	3
EEX404	Methods of Communication, Consultation & Collaboration in Exceptional Student Education	3
REA304	Diagnosis and Remediation for Reading	3
	Minor Area: Autism Spectrum Disorders (15 Credits)	
EEX304	Nature of Autism Spectrum Disorder	3
EEX305	Behavior Management and Support in Autism Spectrum Disorder	3
EEX405	Identification of Autism Spectrum Disorder Signs and Symptoms for Educators	3
EEX406	Assistive and Instructional Technology in Autism Spectrum Disorder	3
EEX306	Culture and Exceptionalities	3
	TESOL Endorsement Courses (15 Credits)	
FLE301	Introduction to Theories and Practices of TESOL	3
FLE302	TESOL Curriculum and Materials Development	3
FLE303	Applied Linguistics	3
FLE304	Testing and Evaluation	3
FLE305	Cross Cultural Communication and Understanding	3
	Total:	**132**

Online courses are differentiated by a "V" at the beginning of the course code.

Minor in Autism Spectrum Disorder

Program Description

Consistent with the identified critical need currently reflected in national policy, as well as the goals, philosophy and objectives of Albizu University, the unique emphasis of the Autism Spectrum Disorder (ASD) Minor will permit the acquisition of a solid theoretical and initial practical knowledge base into the nature of ASD, an understanding of behavioral assessment, diagnostics and management, as well as the use of instructional techniques to address augmenting socio-emotional interactions and communication systems, all of which accompany a series of field-

based experiences necessary to perform teaching duties. The use of state-of-the-art technology is embedded within field- based experiences integrating both evidence-based treatments and practice.

The program is complementary to the Bachelor of Science degree in exceptional student education in that students will be able to utilize their strong pedagogic skills achieved in the ESE coursework while satisfying a special interest in the ASD concentration, for which they will be prepared to be certified. Consisting of 15 credits of coursework, the program's course content has been infused with multicultural principles and sensitivity toward the individual to further broaden students' knowledge of the many needs of these populations. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of autism spectrum disorder. Practicum experiences are conducted in reputable worksites which are conducive to an adequate learning environment.

ESOL Endorsement

The Bachelor of Arts in Exceptional Student Education program requires students to take 15 credits (5 courses) to comply with the State of Florida ESOL endorsement. The ESOL endorsement contents are infused with linguistic and multicultural principles and sensitivity toward the individual to further broaden students' knowledge of the many needs of our pluralistic society. Courses are held in classrooms and online environments conducted by professors with theoretical and practical expertise in the field of English Language teaching.

Bachelor of Science in Behavioral Intelligence & Analytics (On-Campus)

Foundation courses and general education courses are also offered in an online modality.

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The Bachelor of Science in Behavioral Intelligence and Analytics is an interdisciplinary program designed to equip students with the knowledge and skills to analyze human behavior, leverage data-driven insights, and enhance public safety and criminal justice operations. This program integrates behavioral science, intelligence analysis, predictive analytics, and public safety strategies to prepare graduates for careers in law enforcement, homeland security, intelligence agencies, emergency management, cybersecurity, and policy analysis.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives at Albizu University, the B.S. In Behavioral Intelligence and Analytics, it seeks to accomplish the following objectives:
1. Analyze human behavior, decision-making, and threat assessment in public safety and criminal justice contexts.

2. Apply predictive analytics, AI, and data visualization to improve public safety strategies and crime prevention.

3. Assess risks, manage crises, and implement evidence-based law enforcement and homeland security initiatives.

4. Evaluate ethical considerations, policy implications, and legal frameworks in criminal justice and intelligence operations.

5. Integrate interdisciplinary approaches to address complex challenges in criminal behavior, cybersecurity, and intelligence analysis.

6. Equip graduates with the skills to lead, collaborate, and innovate within law enforcement, intelligence agencies, emergency management, and public safety organizations.

Course Number	PROGRAM BREAKDOWN BY COURSE – On-Campus	Credit Hours
	Course Title	
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Content Area I – Foundation Courses (36 credits)	
ENC101	English Composition I	3
ENC102	English Composition II	3
SPC103	Public Speaking	3
MAT103	Basic Algebra and Arithmetic	3
STA321	Research Methods and Analysis Using Statistics	3
PSY200	Foundations of Psychology	3
SYG101	Introduction to Sociology	3
BSC303	Functional Human Anatomy	3
CHM101	Chemistry for Health Science	3
PHI101	Introduction to Philosophy	3
PHI300	Critical Thinking	3
CGS200	Introduction to Computers	3
	Core Area II- Major Concentration Courses (48 credits)	
BIA100	Introduction to Behavioral Intelligence	3
BIA102	Foundations of Public Safety Systems	3
BIA104	Criminology and Behavioral Profiling	3
BIA106	Artificial Intelligence in Public Safety	3
BIA108	Cultural Competency in Law Enforcement	3
BIA200	Data Analytics for Public Safety Professionals	3
BIA202	Cybersecurity and Behavioral Threats	3
BIA204	Ethics and Decision-Making in Public Safety	3
BIA206	Forensic Psychology and Investigative Techniques	3
BIA208	Emergency Management and Behavioral Response	3
BIA300	Leadership and Team Dynamics in Public Safety	3
BIA302	Behavioral Intelligence Research Methods	3
BIA304	Advanced Interview and Deception Detection	3
BIA306	Behavioral Patterns in Criminal Behavior and Addiction	3
BIA308	Open-Source Intelligence (OSINT) and Threat Analysis	3

BIA310	Psychological Warfare and Influence Operations	3
	Track 1- Law Enforcement and Behavioral Intelligence (9 credits)	
BLE401	Community Policing Strategies	3
BLE403	Criminal Justice Reform and Policy	3
BLE405	Behavioral Intelligence in Counterterrorism	3
	Track 2- Cybersecurity and Intelligence Analysis (9 credits)	
CIA401	Advanced Cybercrime Investigations	3
CIA403	Digital Forensics	3
CIA405	Behavioral Analytics in Cybersecurity	3
	Track 3- Forensic and Investigative Psychology (9 credits)	
FIP401	Victimology	3
FIP403	Advanced Forensic Techniques	3
FIP405	Behavioral Evidence Analysis	3
	Capstone/Internship (9 credits)	
BCAP498	Capstone Project in Behavioral Intelligence	3
BINT498	Internship in Public Safety Analytics	6
	Total Credits:	**120**

Online courses are differentiated by a "V" at the beginning of the course code.

Practicum/Internship Placement

The Internship Placement is a required component of the Bachelor of Science in Behavioral Intelligence and Analytics program.

Bachelor of Business Administration in Behavioral Business and Innovation Technologies (On-Campus)

- Foundation courses and general education courses are also offered in an online modality.
- Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The Bachelor of Business Administration in Behavioral Business and Innovation Technologies is an interdisciplinary degree designed to prepare students for leadership roles in an increasingly data-driven and technologically advanced global economy. This innovative program integrates the study of behavioral science, business principles, and emerging technologies to equip graduates with the skills necessary to address complex business challenges, optimize organizational performance, and drive innovation.

Students will explore topics such as organizational psychology, data analytics, artificial intelligence, digital transformation, and strategic leadership, with an emphasis on real-world applications.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives at Albizu University, the BBA in Behavioral Business and Innovation Technologies seeks to accomplish the following objectives:

1. Develop business expertise by providing comprehensive knowledge in management, marketing, operations, and entrepreneurship.

2. Integrate behavioral insights by fostering an understanding of organizational psychology, leadership, and behavioral economics to drive business decisions.

3. Enhance technological proficiency by preparing students to leverage emerging technologies such as AI, data analytics, and cybersecurity in business applications.

4. Cultivate ethical leadership by promoting responsible leadership and ethical codes across all populations.

5. Prepare for innovation by empowering students to lead digital transformation and innovation in business and healthcare sectors.

6. Provide practical experience through hands-on learning, internships, and real-world projects to enhance professional readiness.

Course Number	PROGRAM BREAKDOWN BY COURSE – On-Campus	Credit Hours
	Course Title	
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Content Area I – Foundation Courses (36 credits)	
ENC101	English Composition I	3
ENC102	English Composition II (pre-requisite ENC1101)	3
SPC103	Public Speaking	3
MAT101	Business Mathematics	3
STA321	Research Methods and Analysis Using Statistics	3
BSC200	Biological Sciences	3
CHM101	Chemistry for Health Science	3
PHI101	Introduction to Philosophy	3
PHI300	Critical Thinking	3
CGS200	Introduction to Computers	3
SYG101	Introduction to Sociology	3
ENC220	Business Writing	3
	Core Area II- Major Concentration Courses (36 credits)	
MAN200	Principles of Management	3
ACG110	Financial Accounting	3

ACG431	Managerial Accounting	3
MKT462	Principles of Marketing	3
GEB452	Business and Organizational Ethics	3
ECO201	Introduction to Microeconomics	3
ECO202	Introduction to Macroeconomics	3
GEB400	Entrepreneurship and Innovation	3
MAN451	Operation Management	3
HRM441	Human Resources Management	3
HRM455	Organizational Development and Talent Management	3
BUS400	Capstone: Strategic Business Planning	
	Track- Psychology and Mental Health (18 credits)	
PYIO328	Introduction to Industrial and Organizational Psychology	3
MHW340	Mental Health in the Workplace	3
ECO301	Behavioral Economics	3
COM300	Counseling and Communication Skills for Leaders	3
PSY345	Psychology of Leadership	3
CLN350	Introduction to Clinical Operations	3
	Track -Emerging Technologies and Cybersecurity (15 credits)	
BIT300	Introduction to Artificial Intelligence in Business	3
BIT400	Data Analytics for Business	3
CYB310	Cybersecurity Fundamentals	3
BIT325	Digital Transformation in Healthcare	3
BIT310	Innovation and Disruption in Business	3
	Track-Leadership and Professional Development (15 credits)	3
LDR320	Leadership Theories and Practice	3
HRM451	Strategic Human Resources Management	3
GLS451	Global Leadership and Cultural Intelligence	3
ETH360	Ethical Decision Making in Leadership	3
INT410	Internship or Practicum in Leadership and Management	3
	Total Credits:	**120**

Online courses are differentiated by a "V" at the beginning of the course code.

Practicum/Internship Placement

Practicum and/or Internship Placement is a required component of the Bachelor of Business Administration in Behavioral Business and Innovation Technologies program.

Bachelor of Science in Cyberpsychology (Online and On-Campus)

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The mission of the Cyberpsychology Program is to provide knowledge and innovative learning experiences in cyberpsychology theory, research, and practice. Future graduates will acquire a solid basic knowledge of general psychology, cyberpsychology, and technology, and will learn to apply the knowledge gained in practical areas of cyberpsychology, including how people interact with each other through technology, how technologies enhance people's lives and how technologies can influence people's behavior and emotions. The courses cover important topics in cyberpsychology such as video games, social networks, cybersecurity, cyber-forensic psychology, telehealth, virtual reality, artificial intelligence, among others.

Program Goals and Objectives

1. Provide students with a strong foundational knowledge about general psychology, cyberpsychology, and technology.
2. Train students to apply the acquired knowledge in practical areas of cyberpsychology, including how people interact with each other through technology, how technologies enhance people's lives, and how people's behavior and emotions can be influenced by technologies.
3. Develop students' interests and skills in interdisciplinary research throughout the curriculum.
4. Ethical and Social Responsibility in a Diverse World - Provide students with a multicultural and global perspective by integrating a third language and intercultural development.
5. Provide students with a solid intellectual foundation that will contribute to their success in future graduate studies or professional work.

PROGRAM BREAKDOWN BY COURSE – On-Campus & Online		
Course Number	**Course Title**	**Credit Hours**
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
CYIB 100	Albizu First Year Seminar	3
CYEN125	Interdisciplinary Studies in Literature I	3
CYMA125	Mathematical Reasoning	3
CYPS300	Fundamentals of Psychology	3
CYNS125	Biology and Contemporary Society I	3
CYEN126	Interdisciplinary Studies in Literature II	3
CYPS308	Statistics for Psychology	3
CYNS126	Biology and Contemporary Society II	3
CYPS403	Developmental Psychology	3
CYHU125	Introduction to Humanities	3
CYHI120	The Cyberworld	3

CYPS301	Theories of Learning	3
CYBP100	Introduction to Cyberpsychology	3
CYBP101	Introduction to Computer Science	3
CYNS225	Physical Sciences I	3
CYSS125	Theories and Methodologies of Social Sciences I	3
CYPS305	Theories of Personality	3
CYBP200	Human-Computer Interaction	3
CYNS226	Physical Sciences II	3
CYSS126	Theories and Methodologies of Social Sciences II	3
CYGL220	Contemporary Global Processes	3
CYPS307	Experimental Psychology	3
CYPS306	Psychopathology	3
CYIN321	Intercultural Development	6
CYSE424	Seminar on Interdisciplinary Research I	3
CYBP300	Psychology of Social Networking and Video Games	3
CYBP303	Psychology of Virtual Reality and Artificial Intelligence	3
	Interdisciplinary Elective (1): • CYPO 225 Portuguese I • CYAR 226 Theory and Methods in the Study of Visual Arts	3
CYPS443	Professional Writing	3
CYSE426	Seminar on Interdisciplinary Research II	3
CYBP301	Cybersecurity	3
CYBP302	Forensic Cyberpsychology	3
	Interdisciplinary Elective (1): • CYPO 226 Portuguese II • CYAR 226 Theory and Methods in the Study of Visual Arts	3
CYBP304	Introduction to Telehealth	3
CYBP	Directed elective	3
CYBP 401	Cyberpsychology Senior Project	3
CYBP 400	Cyberpsychology Special Topics	3
CYBP 408	Physiological Psychology	3
CYBP	Directed elective	3
Total Credits:		**120**

Online courses are differentiated by a "V" at the beginning of the course code.

Bachelor of Science in Language & Behavioral Disorders (On-Campus)

Foundation courses, general education courses as well as ABA, SLP, and Psychology courses are also offered in an online modality.

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The Bachelor of Science (B.S.) in Language and Behavioral Disorders is an interdisciplinary undergraduate program designed to prepare students for careers and advanced study in communication sciences, behavioral analysis, and psychology. This program combines foundational knowledge in general education, in-depth study of human behavior and communication disorders, and applied skills in clinical and research settings.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives at Albizu University, the B.S. in Language and Behavioral Disorders seeks to accomplish the following objectives:

1. Prepare students for careers and graduate study through a comprehensive interdisciplinary curriculum.
2. Students will build a strong foundation in both speech-language pathology and applied behavior analysis (ABA), equipping them with the knowledge and skills to support individuals with communication and behavioral challenges.
3. The program emphasizes mastery of ABA principles, including foundational concepts, ethical practice, and research methods, as well as the ability to conduct functional behavior assessments and design evidence-based interventions.
4. Students will gain essential knowledge in the field of speech-language pathology, fostering the ability to work effectively in interdisciplinary teams and serve diverse populations across educational and clinical settings.

Course Number	PROGRAM BREAKDOWN BY COURSE – On-Campus	Credit Hours
	Course Title	
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Content Area I – Foundation Courses: (36 credits)	
ENC101	English Composition I	3
ENC102	English Composition II (pre-requisite ENC1101)	3
SPC103	Public Speaking	3
MAT103	Basic Algebra & Arithmetic	3
PSY408	Statistics in Psychology	3
BSC200	Biological Sciences	3
CHM101	Chemistry for Health Science	3
PHI300	Critical Thinking	3
PSY419	Introduction to Neuropsychology	3

PSY200	Foundations of Psychology	3
SYG101	Introduction to Sociology	3
CGS200	Introduction to Computers	3
	Core Area II- Major Concentration Courses (45 Credits)	
	(SLPA courses: 27 credits)	
BSLP 310	Anatomy & Physiology of the Language, Speech, and Hearing Structure	3
BSLP 311	Introduction to Phonetics	3
BSLP 340	Introduction to Communication Disorders	3
BSLT 345	Acoustics & Psychoacoustics of Sound and Voice Reception and Perception	3
BSLP 347	Speech Sound Disorders in Children: Phonological and Articulation	3
BSLP 370	Cognitive and Speech-Language Development in Children	3
BSLP 432	Aural Rehabilitation	3
BSLP 440	Language Disorders in Children	3
BSLP 445	Clinical Processes of the Speech-Language Pathology Assistant	3
	(ABA courses: 18 credits)	
EAB 300	Functional Principles of Behavioral Analysis	3
EAB 301	Ethical & Professional Conduct in Behavioral Analysis	3
EAB 302	Applied Behavioral Analysis	3
EAB 303	Functional Assessment & Functional-Based Interventions	3
EAB 304	Research Methods in Behavioral Analysis	3
EAB 305	Introduction to Organizational Behavior Management	3
	(PYSCHOLOGY courses: 27 credits)	
PSY 322	Psychology of Children	3
PSY 203	Developmental Psychology	3
PSY 319	Psychology of Learning, Memory, and Cognition	3
PSY 406	Abnormal Psychology	3
PSY 451	Cognitive Psychology	3
PSY 418	Introduction to Forensic Psychology	3
PSY 448	Psychology of Motivation and Human Emotion	3
PSY 318	Experimental, Personality, and Social Psychology	3
PSY 440	Health Psychology	3
	(CAPSTONE/ INTERNSHIP/INDEPENDENT STUDY: 6 credits)	
	Capstone Project or Internship in ABA & SLP	3
	Psychology Internship or Independent Study	3
	(ELECTIVES: 6 credits)	
PSY339	Psychology of Adolescence	3
PSY412	Philosophy of Psychology	3
	Total Credits:	**120**

Online courses are differentiated by a "V" at the beginning of the course code.

Practicum/Internship Placement

As a component of the Bachelor of Science in Language and Behavioral Disorders, students are

required to complete a Capstone Project *or* Internship in applied behavioral analysis and speech-language pathology.

Bachelor of Science in Psychology (Online and On-Campus)

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Both, the online and the on-campus programs are offered in English or Spanish delivery.

Program Description

The Bachelor of Science in Psychology is a program designed for students who are planning to pursue a career in the mental health field. The program prepares students for advanced graduate training in psychology and several other fields. The program consists of 120 credits of coursework.

The program is offered in English or Spanish. Students in the **English version** of the program can select to minor in Applied Behavior Analysis or Speech Language Pathology. Minoring in one of these two areas is optional. A student is not required to pursue a minor to obtain a bachelor's degree. The minor options for ABA and SLP are not offered for the **Spanish version**. Effective January 8, 2024, Albizu University is not offering a minor in Case Management.

Students are required to complete a minimum of 30 credits from the Miami Campus to meet graduation requirements. In addition, a grade point average of 2.0 on a scale of 4.0 must be maintained in the major for a student to meet graduation requirements. A faculty mentor and a student success coach will be available to help in planning each student's academic program and selecting courses; however, it is the student's responsibility to be familiar with all their program's academic requirements and curriculum.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives of the University, the Bachelor of Science program seeks to prepare students with the knowledge, skills, and values necessary for careers in the mental health and related fields, which require commitment to ethical conduct and respect for human diversity. Graduates of this major will be able to demonstrate:

1. Knowledge and comprehension of the major concepts, theoretical perspectives, and historical trends in the field and be able to apply psychological principles to behavioral problems.
2. Scientific reasoning and critical thinking, including effective research methods and information literacy.
3. Ethically and socially responsible behaviors relevant to psychology in increasingly diverse social contexts.
4. Communication and interpersonal skills, including evidence of psychological literacy and the effective use of technology in communication.
5. Professional development, including self-reflection, project management, and career preparation.

PROGRAM BREAKDOWN BY COURSE in ENGLISH – Online & On-Campus		
Course Number	**Course Title**	**Credit Hours**
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Core Area I – Foundation Courses (48 Credits)	
ENC101	English Composition I	3
ENC102	English Composition II	3
SPC103	Public Speaking	3
MAT103	Basic Algebra and Arithmetic	3
PSY332	Family Systems	3
PSY313	Principles of Behavior	3
CHM101	Chemistry in Health Science	3
BSC200	Biological Sciences	3
PHI300	Critical Thinking	3
AMH200	American Government	3
AMH200	American History	3
AMH202	Multicultural America	3
AMH203	Latin American Cultures	3
LIT201	Introduction to Literature	3
EAP300	Professional Writing	3
CGS200	Introduction to Computers	3
	Core Area II – Major Concentration Courses (45 Credits)	
PSY200	Foundations of Psychology	3
PSY202	Psychology of Personality	3
PSY203	Developmental Psychology	3
PSY300	Ethnopsychology & Individual Differences	3
PSY319	Learning, Memory, & Cognition	3
PSY318	Experimental, Personality, & Social Psychology	3
PSY407	Physiological Psychology	3
PSY406	Abnormal Psychology	3
PSY408	Statistics in Psychology	3
PSY409	Research Methodology	3
PSY315	Ethics & Professional Conduct	3
PSY428	Introduction to Industrial/Organizational Psychology	3
PSY350	Careers in Psychology	3
PSY310	Group Dynamics	3
PSY311	Interviewing Techniques	3
	BS in Psychology – (Electives - 27 Credits)	
REL101	Introduction to World Religions	3
PSY330	Mental Health of American Minorities	3
PSY416	Anthropological Psychology	3
PSY326	Human Sexuality	3
PSY102	The Acculturation Process	3
EAB305	Organizational Behavior Management	3
PSY338	Psychology of Infancy & Childhood	3

PSY339	Psychology of Adolescence	3
PSY412	Philosophy of Psychology	3
	Total Credits:	**120**
	Or	
	BS Psychology & Minor in Applied Behavior Analysis (27 Credits)	
EAB300	Fundamental Principles of Behavior Analysis	3
EAB301	Ethical & Prof. Conduct in Behavior Analysis	3
EAB302	Applied Behavior Analysis	3
EAB303	Functional Assessment & Functional-based Intervention	3
EAB304	Research Methods in Applied Behavior Analysis	3
PSY330	Mental Health of American Minorities	3
PSY338	Psychology of Infancy and Childhood	3
PSY339	Psychology of Adolescence	3
PSY412	Philosophy of Psychology	3
	Total Credits:	**120**
	Or	
	BS Psychology & Speech and Language Pathology (27 Credits)	
BSLP340	Introduction to Communication Disorders	3
BSLP370	Cognitive and Speech-Language Development in Children	3
BSLP311	Introduction to Phonetics	3
BSLP445	Clinical Processes of Speech-Language Pathologist Assistant	3
BSLP310	Anatomy & Physiology of the Language, Speech, & Hearing Structure	3
BSLP432	Aural Rehabilitation	3
BSLT345	Acoustic & Psychoacoustic aspects of Sound & Voice Reception & Perception	3
BSLP440	Language Disorders of Children	3
BSLP347	Introduction to Communication Disorders	3
PSY412	Philosophy of Psychology	3
	Total Credits:	**120**

Online courses are differentiated by a "V" at the beginning of the course code.

PROGRAM BREAKDOWN BY COURSE in SPANISH – Online & On-Campus		
Course Number	**Course Title**	**Credit Hours**
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Core Area I – Foundation Courses (48 Credits)	
SSPN101	Español I: Gramática & Composición I	3
SSPN102	Español I: Gramática & Composición II	3
SPSY103	Interpersonal Communication	3
SMAT103	Basic Algebra and Arithmetic	3
SPSY338	Psychology of Infancy and Childhood	3
SPSY339	Psychology of Adolescence	3
SPSY447	Human Sensation and Perception	3

SPSY419	Introduction to Neuropsychology	3
SPSY412	Philosophy of Psyshology	3
SAMH200	American History	3
SPSY330	Mental Health in American Minorities	3
SPSY416	Anthropological Psychology	3
SLIT201	Introduction to Literature	3
SPHI300	Critical Thinking	3
SEAP300	Professional Writing	3
SCGS200	Introduction to Computers	3
	Core Area II – Major Concentration Courses (45 Credits)	
SPSY200	Foundations of Psychology	3
SPSY202	Psychology of Personality	3
SPSY203	Developmental Psychology	3
SPSY300	Ethnopsychology & Individual Differences	3
SPSY319	Learning, Memory, & Cognition	3
SPSY318	Experimental, Personality, & Social Psychology	3
SPSY407	Physiological Psychology	3
SPSY406	Abnormal Psychology	3
SPSY408	Statistics in Psychology	3
SPSY409	Research Methodology	3
SPSY315	Ethics & Professional Conduct	3
SPSY428	Introduction to Industrial/Organizational Psychology	3
SPSY350	Careers in Psychology	3
SPSY310	Group Dynamics	3
SPSY311	Interviewing Techniques	3
	General BS in Psychology Major (27 Credits)	
SCLP105	Essentials of Effectiveness and Success	3
SPSY440	Health Psychology	3
SPSY324	Psychology of Aging	3
SPSY326	Human Sexuality	3
SPSY327	Substance Use, Abuse, and Dependence	3
SPSY332	Family Systems	3
SPSY353	History of Psychology	3
SPSY451	Cognitive Psychology	3
SPSY314	Community Service Systems	3
	Total Credits:	**120**

Online courses are differentiated by a "V" at the beginning of the course code.

Disclosures

Completing a Course or Program in a language other than English may reduce employability where English is required.

Choosing a minor is not required to earn a Bachelor of Science in Psychology.

Minor in Applied Behavior Analysis

(Only offered as part of the B.S. in Psychology offered in English delivery)
Description

The minor in Applied Behavior Analysis consists of six (6) courses (18 credits) and it is designed to provide students with theoretical concepts and practical application of techniques in behavior analysis. Students in this minor area of study will be exposed to current topics in the field of behavior analysis including behavioral methodology, assessment, and intervention techniques. The identification of neurodevelopmental disorders, including autism spectrum disorder and Intellectual Disabilities Psychosocial and related issues including family structure and support are an integral component of classes in the minor.

This program meets the course work requirements for the Board-Certified Assistant Behavior Analyst (BCaBA) certification issued by the Behavior Analyst Certification Board (BACB).

The programs courses have been infused with concepts in working with diverse populations under the framework of behavior analysis. Courses are conducted by certified Board-Certified professors with theoretical and practical expertise in behavior analysis.

Student Responsibilities

Applicants who complete the ABA Minor along with the required coursework in the Bachelor of Science in Psychology curriculum meet the academic requirements to apply for the Board-Certified Assistant Behavior Analyst (BCaBA) examination. Applicants must also meet additional requirements before they can be deemed eligible to sit for the exam, including supervised fieldwork. For more information regarding eligibility requirements for BCaBA certification, visit https://www.bacb.com/

Goals and Objectives

Consistent with the goals, philosophy and objectives of Albizu University, the minor in Applied Behavior Analysis seeks to accomplish the following objectives:

1. Provide students with a foundation in applied behavior analysis, including assessment, diagnostic, and intervention components that allows students to transition into clinical positions in the field.
2. Conduct an academic minor in applied behavior analysis that allows for the acquisition of theoretical and applied knowledge as well as the practical aspects of working in a behavioral health care setting.
3. Foster an attitude and willingness to actively pursue personal, academic, and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Provide a forum for the debate of cross-cultural issues in behavior analysis, particularly family dynamics during assessment and intervention stages.
6. Instill in students those skills, attitudes, and values necessary to be successful in their professional careers.

Choosing a minor is not required to earn a Bachelor of Science in Psychology.

Minor in Speech Language Pathology

(Only offered as part of the B.S. in Psychology offered in English delivery)

Description

The Minor in Speech-Language Pathology consists of nine (9) courses (27 credits), and it is designed for students interested in pursuing a career as a Speech-Language Pathology Assistant. Students who complete the SLP Minor, along with the required coursework in the Bachelor of Science in Psychology curriculum, meet the academic requirements established by the Florida Board of Speech-Language Pathology & Audiology and the American Speech-Language-Hearing Association (ASHA). Graduates are prepared to apply for licensure as a Speech-Language Pathology Assistant (SLPA) in Florida, in accordance with the Florida Board's application process. Completion of the minor also provides the foundational preparation needed to apply to graduate programs in Speech-Language Pathology. Among the requirements for Speech-Language Pathology Assistant (SLPA) certification in Florida, graduates must complete the application process established by the Florida Board of Speech-Language Pathology & Audiology.

Goals and Objectives

Consistent with the goals, philosophy and objectives of Albizu University, the minor in Speech Language Pathology seeks to accomplish the following objectives:

1. Provide pre-professional students with a foundation of speech language pathology through an examination of best practices in speech language interventions.
2. Earn an academic minor in speech language pathology studies that will allow for the acquisition of theoretical and applied knowledge as well as clinical aspects of speech language pathology interventions in multicultural settings.
3. Foster an attitude and willingness to actively pursue personal, academic and professional growth in the field of speech-language pathology.
4. Provide a forum for the acquisition of knowledge and skills pertaining to speech and language disorders in adults and children applicable to an SLPA.
5. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, life circumstances and sexual orientation.

Choosing a minor is not required to earn a Bachelor of Science in Psychology.

Bachelor of Science in Sports Psychology, Technology & Performance Optimization (On-Campus)

Foundation courses and general education courses are also offered in an online modality.

Students enrolled in the On-Campus program may take no more than 49% of the total number of courses of the program in an Online modality.

Program Description

The Bachelor of Science in Sports Psychology, Technology, and Performance Optimization is a 120-credit undergraduate program that prepares students for entry-level careers in sport

psychology, performance analysis, and athlete wellness. The curriculum integrates foundational coursework in psychology, exercise science, and data analytics with applied instruction in wearable technologies, biomechanics, nutrition, and injury prevention. Students also explore ethical and legal considerations in sport and gain hands-on experience through internships and a culminating capstone project.

Program Goals and Objectives

1. Develop a strong foundation in sports psychology, cognitive sciences, and human performance.
2. Apply evidence-based psychological principles to optimize athletic performance and mental resilience.
3. Utilize emerging technologies such as biofeedback, virtual reality, and AI-driven analytics to enhance performance.
4. Analyze physiological, psychological, and biomechanical data to improve training and rehabilitation strategies.
5. Conduct scientific research in sports psychology and performance enhancement.
6. Integrate quantitative and qualitative methods to assess and improve athlete well-being and performance outcomes.
7. Promote mental health awareness, stress management, and resilience-building among athletes.
8. Apply strategies to enhance motivation, confidence, and focus on competitive settings.
9. Gain hands-on experience through internships, clinical settings, and industry partnerships.
10. Develop skills for careers in sports psychology, coaching, rehabilitation, and sports technology consulting.
11. Understand cross-cultural influences on sports performance and psychology.
12. Apply interdisciplinary approaches by integrating neuroscience, physiology, and behavioral analysis.

Course Number	PROGRAM BREAKDOWN BY COURSE – On-Campus & Online	Credit Hours
	Course Title	
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Content Area I – Foundation Courses: (36 credits)	
ENC 101	English Composition I	3
PSY 200	Foundations of Psychology	3
MAT 103	Basic Algebra & Arithmetic	3
SPTPO 110	Introduction to Sports Psychology	3
ENC 102	English Composition II	3
BSC 130	Human Anatomy & Physiology	3
SYG 101	Introduction to Sociology	3
SPTPO 130	Wearable Technology in Sports	3

SPC 103	Public Speaking	3
PSY 408	Statistics in Psychology and Sports Science	3
HIS 120	History of Sports & Society	3
HUM 115	Ethics in Sports	3
	Core Area II- Major Concentration Courses: (84 credits)	
SPTPO 230	Resilience Training for Athletes	3
SPTPO 240	Biomechanics & Movement Science	3
SPTPO 270	Artificial Intelligence in Sports	3
SPTPO 250	Leadership in Sports Organizations	3
BSC 200	Biological Science	3
SPTPO 310	Advanced Sports Psychology: Team Dynamics & Coaching Strategies	3
SPTDA 300	Advanced Data Analytics in Sports Performance	3
SPTDA 310	Sports Technology & Smart Equipment	3
SPTDA 320	Machine Learning for Sports Performance Optimization	3
RES 300	Research Methods in Sports Science	3
SPTPO 312	Group Dynamics & Team Psychology	3
SPTAH 400	Sports Nutrition: Advanced Topics	3
SPTAH 410	Recovery Strategies & Rehabilitation Techniques	3
SPTAH 430	Biomechanics & Performance Enhancement	3
SPTAH 440	Holistic Approaches to Athletic Recovery	3
SPTAH 450	Preventative Measures for Athlete Health	3
SPTDA 340	Data-Driven Strategies for Injury Prevention	3
SPTPO 220	Mental Wellness in Athletics	3
SPTPO 225	Athletic Nutrition	3
SPTPO 120	Sports Performance Data Analytics	3
SPTPO 210	Foundations of Athlete Recovery	3
SPTDA 330	Real-Time Performance Monitoring Systems	3
SPTAH 420	Stress Management & Mental Wellness for Athletes	3
SPTPO 260	Sports Ethics & Legal Issues	3
SPTDA 350	Predictive Analytics for Sports Performance	3
SPTPO 498	Capstone Project in Sports Psychology	3
BUS 200	Entrepreneurship in Sports & Performance Technology	3
SPTPO 315	Internship in Sports Performance	3
	Total Credits:	**120**

Online courses are differentiated by a "V" at the beginning of the course code.

Internship Placement

Internship Placement is a required component of the Bachelor of Science in Sports Psychology, Technology, and Performance Optimization program.

Graduate Programs

Graduate Certificate in Applied Behavior Analysis (Online)

Program Description

The Certificate in Applied Behavior Analysis (ABA) is designed for the graduate student who intends to pursue work in the area of Applied Behavior Analysis and provides the requisite educational training to apply for optional certification as a Board-Certified Behavior Analyst (BCBA). Students in this Certificate of study will be exposed to current topics in the field of behavior analysis including behavioral methodology, assessment, intervention techniques, program evaluation, and supervision. Integral to the applied behavior analysis courses are the: identification of concepts and principles, measurement and experimental design, ethics and professional conduct, behavior assessment and treatment, functional assessment and treatment, supervision, management and intervention, and advanced topics, all in applied behavior analysis. All seven courses are infused with strategies, learning outcomes, objectives and skillsets that are aligned with each of Albizu University's institutional competencies.

The Certificate provides quality student learning experiences in the seven courses that include BCPA required competencies. The Certificate's courses have been infused with concepts in working with diverse populations under the framework of behavior analysis. The online availability of the Certificate's coursework is aimed at meeting the needs of an ample range of students. Courses in the Certificate are conducted by professors with theoretical and practical expertise in the field of behavior analysis.

Program Objectives

Consistent with the goals, philosophy and objectives of Albizu University, the Graduate Certificate in Applied Behavior Analysis (ABA) seeks to accomplish the following objectives:

1. Provide students with behavioral methodology, assessment and intervention techniques that allow students to apply for the optional certification as a Board-Certified Behavior Analyst (BCBA).
2. Identify concepts and principles, measurement and experimental design, ethics and professional conduct, behavior assessment and treatment, functional assessment and treatment, supervision, management and intervention, and advanced topics, all in applied behavior analysis.
3. Foster an attitude of willingness to actively pursue personal, academic and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Produce culturally sensitive graduates, who will be able to apply for BCBA certification through the Behavioral Analyst Certification Board, and work in an ethnically diverse and inclusive environment.

Admission Requirements

1. A master's degree from an accredited institution of higher education in the United States or an institution of higher education outside the United States whose standards of

training are substantially equivalent to the standards of training of those institutions in the United States.
2. A minimum cumulative master's degree grade point average (GPA) of 3.0.
3. Official transcripts from all colleges, universities, or post-secondary educational institutions.
4. Two letters of recommendation from professors or community leaders.
5. A completed and signed application form and the admission fee submitted by the established deadline.
6. International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. International students must comply with INS regulations and the procedures established under the International Students section of the Albizu University Academic Catalog.

Admission Procedures

After all documentation and credentials have been received by the Office of Enrollment Management, the applicant's completed file is then forwarded to the Education Program and reviewed by a faculty member. At the discretion of the Director of the Education Programs, the applicant will be scheduled for an interview. The decision of the Director to interview a prospective student does not indicate or imply acceptance of a candidate. If the applicant is accepted to the Education Program, a letter of acceptance will be issued by the Office of Enrollment Management. Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program:

1. A faculty advisor and a Student Success Coach will be assigned to the prospective student.
2. The admitted student must provide one (1) recent 2 x 2 photograph before the end of the first session in which he/she is matriculated.

General Requirements

The Miami Campus has established the following general degree requirements for the Graduate Certificate Program:

1. The satisfactory completion of the required credits.
2. A grade point average of no less than 3.00.
3. A student must pass all coursework in their concentration with a grade of "B" or higher.

Transfer of Credit

This program does not accept the transfer of credits from other institutions.

General Requirements

The University has established the following requisites, which must be completed before graduate certificate is awarded:

1. Completion of a minimum of one year of full-time residency in the Program.
2. Satisfactory completion of all required academic courses.

3. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.

Course Number	Courses - Online	Credit Hours
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
EAB602	Concepts and Principles of Behavior Analysis	3
EAB600	Ethics and Professional Conduct for Behavior Analysts	3
EAB604	Behavior Assessment and Treatment	3
EAB610	Functional Assessment and Treatment	3
EAB606	Measurement & Experimental Design in Behavior Analysis	3
EAB608	Advanced Topics in Applied Behavior Analysis	3
EAB612	Supervision, Management, and Intervention	3
	TOTAL:	**21**

Disclosure

The Association for Behavior Analysis International has verified the courses of the Graduate Certificate in Applied Behavior Analysis toward the coursework requirements for eligibility to take the Board-Certified Behavior Analyst® or Board-Certified Assistant Behavior Analyst® examination. Applicants will need to meet additional eligibility requirements and demonstrate they reside in an authorized country before they can be deemed eligible to take the examination.

Students are required to review the specific requirements for certification published in the Behavior Analyst Certification Board Handbook (https://www.bacb.com/bcba/). Students are required to contact the state where they wish to practice for the applicable licensing laws and practice requirements.

Master of Business Administration in Healthcare Management (Online)

Program Description

The Master of Business Administration in Healthcare Management will prepare culturally sensitive healthcare managers to meet a surge in healthcare demand and a critical need to respond to the COVID- 19 pandemic and its aftermath. The program consists of 36 credits, and it will be offered as an onsite, hybrid and fully online degree program. In each consecutive semester, students will take courses that cover three major areas of learning: (1) healthcare operations and policy, (2) behavioral aspects in healthcare systems, and (3) MBA managerial skills. The final semester incorporates a capstone project.
Program Goals and Objectives

The Master of Business Administration (M.B.A.) in Healthcare Management prepares students for middle and senior-level management positions through advanced level coursework. The program goals are as follows:

1. Master the necessary skills to communicate effectively, thoughtfully, and compassionately.
2. Acquire the ability to synthesize and analyze business knowledge and integrate that knowledge into the healthcare industry to arrive at innovative solutions to organizational problems.
3. Master the skills to work in the multicultural organizations of a globalized society.
4. Engage in decision-making ethically and compassionately.

Students who complete the program successfully will acquire skills in management operations, entrepreneurship, leadership, innovation, technology, strategy, global projects and risk management, and will apply their knowledge in an international global practicum.

Admission Requirements

All Master of Business Administration in Healthcare Management program candidates must satisfy the following minimum requirements:

1. File a completed application form accompanied by the appropriate fee with the Office of Enrollment Management prior to deadline dates.
2. Applicants to the MBA in Healthcare Management program must have obtained a bachelor's degree from an accredited institution of higher education. Students with bachelor's degrees in unrelated disciplines may be admitted into the MBA program subject to recommendation by the faculty.
3. Students with bachelor's degrees from non-U.S. institutions of higher education are required to submit their credentials for evaluation of U.S. equivalency by a recognized agency specialized in this activity.
4. The applicant will be considered academically eligible for admission if official undergraduate transcripts are presented with a cumulative grade point average of 3.0 or higher on a 4.0 scale.
5. Applicants must submit three (3) letters of recommendation from supervisors, faculty or professional associates.
6. Applicants must submit a current resume or curriculum vitae outlining the applicant's professional experience and accomplishments, academic achievements, as well as any participation in community and civic organizations.
7. Submit a statement of purpose describing the applicant's professional goals and reasons for pursuing an MBA degree at Albizu University.
8. Preference will be given to applicants who have taken at least two undergraduate or graduate courses in the following areas: Accounting, Finance, Economics, Management or Marketing. Professional experience in two of these areas can substitute for courses, at the discretion of the faculty, on a case- by-case basis.

For more information, please refer to the Institutional Admission policy that appears in the General Section of the Catalog.

Transfer of Credits

Six (6) transfer credits may be applied towards the MBA in Healthcare Management degree.

Student Evaluations

Student evaluations are conducted by the faculty at the midpoint and end of each academic session in order to monitor academic performance. The evaluation provides students and faculty with relevant and timely information concerning the student's progress and overall performance in the program. Students found to have academic deficiencies will be informed by the Director of the Program and/or academic advisor of the prescriptive and remedial recommendations made by the faculty during the evaluation.

Graduate students must maintain an overall academic average of 3.00 or higher to be in good standing.

General Degree Requirements

Graduate students need to fulfill the following requirements in order to be eligible for the Master of Business Administration in Healthcare Management degree:

1. Completion of all required coursework
2. Overall academic grade point average of 3.00 or higher on a 4.00 scale
3. No more than two (2) grades of "C" in any courses

Please refer to the General Section of this Catalog for the institutional procedures established for degree conferment and graduation.

Course Number	Course Title	Credit Hours
	NOTE:	
HCSM502	Healthcare Services Management	3
HCSM505	Healthcare Human Resources Management	3
MACC501	Managerial Accounting	3
MGMT516	Managing Multicultural Organizations	3
HCSM508	Healthcare Data Analytics and Decision Support	3
MECO503	Managerial Economics	3
HCSM511	Risk and Quality Healthcare Management	3
MKMT503	Marketing Management	3
MFIN504	Managerial Finance	3
HCSM514	Healthcare Ethics, Policy and Law	3
HCSM517	Healthcare Project Leadership	3
HLSC503	Healthcare Leadership and Strategy Capstone Course	3
	TOTAL:	36

Master of Science in Counseling (Online)

Program Description

The online Master of Science in Counseling program at Albizu University specializes in developing culturally and clinically competent mental health professionals who will provide effective services to help clients improve their quality of life and serve diverse communities.

The M.S. in Counseling is an online, graduate-level degree program at Albizu University-Miami, requiring 60 credit hours. Albizu only offers a Clinical Mental Health Counseling specialization. All program coursework is online and asynchronous, except for Practicum, Internship I, & Internship II. which meet online and synchronously.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives of the University, the Master of Science in Counseling Program seeks to:

1. Articulate relevant counseling theories and application of research to professional practice.
2. Demonstrate clinical skills and techniques, including assessment, consultation, cultural competence, and advocacy.
3. Apply therapeutic interventions to diverse individuals, couples, and families in public and private services settings.

Admission Requirements

The minimum requirements for admission to the Master of Science in Counseling with Specialization in Clinical Psychology Program at Albizu University are as follows:

1. A bachelor's degree from an accredited institution of higher education in the United States, or from an institution of higher education outside the United States whose standards of training are substantially equivalent to those of institutions in the United States.
2. A minimum cumulative undergraduate grade point average (GPA) of 3.0.
3. Official transcripts from all colleges, universities, or post-secondary educational institutions attended.
4. A current résumé or curriculum vitae.
5. A Statement of Purpose that clearly describes the applicant's interest in the counseling profession, short- and long-term career goals, and how the applicant believes Albizu University will support the achievement of those goals. The statement must be double-spaced, typed in Times New Roman or Arial 12-point font, and limited to one page in length.
6. Participation in a required live admissions interview, conducted by program faculty or designated university representatives, to assess the applicant's readiness for graduate-level study, professional dispositions, communication skills, and alignment with the counseling profession.
7. A completed and signed application form, along with the required admission fee, submitted by the established deadline.
8. International applicants must submit academic records to an approved credential

evaluation agency to verify equivalency to coursework completed in the United States and must comply with all immigration regulations and procedures outlined in the International Students section of the Albizu University Academic Catalog.

Residency Requirements

A minimum one-year academic residency is required for the M.S. in Counseling program and is fulfilled through completion of the Field Experience Courses, including Practicum, Internship I, and Internship II.

Transfer of Credits

Students should refer to the Transfer Credit Policy and Procedures in this catalog for detailed criteria and processes applicable to this program.

A maximum of fifteen (15) total graduate-level credits may be transferred into the Master of Science in Counseling program, whether earned at Albizu University or at another regionally accredited institution of higher education. Only courses completed with a grade of "B" (3.0 on a 4.0 scale) or higher are eligible for transfer. Credits earned more than seven (7) years prior to admission are not transferable.
Practicum and Internship courses are non-transferable and must be completed at Albizu University as part of the Master of Science in Counseling program.

The Academic Program Director is the sole authorized university official responsible for evaluating and approving transfer credit.

Internal Transfer Credit (Albizu University)
Up to fifteen (15) total credits may be applied toward internal transfer for coursework completed at the Albizu University Miami Campus, San Juan Campus, or Mayagüez University Center, provided the courses are determined to be equivalent in content and rigor. Internal transfer credit is not automatic and is subject to program review and approval.

Courses that may be considered for internal transfer include, but are not limited to, the following:
9.   VCOUN 523 – Cross-Cultural Counseling
10.   VCOUN 562 – Family Counseling Theory and Practice
11.   VCOUN 520 – Group Counseling
12.   VCOUN 510 – Lifespan Development
13.   VCOUN 563 – Human Sexuality & Sexual Dysfunctions

General Requirements

The University has established the following requisites, which must be completed before the master's degree is awarded:

1. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. No more than two (2) standing grades of "C" in the major/concentration area.
3. Completion of a minimum of one year of full-time residency in the Program.
4. Satisfactory completion of all required academic courses.
5. Satisfactory completion of the required hours of practicum, if applicable.
6. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.

Course Number	Course Title	Credit Hours
	NOTE:	
VCOUN 501	Counseling Theories and Practice	3
VCOUN 507	Substance Use Disorders and Behavioral Health Disorders	3
VCOUN 510	Lifespan Development	3
VCOUN 513	Career Development and Assessment	3
VCOUN 520	Group Counseling	3
VCOUN 523	Cross-Cultural Counseling	3
VCOUN 525	Research Methodology and Program Evaluation	3
VCOUN 531	Ethical, Legal, and Professional Issues in Counseling	3
VCOUN 563	Human Sexuality and Sexual Dysfunctions	3
VCOUN 657	Psychological Assessment and Appraisal in Clinical Mental Health Counseling	3
	Total	**30**
	Clinical Mental Health Counseling	
VCMHC 500	Professional Practice for Clinical Mental Health Counselors	3
VCMHC 541	Theories of Personality	3
VCMHC 562	Family Counseling Theory and Practice	3
VCMHC 569	Psychopathology – Diagnosis and Treatment in Counseling	3
VCNHC 682	Community Counseling	3
VCMHC 690	Psychopharmacological Mechanisms in Counseling	3
VCMHC 695	Advanced Psychopathology – Diagnosis and Treatment in Counseling	3
VCMHC 630	Practicum in Clinical Mental Health Counseling	3
VCMHC 631	Internship I in Clinical Mental Health Counseling	3
VCMHC 632	Internship II in Clinical Mental Health Counseling	3
	Total	**30**
	Marriage, Couple & Family Counseling	
VCOUN 563	Human Sexuality and Sexual Dysfunctions	3
VCMHC 682	Community Counseling	3
VMCFC 500	Professional Practice for Marriage, Couple, and Family Counselors	3
VMCFC 661	Family and Individual Psychological Assessment and Appraisal	3
VMCFC 653	Theories of Family Systems	3
VMCFC 658	Theories and Techniques in Marriage, Couple, and Family Counseling	3
VMCFC 630	Practicum in Marriage, Couple, and Family Counseling	3
VMCFC 631	Internship I in Marriage, Couple, and Family Counseling	3
VMCFC 632	Internship II in Marriage, Couple, and Family Counseling	3
	Total	**27**
	School Counseling	
VSCHL 500	Professional Practice for School Counselors	3
VSCHL 564	Psychological Assessment and Evaluation in School Counseling	3
VSCHL 604	Nature and Needs of Exceptional Children	3
VSCHL 607	Principles, Philosophy, Organization and Administration of Guidance	3
VSCHL 608	Consultative Interventions	3
VSCHL 624	Counseling Children and Adolescents	3
VSCHL 630	Practicum in School Counseling	3
VSCHL 631	Internship I in School Counseling	3
VSCHL 632	Internship II in School Counseling	3
	Total	**27**

		TOTAL:	60

Disclosure

Albizu University's Master of Science in Counseling program is CACREP-aligned and is not currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Albizu University is actively preparing to pursue CACREP accreditation in accordance with CACREP accreditation procedures and eligibility requirements.

In accordance with CACREP accreditation guidelines, programs seeking initial accreditation may submit a self-study once the first cohort of students reaches the final term of the program. Albizu University anticipates submitting its CACREP self-study at the end of Spring 2026. Submission of the self-study does not guarantee accreditation, as accreditation decisions are subject to a comprehensive review process and determination by CACREP.
CACREP Policies Governing the Recognition of Graduates (Policy 5.a) state that students enrolled in a program seeking initial accreditation may be considered graduates of a CACREP-accredited program only if they receive their degree within eighteen (18) months prior to the date accreditation is conferred and the program verifies that all CACREP curricular and training requirements were met. Recognition of graduates under this policy is contingent upon the program being granted accreditation.

In the State of Florida, licensure requirements are established by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Beginning July 1, 2025, Florida law requires applicants for licensure to hold a master's degree from a program accredited by CACREP, the Masters in Psychology and Counseling Accreditation Council (MPCAC), or an equivalent accrediting body, consisting of a minimum of 60 semester hours or 80 quarter hours. Licensure eligibility is determined by the state, and students are strongly encouraged to consult the appropriate licensing board to confirm current requirements.

Additional Compliance Information

As per CFR 668.14(b)(32)(ii), Albizu University publicly discloses whether its programs meet educational requirements for state licensure counseling. This compliance is monitored by the University's Compliance Office to ensure that applicants are duly informed.

Graduates from Albizu's Online M.S. in Counseling who meet program requirements, including a minimum 3.0 GPA, are eligible to apply for licensure. Graduates must then complete the National Clinical Mental Health Counseling Examination (NCMHCE).All licensure decisions are made by the Florida Board of Clinical Social Work, Marriage & Family, & Mental Health Counseling.

CACREP's statement: https://www.cacrep.org/news/new-licensure-notification-requirements/

Master of *Science* in Exceptional Student Education (online)

Program Description

The Master of Science Degree in Exceptional Student Education with a concentration in Varying Exceptionalities is designed for students who wish to obtain a teaching certification in the State of Florida in Varying Exceptionalities. The purpose of the program is to prepare culturally sensitive educators to respond to the special and unique needs of children with exceptionalities in grades K–12.

The program consists of 36 credits of coursework. AU's unique program design integrates the study and understanding of human behavior and sensitivity towards culturally diverse populations. The program is infused with psychological principles to better prepare teachers for the demands of classroom teaching in a multicultural setting. A highlight of the program is the completion of an action research capstone course that will assess student knowledge in the areas of instructional strategies, methodologies, curriculum development, educational technology, behavior management and assessment, all within the context of exceptional student education.

Students must enter the program with a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) or above in undergraduate studies. A maximum of 6 graduate level credits from an accredited institution may be transferred to the discretion of the Program Director. Only courses with a grade of B or better can be accepted for transferred coursework.

A grade point average of 3.00 or higher must be maintained in the degree program in order for a student to meet graduation requirements. A maximum of 3 years will be granted for completion of degree.

Students with undergraduate degrees in fields of exceptional student education, including Emotional Handicaps, Mental Handicaps, Communication Disorders or Learning Disabilities may choose to take an elective of their choice in either cross cultural studies or psychological theories.

A faculty advisor will be available to help in planning students' academic progress and selecting courses. However, it is the students' responsibility to be familiar with their academic requirements and curriculum.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives of the University, the program seeks to:

1. Provide a quality educational opportunity in graduate pedagogic training for its students.

2. Conduct an academic program in exceptional student education in such a manner that students acquire theoretical and practical knowledge as well as the attitudes necessary to effectively apply their training in the classroom setting.

3. Provide students with the skills needed for effective teaching in exceptional student education programs that include varying exceptionalities.

4. Identify and remediate speech disorders in exceptional students.

5. Incorporate special methodologies and interventions for transitioning students from elementary to middle school, middle school to high school, high school to community settings and from family supported to independent living.

6. Expose students to a variety of curriculum development and enhancement strategies within the context of exceptional student education.

7. Develop an appreciation in each student for the individual worth and dignity of all people

regardless of background, origin, and/or life circumstances.

8. Identify the learning disabilities and needs of exceptional children and foster cultural sensitivity toward those of diverse cultural backgrounds and special needs.
9. Perceive patterns of social, emotional, physical and cognitive development in children.
10. Infuse psychological theories, principles and methodologies within the graduate curriculum so that they may be applied to an academic setting with children.
11. Provide students with the fundamental knowledge and skills needed to conduct and interpret research in education.
12. Foster the development of advanced communication skills, thereby leading to improved teacher- student and teacher-parent relationships.
13. Provide students with skills needed for competent classroom management with emphasis on psychoeducational strategies that are appropriate across cultural groups, and which incorporate advanced educational technology within different learning modalities (e.g. Auditory, visual, tactile).
14. Provide a framework of ethical principles and decision-making to foster appropriate professional conduct in teaching.

Admissions Requirements

The admission requirements are:

1. A bachelor's degree from an accredited institution.
2. Applicants must have a grade point average (GPA) of 3.0 on a 4.0 scale at the undergraduate level.
3. Official transcripts from all undergraduate and graduate (if applicable) institutions attended.
4. Complete the online application for admission through the following link: https://albizu.elluciancrmrecruit.com/Admissions/Pages/prospectinquiry.aspx. In addition, you can attach your admission documents in PDF format.
5. Copy of resume or curriculum vitae that summarizes the applicant's credentials.
6. Two (2) letters of recommendation from a professor, employer, or a community leader (in accordance with the AU format).
7. International students must submit an official evaluation of academic credentials by an authorized agency.
8. A statement of purpose, which should be double-spaced and one-page long. It must provide a clear indication of the applicant's interest in the field, career goals, and how they expect Albizu University to contribute to such goals.

Once the Admissions Office receives all the required documentation and the interview process is completed, academic program advisors will contact successful candidates to provide program direction and guidance.

Transfer of Credits

Six (6) transferred credits may be applied towards the M.S. ESE degree. Please refer to the Transfer Credit Policy and Procedures in this catalog for the criteria of the transfer of credit and the process for the transfer of credit for this program.

Student Evaluations

The Master of Science in Exceptional Student Education Program Faculty evaluate the students' progress on academic and professional development matters on a case-by-case basis.

Graduate students can only carry two grades of "C' in all M.S. ESE courses.
Students are permitted to retake a maximum of three different courses. The students must retake the courses the next session they are offered. Students who do not obtain a minimum grade of "C" or better when repeating a course, may be dismissed from the program.

Change of Program/ Concentration

1. Students requesting to change the major must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new concentration.
2. A change of major is not automatic and will be considered on a case-by-case basis. A change of concentration/major form must be obtained from the Registrar's Office, completed and signed by the Program Director.

Residency Requirement

Students enrolled in the Master of Science in Exceptional Student Education must complete one full year residency (9 courses minimum) to meet graduation requirements.
General Requirements for the Master of Science Degree

The University has established the following requisites, which must be completed before the Master's Degree is awarded:

1. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. No more than two (2) standing grades of "C" in the major/concentration area.
3. Completion of a minimum of one year of full-time residency in the Program.
4. Satisfactory completion of all required academic courses.
5. Satisfactory completion of the required hours of practicum, if applicable.
6. Demonstrated competence in APA style for publications and computer literacy (Windows and Word).
7. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.
8. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

Course Title	Credit Hours
NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
Core Area I – Foundation Courses	
Foundations of Exceptional Student Education	3
Foundations of Exceptional Student Educational Technology	3
Social and Personal Skills for the ESE Student	3
Behavior Management for the ESE Student	3

Transitional Interventions and Strategies		3
Curriculum Development in Exceptional Student Education		3
Educational Assessment of the ESE Student		3
Research Project: Instructional Design and Assessment		3
Core Area II – Major Concentration		
Learning Disabilities: Instructional Strategies		3
Mental Handicaps: Instructional Strategies		3
Emotional Handicaps: Instructional Strategies		3
Assessment and Remediation of Communication Disorders		3
	TOTAL:	**36**

Note: Courses above must be taken in sequence. Changes to this sequence will be made at the Director's discretion. Pre-requisite courses may be taken concurrently at the discretion of the Program Director.

Master of Science in Industrial and Organizational Psychology (Online and On-Campus)

Disclosure

The program is delivered on campus and online. Courses specifically designated "V" as "offered online" are delivered in online modality.

Course Number	Course Title	Credit Hours
PYIOV571	Foundations of Industrial / Organizational Psychology	3
PYIO594	Small Group Theory and Process	3
PYIO500	Research Methods	3
PYIO596	I/O Statistics	3
PYIO595	Advanced Research Methods	3
PYIOV502	Attitude Theory	3
PYIOV689	Work Motivation	3
PYIOV698	Organizational Psychology	3
PYIOV672	Employment Law	3
PYIOV674	Personnel Psychology	3
PYIOV676	Organizational Training & Development	3
PYIOV683	Psychological Assessment Techniques in the Organization	3
PYIO696	Applied Research and Capstone Project I	3
PYIOV697	Applied Research and Capstone Project II	3
	2 electives (3 credits each)	6
	TOTAL:	**48**

Program Description

Albizu University, Miami Campus offers a Master of Science in Industrial and Organizational Psychology in addition to a fully online program. This program is designed to train culturally versatile I/O practitioners who develop and apply scientific knowledge to the solutions of problems at work, and who can work within a variety of applied settings. The curriculum is designed to provide practical training in the areas of selection and placement, training and development, performance

measurement, and organization development. The program coursework is comprised of 48 credits.

Applicants who are seeking admission to this master's level program should comply with the procedures and requirements described herein.

Program Goals and Objectives

1. To produce I/O practitioners, that is, individuals who address organizational problems using psychological knowledge and skills.
2. To provide a curriculum that combines both Industrial and Organizational issues.
3. To provide practitioner-oriented training.
4. To produce graduates able to work in various industry settings.
5. To produce culturally sensitive graduates able to work within ethnically diverse environments.

Admissions Requirements

Applicants will be considered academically eligible for admission if they earned a Bachelor degree with a cumulative grade point average (GPA) of 3.00 or above from an accredited institution of higher learning. Completed applications may be reviewed on a case-by-case basis if the academic credentials of the applicant do not meet the minimum requirement, but his or her cumulative undergraduate GPA was at least 2.50. Enrollment may be recommended at the discretion of the Admissions Committee. In those cases, a GPA of 3.00 must be maintained in the first session to retain matriculation status.

Applicants are required to send the following materials directly to the Office of Admissions:

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
2. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a master's level program must have obtained a bachelor degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
3. Three letters of recommendation preferably from past professors.
4. A current resume/vitae.
5. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects AU to contribute to such goals. The statement should be double-spaced, typed, and one page in length.
6. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section titled International Students for a detailed description of this requirement.

For more information, please refer to the Institutional Admission Policy which appears in the General Section of this Catalog.

Admission Pre-requisites

Applicants to the Master of Science in Industrial and Organizational Psychology must have taken an upper division Statistics course with a grade of "B" or better within the prior five years. If applicants do not meet this prerequisite but meet all other admission requirements and are accepted into the program, they will be permitted to take the required Statistics course during their first enrollment session.

Transfer of Credits

Six (6) transfer credits may be applied towards the terminal master's degree. Please refer to the Transfer Credit Policy and Procedures in this catalog for the criteria of the transfer of credit and the process for the transfer of credit for this program.

Practicum Placement

Students must review their progress through their program sequence table with their faculty advisor for each academic session. Students who meet the eligibility criteria to begin Practicum must attend the orientation session conducted by the designed Practicum Coordinator at the beginning of the academic session prior to the desired start term to make arrangements for placement. The Practicum Coordinator will provide the students with the Practicum Manual which contains all the pertinent information and required documentation to complete the process. The list of practicum placement sites approved by the Master's in Psychology Programs Department is updated on an ongoing basis. Students may not complete Practicum at an unapproved placement site, or their place of employment.

Practicum Probation

Failure to successfully complete Practicum requirements will result in probation or dismissal. Credit for practicum hours will not be given to the student who obtains a grade of No-Pass in the Practicum. Receipt of one grade of No-Pass in the Practicum will result in probation. The student must satisfy all Practicum Probation conditions during the designated session to receive clearance from the Program Director to enroll in Practicum again. Failure to comply with all conditions will lead to dismissal from the program.

Academic Probation

Master Program students must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session or cumulative G.P.A. of 3.0 will result in academic probation.

Academic probation will result when any of the following conditions are present:

1. The cumulative or session grade point average (GPA) falls below 3.0. Grades accompanied by an "I" (Incomplete) will be taken into consideration for the GPA at any session in which an "I" is granted.
2. A grade of No-Pass ("NP") in Practicum courses.

Academic Dismissal

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.
2. Failure to comply with Practicum probation conditions.
3. Two grades of No Pass ("NP") in Practicum.
4. Failure to pass the Comprehensive Examination after the four attempts permitted have been exhausted.

Student Evaluations

The Master's in Psychology Program's Faculty evaluates the students' progress in the academic and professional areas at the Midterm and Final Student Evaluation meetings held with the Program Director each academic session. The Program Director informs the students of any recommendations made by the faculty. The faculty may recommend a leave of absence or implement disciplinary measures. The faculty also has the authority to change the students' academic status to probation or dismissal in accordance with institutional policies and procedures.

Graduate students can only carry two grades of "C". Students who choose to repeat courses must do so the next session they are offered. The institutional forgiveness policy will apply to a maximum of three
graduate courses.

Residency Requirements

Full time residency of at least one year is required of all Master's in Psychology Programs students.

Comprehensive Examination

Students enrolled in this master's degree program must successfully complete the Comprehensive Examination before the master's degree can be awarded. The Comprehensive Examination is administered three times per calendar year during the Spring, Summer and Fall sessions. An outline of the main topic areas to be covered in the examination can be obtained in the Master's in Psychology Programs Office.

Students are permitted four (4) attempts to successfully complete the examination in order to receive their degree or remain in the program. Students who fail the examination must retake the exam each consecutive session until it is passed unless they are on an authorized leave of absence for that session. Students who are not enrolled in courses at the time they take this examination must register for one (1) academic credit and pay the corresponding exam and global fees. Students who are unsuccessful in completing the Comprehensive Examination requirement within the specified time limits will be dismissed from the program.
Cross Registration

Upon the approval of the Program Director, students may enroll in another accredited institution. The course(s) taken in other institutions must not be offered at the Miami Campus. A maximum of six (6) credit hours is allowed under this provision for Master's in Psychology Programs' students. The total number of credit hours approved under this provision or transferred upon admission to the program shall not exceed (6) six credit hours.

The Miami Campus has established the following requisites, which must be completed before the Master of Science Degree can be awarded:

1. A grade point average of 3.0 or higher on a 4.0 scale with a grade of **"B"** or better in all clinical courses. No more than two (2) standing grades of "C" in non-clinical courses are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic courses and required hours of practicum.
4. Satisfactory completion of the Master Comprehensive Examination.
5. Demonstrated competence in APA style for publications and computer literacy.
6. Good standing in the Program, i.e., no disciplinary action pending, or academic or practicum probation.
7. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes in the current general policies and disciplinary procedures manual.

Master of Science in Speech and Language Pathology (On-Campus & Online Program)

The program is offered in two modalities: on-campus or online.

Program Description

The Speech and Language Pathology Program at Albizu University is dedicated to developing speech and language professionals to provide clinical services to children and adults with communication and swallowing disorders in a variety of settings. The program also prepares students to work as supervisors and consultants.

The program at Albizu University requires 60 credit hours of coursework, a minimum of 400 hours of clinical practicum, and a Master Level comprehensive examination or thesis project.

Supervised clinical practicum is offered in the Speech-Language Pathology Clinic and external settings located in a student's geographic area. The program requirements comply with the Florida Board of Speech- Language Pathology and Audiology for licensure and the American Speech-Language-Hearing Association standards for certification. The specific training competencies as evidenced by the Speech and Language Pathology curriculum sequence are as follows:

Training Goals

The primary training goal of the Speech and Language Pathology Program at Albizu University is to provide students with a comprehensive foundation of knowledge,

advanced clinical expertise, and professional skills necessary to work in the prevention, assessment, and treatment of children and adults with communication and swallowing disorders.

Knowledge and Skills

1. Possess knowledge of the principles and methods of the prevention, assessment, and intervention of individuals with communication and swallowing disorders.
2. Mastery in using assessment tools to evaluate and diagnose children and adults with communication and swallowing disorders.
3. Mastery in using intervention methods and techniques used to treat individuals with communication and swallowing disorders.

Clinical Skills

1. Design and implement intervention techniques according to clients' level of functioning and needs.
2. Use of clinical procedures, strategies, and assessment tools to make appropriate referrals as needed.
3. Use of assistive technology to provide services to clients with communication disorders.
4. Guide general population about prevention of communication disorders.
5. Perform supervisory functions to include consulting services in various clinical settings.
6. Perform research work in the speech-language pathology field which could be applied in designing and implementing intervention programs with children and adults with communication and swallowing disorders.
7. Administer standardized and non-standardized tests and interpret their results in assessing children and adults with communication and swallowing disorders.

Attitudes

1. Perform clinical functions under the profession's ethical standards, as stated by the American Speech-Language-Hearing Association (ASHA).
2. Have a holistic view of the human being.
3. Contribute to the development of the profession through active participation in professional organizations.
4. Assume responsibilities that are inherent to professional practice.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives of the University, the Master of Science in Speech and Language Pathology Program seeks to:

1. Prepare competent clinical professionals in speech-language pathology to provide quality clinical services to children and adults with communication and swallowing disorders.
2. Prepare competent clinical professionals in speech-language pathology to work in activities related to direct patient care, supervision, and consultation.
3. Prepare competent clinical professionals in speech-language pathology to collaborate and work in multi- or inter-disciplinary teams.
4. Prepare competent clinical professionals in speech-language pathology to conduct themselves professionally and ethically.

Academic Progress and Graduation Requirements

The student grade point average of 3.00 or higher must be maintained in the degree program to meet graduation requirements. A maximum of 4 years will be granted for completion of the degree. Students must have satisfactory completion of the Master Level Exam (comprehensive examination). Students may opt to present a thesis project on a subject related to speech and language pathology in lieu of the Master Level Exam. Graduation candidates cannot have 4 No Passes (NP's) in the comprehensive examination or 2 NP's in advanced clinical practicum of any Master's program. To complete the written comprehensive exam, students must pass all parts and areas. The number of allowable attempts to complete the exam is four (4). Students must obtain a grade of "B" or better in all courses.

A faculty advisor will help plan students' academic progress and select courses. However, it is the students' responsibility to be familiar with their academic requirements and curriculum.

Admission Requirements

The minimum requirements for admission to the Master of Science in Speech and Language Pathology program at Albizu University are:

1. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate, as required by the corresponding jurisdiction.
2. Bachelor's degree graduation index of 3.0 out of a 4.0 scale.
3. Students must have completed the following prerequisites either at the undergraduate or graduate level with a grade of "C" or higher:
   a. Physics/Physical Science/Chemistry

       b. Biology/Biological Science/Human Anatomy & Physiology/Human Genetics/ Neuroanatomy & Neurophysiology

       c. Statistics

Coursework in these areas must not be CSD/SLP-related unless the course fulfills a general education requirement and is open to students outside of the major.

In addition, students must have completed with a grade of "B" or higher the following prerequisites either at the undergraduate or graduate level:

1. Human Growth and Development OR Child Psychology
2. Professional Writing OR English Composition 1 & 2
3. Introduction to Communication Disorders/Clinical Management in Communication Disorders/ OR Clinical Observation, Management, and Procedures in Communication Disorders
4. Acoustic and Psychoacoustic Aspects of Sound OR Hearing & Speech Science

All prerequisite courses must be completed before enrollment. Under no circumstances will an applicant be permitted to begin the graduate program without full completion of all prerequisites with the required minimum grades.

In addition to the documents specified in the Institutional Admission Policy, applicants to the M.S. in Speech and Language Pathology program must present the following:

1. Two (2) letters of recommendation, preferably from past professors, employer or community leader
2. A current resume/curriculum vitae
3. A Statement of Purpose indicating the applicant's interest in the field, short- and long-term career goals, and how the applicant expects the institution to contribute to such goals. The statement is written at a scheduled time.
4. An article critique indicating the applicant's critical thinking, writing and communication abilities. The article critique is written at a scheduled time.
5. International students must submit an official evaluation of academic credentials by an authorized agency.

Transfer of Credits

Six (6) transferred credits may be applied toward the M.S. in Speech and Language Pathology degree. Graduate-level credits from an accredited institution may be transferred at the discretion of the Program Director. The program will only consider courses with a grade of 'B' for transferred graduate coursework. Please refer to the Transfer Credit Policy and Procedures in this catalog for the credit transfer criteria and the process for this program's credit transfer.

The Master of Science in Speech and Language Pathology Program faculty evaluates the students' progress on academic and professional development matters on a case-by-case basis.

Graduate students cannot receive a grade of "C" or lower in any M.S. in Speech and Language Pathology courses. Graduate students can repeat any course, seminar or practice once. The student must retake the course the next semester it is offered. However, students are permitted to retake a maximum of two different courses. A student will be dismissed if they fail two (2) different courses.

If a student is withdrawn (W or AW) from a previously attempted but not completed course, the second unsuccessful attempt will count as a repetition, therefore affecting his/her academic progress.

Students who do not obtain a minimum grade of "B" or better when repeating a course, may be dismissed from the program.

Change of Program/Concentration

1. Students requesting to change their major must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new concentration.
2. A change of major is not automatic and will be considered on a case-by-case basis. A change of concentration/major form must be obtained from the Registrar's Office, completed, and signed by the Program Director.

Residency Requirement

On-ground Program:
Students enrolled in the On-ground Master of Science in Speech and Language Pathology Program must complete one full year residency (minimum of 10 courses) to meet graduation requirements.

Online Program:
Students enrolled in the Online Master of Science in Speech and Language Pathology Program must come to the Miami campus to complete hands-on labs. This on-campus experience is a maximum of two (2) weeks to meet graduation requirements.

Time Limitation

Every candidate for the M.S. in Speech and Language Pathology is expected to complete the degree within 8 academic terms from the date of admission except for

students admitted under Extended Conditional Admission, who are expected to complete the degree within 10 academic terms. However, the student must earn the degree within a maximum timeframe that does not exceed 200% of the expected time to complete the degree, measured by all his/her attempted credit hours at the University. The student may receive a one-year extension upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

General Requirements

The University has established the following requisites, which must be completed before the master's degree is awarded:

1. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. No grades of "C" or lower in any courses.
3. Completion of a minimum of one year of full-time residency in the program (residential program only).
4. Completion of a minimum of one week on-campus residency (distance education program only)
5. Satisfactory completion of all required academic courses.
6. Satisfactory completion of the required hours of practicum.
7. Satisfactory completion of the Comprehensive Exam.
8. Demonstrated competence in APA style for publications and computer literacy.
9. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.
10. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

Master Comprehensive Examinations

It is mandatory for students whose master level programs require a comprehensive examination to register to take the Comprehensive Examination after they have approved the courses required by their academic program.

Students are also required to comply with the following:

1. Satisfactory completion of the required master level academic courses.
2. Overall GPA of 3.00.
3. Good standing*.
4. Grades of "B" or above in all courses required by the academic program

To successfully complete the written comprehensive exams, students must pass all sections

and may attempt the exam up to four times. Students must be registered during the session in which they take the exam. Upon passing the Comprehensive Examination and fulfilling all master's degree requirements, students may apply for the M.S. degree.

*Good standing is defined as having, at least, the minimum cumulative GPA required for the student's program, no 'Incompletes' or 'No Pass' in any workshop or Practicum.

Specific Requirements

1. Complete at least 400 direct contact hours of supervised clinical practicum/experiences with children and adults in various clinical settings.
2. Satisfactory completion of the Comprehensive Examination. Students who elect to complete the thesis project in speech-language pathology or a related area are not required to complete the Comprehensive Examination.
3. Graduation candidates cannot obtain more than 3 NPs on the Comprehensive Examination or 2 NPs in the Advanced Clinical Practicum.
4. Satisfactory completion of all academic coursework.

Curricular Requirements

The Master of Science in Speech and Language Pathology includes 60 credits of academic coursework and a minimum of 400 of direct contact hours clinical practicum. Students who elect the Comprehensive Examination track must obtain a passing grade on the Departmental Comprehensive Examination as a requirement to complete the master's degree in Speech and Language. Students who elect the Thesis Project in the Speech and Language Pathology track must complete and successfully defend their thesis project. Please refer to the MSLP Thesis Manual for requirements.

Extended Conditional Admission

An Extended Conditional Admission has been designed to bridge the gap between the undergraduate program and the MSLP Program at Albizu University. The Extended Conditional Admission was developed for students who are interested, committed, and willing to invest time and effort to succeed academically when provided with appropriate support services. The Extended Conditional Admission provides extended support and remediation of deficiencies in writing, critical thinking, English skills, and others. In addition, the program offers a network of enhanced support for students, including regularly scheduled one-on-one advising sessions, mentoring workshops, course and study assistance, and a curricular sequence designed to bridge the gap between undergraduate program and MSLP demands.
The student will:

1. Be assigned to a program mentor (Faculty Mentor) who will monitor student success and develop a plan with the student and the assigned coach based on the student's needs to succeed. The coach will

provide the student with resources and connect him/her to workshops tutoring referrals, support the student in becoming resourceful, counseling where necessary, etc.
2. Attend meetings with the assigned mentor and complete mandatory designated workshops and activities.
3. Maintain a minimum GPA of 3.00 each semester. The student cannot receive a grade of "C" or lower in any M.S. in Speech and Language Pathology courses.
4. Attend all university class sessions and assigned workshops and submit completed assignments on time.

Students who successfully meet the Extended Conditional Admission requirements at the end of each semester will be recommended for continuation in the MSLP program. Students who do not meet the program and Extended Conditional Admission requirements will not be recommended for continuation and will be dismissed from the program.

Graduate Program Readmission Policy

Students are eligible to apply at any time for readmission into their original program when either of the following two circumstances occur: when students interrupt their program of studies without an authorized leave of absence or when the student fails to reenroll at the University after expiration of an approved leave of absence. Students dismissed for academic reasons may apply for readmission to any program after at least one semester has elapsed after their dismissal. These students must provide evidence demonstrating how academic deficiencies were remediated. Students dismissed for non-academic reasons cannot apply for admission to any program. Readmission applications must be requested from and returned to the Office of Enrollment Management. Once the readmission package is completed, the
Academic Program Director and the program faculty, together with the Registrar, will review the record.

The University reserves the right whether to readmit students. The following procedures for readmission will apply:

1. Faculty will carefully evaluate the applicant's previous academic and clinical performance, if applicable, before making a recommendation.
2. Faculty will be prescriptive at the time of readmission regarding particular requirements to address prior performance challenges.
3. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.
4. Readmitted students will be subject to the time limitation policy as to courses, practice, and exams.
5. Credits previously accepted for transfers that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.

MSLP Coursework

COURSES	CREDITS
MSLP540 Anatomy and Physiology of the Speech & Hearing Mechanism	3
MSLP541 Basic Audiology	3
MSLP542 Normal Speech & Language Development	3
MSLP543 Ethics & Legal Aspects in Health Professions	3
MSLP545 Language Disorders in Children	3
MSLP546 Fluency Disorders: Assessment & Treatment	3
MSLP547 Voice Disorders: Assessment & Treatment	3
MSLP548 Language Disorders in Adults	3
MSLP549 Dysphagia in Children and Adults	3
MSLP550 Articulatory Disorders: Assessment & Treatment	3
MSLP551 Phonological Disorders: Assessment & Treatment	3
MSLP650 Aural Rehabilitation	3
MSLP651 Augmentative & Alternative Aids for Communication	3
MSLP652 Assessment & Differential Diagnosis of Communication Disorders	3
MSLP653 Neurogenic Disorders in Adults	3
MSLP654 Early Intervention in Speech and Language	3
MSLP655 Supervision, Consultation & Administration of Clinical Services	3
MSLP657 Research Methodology in Communication Disorders	3
MSLP661 Multicultural Perspectives in Speech and Language Pathology	3
MSLP662 Reading and Writing Disorders: Assessment & Intervention	3
PRSP656 Advanced Clinical Practicum I	0
PRSP657 Advanced Clinical Practicum II	0
MSLP605 Comprehensive Exam (1st Part)	0
MSLP606 Comprehensive Exam (2nd Part)	0
MTES670 Thesis Project	0
Total	60

Doctor of Philosophy in Human Services (Online)

Mission
The mission of the Ph.D. Program in Human Services at Albizu University, Miami Campus is to train culturally competent professionals at the doctoral level with special emphasis on the training of diverse populations.

Program Description

The program is composed of 57 credits of coursework. As of January 8, 2024, students can pursue one of three tracks: (1) general curriculum, (2) conflict resolutions specialization, or (3) children and families' specialization.

Human Services include several fields of knowledge in the social sciences that involve public and private administration. The Doctor of Philosophy in Human Services Program will prepare students to become outstanding and culturally sensitive practitioners, researchers, academicians, and leaders in the human services field. Students will be exposed to scholarly knowledge based on state-of-the-art research findings to empower individuals, families, communities, and organizations in need. They will learn to develop, expand, and evaluate programs and services for those groups, and will engage in research efforts to generate new knowledge in the field. Our students will be trained to become organizational leaders and advocates of diverse groups, including human beings at every stage of life who are physically and/or emotionally handicapped because of age, poverty, immigrant status, illness, addictions, imprisonment, and/or violence.

There are two types of human service workers: administrators and direct service providers. The first group encompasses executive directors, program directors, development directors, grant writers, and assistant directors. The second group includes direct service providers, such as case workers, case managers, counselors, social workers, criminal justice, public health and mental health practitioners.

Professionals with a PhD in Human Services are employed in academia, research or consulting in public or private organizations and occupy leadership positions in public or private service agencies, among others.

Course Title	Credit Hours
NOTE:	
Executive Leadership and Strategic Planning	3
Nonprofit Organization Management and Budget	3
Human Services History, Theories, Research and Practice	3
Research Methods	3
Advanced Research Methods	3
Qualitative Research	3
Grant Writing and Program Evaluation	3
Statistics	3
Advanced Statistics	3
Dissertation Concept Paper	3
Dissertation	15

General Specialization	
Foundations of Development	3
Conflict Mediation	3
Human Resources Management	3
Human Services Policy	3
Conflict Resolution	
Conflict Mediation	3
Human Resources Management	3
Negotiation Agreement	3
Intergroup Conflict and Peace	3
Children and Families	
Foundations of Development	3
Human Services Policy	3
Children and Families at Risk	3
Youth and Family Advocacy	3
TOTAL:	**57**

Program Goals and Objectives

Students in the Old Curriculum

Students in the old curriculum will continue to take courses and work on dissertations until degree completion. Courses in the old curriculum will be offered until the last student finishes the program, at which time the old curriculum will be phased out. Students in the old curriculum, who have not taken courses eliminated in the new curriculum will have the option to switch to the new curriculum if they wish to do so.

All students in the degree program must maintain a cumulative grade point average of 3.00 or higher. A maximum of 6 years will be granted for completion of the degree.

A faculty advisor will be available to help in planning each student's academic progress and selecting courses; however, it is the student's responsibility to be familiar with all their academic requirements and curriculum.

Program Objectives

The objective of this program is to offer master level graduates, who are seeking a doctoral degree, an attractive and pragmatic program that also gives them the tools to meet the demands of the human services field. The program is composed of 57 credits, and it includes a general curriculum and five specializations in Conflict Resolution, Gerontology, Children and Families, Neurolearning, and Applied Research.

The program offers doctoral level instruction in the human services field on scholarly topics that cover foundations of development conflict resolution policy making, non-profit organization management and budget, executive leadership and strategic planning, grant writing and program evaluation, and human resources management. The program covers sufficient instruction in

research and statistics to facilitate the completion of a qualitative or quantitative empirical dissertation.

AU's unique program design integrates sensitivity to culturally and individually diverse populations through its academic training and applied experiences, seeking to train students who have been underrepresented in the field.

The general program objective is to prepare culturally sensitive professionals in the human services field to occupy leadership positions in administration, professional practice research and academia. As indicated, the program offers an enriched curriculum that will help students adequately serve individuals in need, their families and communities.

The objectives of the PhD in Human Services program are to prepare students for:

1. Assess the needs of individuals, families, communities, and organizations that require services.
2. Develop or expand research, programs, and interventions to address identified needs and disseminate their results in professional presentations, reports, scientific articles, book chapters, books, and so forth.
3. Monitor and evaluate programs and offer recommendations to improve their effectiveness.
4. Analyze and interpret policies, rules, regulations, and laws to ensure organizational compliance, and design appropriate organizational systems that cover training and development.
5. Review and analyze laws, legislation, and public policy to recommend changes that promote and support the populations served.
6. Monitor organizational expenditures to determine departmental and programmatic funding needs and develop appropriate budgetary and fundraising strategies.
7. Identify and develop grant proposals to request funds from public and private institutions to offer new services or enhance existing ones.
8. Negotiate contracts and agreements with for-profit and non-profit organizations, city, state, and federal agencies.
9. Manage governmental, private, for-profit and no-profit human services organizations through effective planning, integration, and organization.
10. Lead others in the human services field, to achieve collective goals and objectives

Admissions Requirements

The admissions requirements are:

1. A completed and signed application form submitted prior to the established deadline and accompanied by the $50 application fee. The applicant must begin the application process by setting up an online account.
2. Official transcripts from all previous undergraduate and graduate (if applicable) institutions attended, showing that the following conditions have been met:
    a. A master's degree in mental health, education, social work, sociology, speech and language pathology, pastoral counseling, anthropology, nursing, public health, criminal justice, or any other human service-related field.
    b. A graduate GPA of 3.0 or higher.
3. Official transcripts including any degree(s) received. A bachelor's degree from an accredited institution of higher education in the United States is required.

4. Applicants enrolled in institutions of higher education outside the United States whose standards of training are substantially equivalent to the standards of training of those institutions in the United States will also be considered.
5. Two (2) letters of recommendation—at least one of which should be from current or past professors and the other may be from a supervisor—submitted either as letters evaluating the applicant's academic performance, clinical or field experience, and research experience (in accordance with the AU format).
6. A current curriculum vitae that summarizes the applicant's credentials.
7. A statement of purpose, which should be double-spaced, typed, and two to three pages long. It
8. must articulate short- and long-term career goals.
9. Proof of appropriate immigration status for all international students.
10. International students should also submit an official evaluation of academic credentials by an authorized agency. The credentials must include the applicants' GPA. For detailed information on this requirement, please refer to the International Students' Credential Evaluation Services section of the Albizu University website. All admission credentials for international students must be received by Albizu University at least 90 days prior to the beginning of the expected enrollment session.

Once the Admissions Office receives all the required documentation and the interview process is completed, academic program advisors will contact successful candidates to provide program direction and guidance.

Enrollment Requirements

To maintain full-time status, students in the Ph.D. Program must be enrolled for a minimum of six (6) credits per academic session. Students who are still working on their dissertation after completing the 15 credits for HUMN901 Dissertation in the modified program will be allowed to continue enrolling in HUMN901 in subsequent sessions to complete their dissertation if they do not exceed the time limitation established for the program. (Students in the old curriculum are allowed 12 credits in HUMN901 Dissertation.) No credits will be earned after completion of the 15 credits (modified curriculum) or 12 credits (old curriculum).

Students will pay a fee equivalent to the fee for 1 credit during each additional academic session in which they need to enroll to complete their dissertation and will not be eligible for financial aid.

Maximum Number of Transfer Credits

The rules and regulations related to the transfer credit process that apply to all programs are described in the Transfer of Credit Policy and Procedures section of this catalog. Please note the following program specific information:

1. The maximum number of credits that a student in the Ph.D. in Humans Services program may transfer from another institution is twelve (12).

2. The maximum number of credits that a student enrolled in the Ph.D. in Human Services program may transfer from the Doctor of Psychology in Clinical Psychology degree is fifteen (15). A faculty member of the Ph.D. in Human Services program will assess each course syllabus before approving a transfer of credits.

Convalidation Crosswalk

Ph.D. in Human Services	Credits	Psy.D. in Clinical Psychology	Credits
HUMN701 Foundations of Development	3	PSYD740 Lifespan Development	3
RSHUM801 Research Methods	3	PSYD810 Research Methods	3
STHUM800 Statistics	3	PSYD711 Applied Statistics and Psychometrics	3
To be determined	3	To be determined	3.
To be determined	3	To be determined	3

Academic Probation

Probation is a disciplinary sanction serving notice to students that their academic performance and/or behavior is in serious violation of institutional policies and procedures, and that continued enrollment depends upon satisfactory performance during the period of probation.

Students in the Ph.D. in Human Services program must maintain a minimum cumulative grade point average (G.P.A.) of 3.0. Failure to maintain a cumulative G.P.A. of a minimum of 3.0 will result in academic probation.
Academic probation will result automatically when any of the following conditions are present:

1. The cumulative G.P.A. falls below 3.0. Grades accompanied by an Incomplete ("I") will not be taken into consideration for the G.P.A. at any session in which an ("I") is obtained.

2. Two (2) grades of "C" or lower are received in coursework in a single session.
3. Three Incompletes ("I") are received in one session.
4. A No Pass ("NP") in HUMN900 Dissertation Concept paper or HUMN901 Dissertation is received for the session

General Requirements

Albizu University, Miami Campus has established the following requisites for the awarding of the Ph.D. degree:

1. Grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. Completion of a minimum of two years of full-time residency.
3. Satisfactory completion of academic courses.
4. Passing scores (70% or above) on the Doctoral Comprehensive Examination.
5. Completion of a dissertation. This endeavor must be based upon empirical research.
6. Good standing in the Program, i.e., no disciplinary action pending, or academic probation.
7. Recommendation from the faculty for the degree of Doctor of Philosophy. Students seeking a Ph.D. degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

Doctoral Examinations

Students applying for a doctoral degree at Albizu University must pass the Doctoral Comprehensive Examination (Written and Oral Examinations). Students are eligible to take the exam after completing 27 credits that include core human services dissertation preparation, research and statistics courses. These courses are:

HUMN701 Human Services History, Theories, Research and Practice HUMN703 Nonprofit Organizations Management and Budget HUMN900 Dissertation Concept Paper
RSHUM801 Research Methods RSHUM802 Advanced Research Methods RSHUM803 Qualitative Research RSHUM806 Grant Writing and Program Evaluation STHUM800 Statistics STHUM801 Advanced Statistics

The student is required to comply with the following:

1. Satisfactory completion of the required doctoral level academic courses.
2. Overall GPA of 3.00.
3. Good standing.
4. Grades of "B" or above in Research and Statistics courses.

This examination is designed to measure the student's academic knowledge and professional competence in general areas of human services, dissertation processes, research methodology, and statistics. To be able to sit for the doctoral comprehensive examinations, the student must have successfully completed the academic credit hours of the core courses stipulated by the program.
Students are permitted to make a maximum of four (4) attempts at passing the exam. If a fourth attempt is required, the student must complete a prescriptive plan of action as established by the faculty prior to sitting for the examination. Please contact the Program Director to get a copy of the Doctoral Comprehensive Examination Outline for further information.

Dissertation

Students are encouraged to select a dissertation topic early in their career. All candidates for the Ph.D. degree must complete a dissertation demonstrating a doctoral level of professional and scholarly sophistication in a topic related to the field of Human Services. After obtaining a grade of Pass in HUMN900 Dissertation Concept Paper, students are allowed to form a Dissertation Committee and register for HUMN901 Dissertation. Students registered in HUMN901 Dissertation should work under the direction of a Dissertation Chair. Students enrolled in HUMN900 Dissertation Concept Paper or HUMN901 Dissertation, are considered full-time students. The dissertation must contain an analysis of data. Please refer to the Dissertation Handbook for a detailed description of this project.
The Dissertation Committee consists of a Chair who serves as the student's chief advisor and mentor, and a minimum of one, maximum of four, Project Members. The Dissertation Committee advises the student and monitors his/her progress. At the Miami Campus, the Dissertation Chair and the Project Member(s) are normally members of the core doctoral faculty. However, with the consent of the Director, either the Dissertation Chair or the Project Member(s) may be adjunct faculty member(s) of the Ph.D. Program or professionals with a doctoral degree from another institution. At least one of the Committee members must be a core Miami Campus Ph.D. Program faculty member.

The Dissertation process includes a written paper and two oral presentations.

Upon completion of the literature review and the method section of the Project, and its approval by the Committee, the student and the Committee will hold a colloquium.

This colloquium entails the first student presentation and, preferably, it will be in person. If the student provides evidence of inability to attend colloquium in person, it can be conducted via phone conference or teleconference, upon committee approval, to establish a plan for the completion of the Dissertation. An oral presentation of the completed Project, which is considered a formal evaluation, will be given by the student on campus upon final approval of the Project Committee and is open to the public.

Additional requirements and guidelines for the Dissertation are listed in the Dissertation Handbook. After successful completion of the colloquium, students should submit their project to the Independent Review Board (IRB) for approval. Under no circumstances will students proceed to collect or analyze data without IRB approval, unless the student's dissertation consists of a meta-analysis. A second oral presentation of the completed Dissertation, which is considered a formal evaluation, will be given by the student on campus upon final approval of the Dissertation Committee and is open to the public. Additional requirements and guidelines for the Dissertation are listed in the Dissertation Handbook.

Students receive a grade of Pass or No-Pass for each session they are enrolled in the Dissertation Concept Paper and Dissertation. If a student receives two grades of No Pass in the Dissertation Concept Paper or Dissertation at any time while enrolled in this process, he/she will be subject to automatic dismissal from the Ph.D. Program.

Students enrolled in Dissertation (HUMN901) are full time students up to a maximum of 15 dissertation credits. After exhausting the credits covered by financial aid, students who are only enrolled in this process will be ineligible for financial aid as full-time students. If a student has exhausted financial aid and has not yet completed his/her Dissertation, he/she will be allowed to enroll in Dissertation by paying a fee equivalent to one (1) credit, until completion.

To complete the Dissertation process, students must receive a passing grade for final defense, which also requires the completion of a publication ready paper, based on the Dissertation. A digital copy of the completed Dissertation is sent to the Albizu library for the library catalog and for uploading into the ProQuest Theses and Dissertations search engine. Students have the option of binding their Dissertation. In addition, the student must complete and have approved by his/her Dissertation Committee a summary of the Project for posting on the Ph.D. Program website. The actual posting of the summary in the Ph.D. Program website must have the approval of the Chancellor or his/her designee.

If the student does not complete all dissertation details during the session in which the oral presentation took place, the student is considered active and must pay the Dissertation fee for each session until the Dissertation process is completed.

Time Limitation

Each Ph.D. in Human Services student must earn a degree within a maximum timeframe of six (6) years. A one-year extension may be obtained with the approval of the Chancellor. Only under unusual circumstances will a degree extension petition of more than one year be granted.

Dual Degree Option

Students enrolled in the Ph.D. Program, who are in good academic standing, may enroll in another distinct graduate program upon completion of all Ph.D. Program requirements, except for the dissertation. Students must remain enrolled in the dissertation until the completion of this program's requirements while concurrently enrolled in a second distinct graduate degree program. Enrollment in a second-degree program must be approved by both Program Directors. Any Ph.D. student who receives a grade of "No Pass" in the dissertation and is placed on probation, will not be allowed to continue
enrollment in a second distinct degree program until the probationary period is lifted.
Change of Program

1. A change of program will be considered on a case-by-case basis. A form requesting a change must be obtained, completed by the student, and signed by both Program Directors. The form may be used only to transfer from the Ph.D. Program to other graduate programs within the University. A non-refundable fee is required for this process.
2. Students enrolled in other graduate programs in the University who wish to seek admission to the Ph.D. Program must do so through the regular process of admission as delineated in the sections entitled "Admission Requirements" and "Admission Procedures."
3. Student Evaluations

The Ph.D. Program faculty evaluates the students' progress in the academic and professional areas at the Midterm and Final Student Evaluation Meetings held each academic session. The Program Director informs the students of any recommendations made by the faculty. The faculty may recommend a leave of absence or disciplinary measures. The faculty also has the authority to change the student's academic status to probation or dismissal in accordance with institutional policies and procedures.

Students will be allowed to obtain no more than two grades of "C" in non-research or statistics courses while enrolled in the Ph.D. Program. Any student who obtains a third grade of "C" or lower will be dismissed from the Program regardless of whether they have repeated previous courses and have obtained a better grade.

Students who obtain a grade of "C" or lower in any graduate-level research or statistics course must repeat the course the next session it is offered. Failure to obtain a grade of "B" or better during the second attempt at passing the course will result in academic dismissal.

Students will be allowed to graduate with two (2) grades of "C" in graduate-level non-research or statistics courses.

General Curriculum

Course Number	Course Title	Credit Hours
HUMN710	Human Services History, Theories, Research and Practice	3
HUMN701	Foundations of Development	3
HUMN711	Human Services Policy	3

HUMN702	Executive Leadership and Strategic Planning	3
HUMN703	Nonprofit Organizations Management and Budget	3
HUMN708	Human Resources Management	3
HUMN704	Conflict Mediation	3
RSHUM801	Research Methods	3
RSHUM802	Advanced Research Methods	3
RSHUM803	Qualitative Research	3
RSHUM806	Grant Writing and Program Evaluation	3
STHUM800	Statistics	3
STHUM801	Advanced Statistics	3
HUMN900	Dissertation Concept Paper	3
HUMN901	Dissertation (Literature Review, Proposal, Research & Submission of Publication Article))	15
Total		**57**

Conflict Resolution Specialization

Course Number	Course Title	Credit Hours
HUMN710	Human Services History, Theories, Research and Practice	3
HUMN704	Conflict Mediation	3
CORE700	Negotiation Agreement	3
HUMN702	Executive Leadership and Strategic Planning	3
HUMN703	Nonprofit Organizations Management and Budget	3
HUMN708	Human Resources Management	3
CORE701	Intergroup Conflict and Peace	3
RSHUM801	Research Methods	3
RSHUM802	Advanced Research Methods	3
RSHUM803	Qualitative Research	3
RSHUM806	Grant Writing and Program Evaluation	3
STHUM800	Statistics	3
STHUM801	Advanced Statistics	3
HUMN900	Dissertation Concept Paper	3

Course Number	Course Title	Credit Hours
HUMN901	Dissertation (Literature Review, Proposal, Research & Submission of Publication Article)	15
Total		57

Children and Families Specialization

Course Number	Course Title	Credit Hours
HUMN710	Human Services History, Theories, Research and Practice	3
HUMN701	Foundations of Development	3
HUMN711	Human Services Policy	3
HUMN702	Executive Leadership and Strategic Planning	3
HUMN703	Nonprofit Organizations Management and Budget	3
CHFA700	Children and Families at Risk	3
CHFA701	Youth and Family Advocacy	3
RSHUM801	Research Methods	3
RSHUM802	Advanced Research Methods	3
RSHUM803	Qualitative Research	3
RSHUM806	Grant Writing and Program Evaluation	3
STHUM800	Statistics	3
STHUM801	Advanced Statistics	3
HUMN900	Dissertation Concept Paper	3
HUMN901	Dissertation (Literature Review, Proposal, Research & Submission of Publication Article)	15
	Total:	57

Doctor of Psychology (Psy.D.) Program in Clinical Psychology

Introduction

By the year 1980, and after ten years operating a Clinical Psychology Ph.D. program in Puerto Rico, our founder, Dr. Carlos Albizu Miranda opened the doors in Miami, Florida, to the first culturally and racially diverse Clinical Psychology Psy.D. program in the nation within the Miami Institute of Psychology (MIP). The mission of the MIP was to train students to provide clinical and consultation services in contexts of cultural diversity and cultural dissonance. During the eighties and the nineties, Psychology as a discipline and Clinical Psychology as a professional specialty went through a tremendous transformation based on a large amount of research activity on human

behavior and brain sciences produced by Universities and research centers in the nation and throughout the world. Therefore, the foundational knowledge of the discipline was strengthened to allow psychologists to better understand most psychological processes including memory, attention, language, and sensory perception, among other cognitive and motor components of behavior. Concomitantly, clinical research on basic and on applied/clinical questions also developed exponentially, giving rise to a Clinical Psychology profession grounded on a significant foundation of scientific evidence and best practices. This movement gave birth to Evidence-based Practices in Psychology.

The growth of the psychology discipline and its professional service-oriented manifestation also brought about the rise of multiple specializations. These specializations focused on various areas of human behavior, both at the foundational (Discipline-Specific Knowledge) and functional (Profession-wide Competencies). Therefore, from the interest in applying the burgeoning body of knowledge on the neurobiological basis of behavior, Clinical Neuropsychology emerged. From an interest in understanding the relationship between Psychology and the legal aspects of normal and abnormal behavior Forensic Psychology developed. The specialization in Child Psychology emerged from the need to improve the mental health of children. Due to the number of people struggling with addiction and the numerous effective treatments that exist, the Addictions track was created. From an awareness of the need to promote psychological theory, research, and clinical practice in understanding the significance of religion and spirituality in people's lives and the field of psychology, the concentration of Religion and Spirituality was established. Most importantly, from Psychology's expanded view of the person's physical wellbeing to the inclusion of public healthy approaches to understanding health and illness, the Health Psychology specialization emerged. Decades after our program offered a concentration in Health Psychology, the American Psychological Association (APA) declared Psychology a "Health Service" profession. Likewise, decades after Albizu University declared diversity and multiculturalism the foundation of its training philosophy, APA included a strong diversity component in its accreditation guidelines and on its current Standards of Accreditation.

Albizu University has outpaced the development of these areas of Professional Psychology. With a shorter and more condensed curricular sequence, AU's Clinical Psychology Psy.D. program offers its students the science-based generalist foundation of the psychology discipline. The training curriculum is also designed to train multiculturally sensitive Professional (Clinical) Psychologists, with sufficient specialized courses, labs, and clinical experiences to develop additional competencies in one five areas of specialization: Clinical Neuropsychology, Health Psychology, Forensic Psychology, Addictions Psychology, and Child Psychology. Effective January 8, 2024, the program does not offer the Psychology of Religion and Spirituality specialization. Through coursework, practicum and/or internship, doctoral
project, specialized programming, and mentoring with expert faculty, students can gain experience in one of these areas.

The 99-credit Psy.D. curriculum covering the contemporary areas of the Clinical Psychology profession may be completed in four years, plus a one-year internship. Students write a Doctoral Project aimed at facilitating the integration of the knowledge acquired through the program.

Students are able to engage in additional course work and practica to further develop their skills in one of the existing specialized tracks which are considered electives: Clinical Neuropsychology, Health Psychology, Forensic Psychology, Addictions Psychology, and Psychology of Religion and Spirituality. The content of each of the program's courses is available in this section of the Catalog.

Mission

The mission of the Psy.D. program in Clinical Psychology at Albizu University, Miami Campus is to train professionally and culturally competent clinical psychologists with special emphasis on the training of a diverse psychologist workforce prepared to serve a growing multicultural population.
Philosophy of Training

The philosophy of training for the Psy.D. Program is based on the belief that the needs of a multicultural society are best served by psychology professionals who are culturally competent and inclusive. In accordance with this belief, the program seeks to provide students with a rich exposure to culturally and individually diverse populations through its academic training and applied experiences. It also seeks to train students that have been underrepresented in the field.
Training Model

The Psy.D. Program is designed to train students as health service psychologists with an emphasis on clinical psychology. The program prepares students to provide comprehensive psychotherapeutic and psychodiagnostics services, to assume administrative and supervisory positions in mental health programs, and to provide professional psychological consultation.

The Program trains students in the theories and concepts of cultural and individual diversity and in their application to the practice of professional psychology. It also trains students to be consumers of research and base their work on the foundation of scientific evidence and scholarly works.

Program Aims

1. Prepare culturally competent, compassionate, self-aware, and scientifically informed health service psychologists.
2. Foster an attitude toward lifelong learning.

Program Competencies

Upon successful completion of academic requirements, students will demonstrate competence in:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision: Demonstrate knowledge of supervision models and practices
9. Consultation and interprofessional/interdisciplinary skills

These competencies are consistent with the Commission on Accreditation's Standards of Accreditation in Health Service Psychology.

Curriculum Plan

The curriculum of the Psy.D. Program is derived from its mission, philosophy, aims and competencies as articulated above. The Psy.D. Program offers a generalist curriculum along with electives that invite students to focus their area of study on any of these four areas: Clinical Neuropsychology, Health Psychology, Forensic Psychology, Child Psychology, and Addictions Psychology. Students also have the option of taking a variety of elective courses across specialty areas, thereby enriching their general training. Upon successful completion of the program students will have completed 99 credits.

It is important to note that students who began the Psy.D. Program prior to Fall 2019 were under the previous 134-credit curriculum. These students transitioned into the 99-credit curriculum and were at different levels in the program, so they will complete the program with more than 99 credits.

Upon satisfactory completion of all 40 credits in sessions 1-4 except for PSYD840, students may apply for the en-route Master of Science in General Psychology by completing an application form at the Registrar's Office along with the payment of a processing fee.

The program offers specialties/tracks (e.g., Clinical Neuropsychology) in any of the above areas of study to students who meet all the following requirements. Please note that the specialty/track area will be listed on the student's transcript but not on the diploma.

Complete, i.e., pass with a grade of "A" or "B", four (3-4) courses in one specific area of study (e.g., Clinical Neuropsychology). This criterion can be met if the student earns an "A" or "B" upon repeating a course.
Complete and earn a "Pass" in every semester of a practicum rotation and/or clinical internship of which a major area of focus or rotation is in the specialty/track area.

His/her doctoral project topic must lie within the scope of the specialty/track area.

Course Number	Course Title	Credit Hours
	NOTE: The Psy.D. Program is offered on-ground/on-campus only.	
PSDC700	Clinical Interviewing	3
PSYD736	Psychopathology	3
PSYD701	Cognitive-Affective Bases of Behavior	3
SEMM705	Professional Development I	.33
PSYD705	Ethics, Laws, and Professional Conduct	3
PSYD711	Applied Statistics and Psychometrics	3
PSYD746	Evidence-based Practice I: Cognitive and Behavioral Therapy	3
PSYD708	Biological Bases of Behavior	3
PSYD740	Life Span Development	3
PSYD703	Intellectual and Cognitive Assessment	3
SEMM710	Professional Development II	.33
PSYD789	Diversity and Culture in Clinical Practice	3
PSYD747	Evidence-based Practice II: Psychodynamic and Humanistic	3
SEMM715	Professional Development III	.34

PSYD709	Personality Assessment I	3
PRAC701	Practicum I and Practicum Seminar	1
PSYD862	Couples and Family Therapy	3
PSYD840	Group Therapy	3
PSYD710	Personality Assessment II	3
PRAC702	Practicum II and Practicum Seminar	3
PRAC703	Practicum III and Practicum Seminar	3
PSYD817	Integrative Assessment	3
PSYD810	Research Methods	3
PRAC704	Practicum IV and Practicum Seminar	3
PSYD712	History and Systems of Psychology	3
PSYD749	Psychopharmacology	3
PSYD880	Clinical Supervision and Professional Consultation	3
PRAC705	Practicum V and Practicum Seminar	3
PSYD901	Doctoral Project Seminar	1
PRAC706	Practicum VI and Practicum Seminar	3
PSYD900	Doctoral Project	1
PSYD777	Social Psychology	3
PRAC707	Practicum VII and Practicum Seminar	3
	Elective 1	3
PSYD900	Doctoral Project	1
	Elective 2	3
PSYD900	Doctoral Project	1
	Elective 3	3
	Elective 4	3
PSYD890	Clinical Internship	0
	TOTAL:	**99**
	Elective Courses (All Courses are offered on-ground)	
GRAL702	Human Sexuality	
GRAL703	Clinical Psychology Practice and Management	
NEUR700	Functional Neuroanatomy	
NEUR702	Neuropsychological Assessment	
NEUR704	Rehabilitation Psychology & Treatment	
NEUR705	Neuropsychological Syndromes	
GRAL704	Psychology of Bilingualism	
NEUR706	Assessment in a Cross-Cultural Context	
CPSY702	Child Psychotherapy	
CPSY703	Child and Adolescent Assessment	
CPSY704	Children at Risk	
HPSY700	Anatomy and Pathophysiology	
HPSY701	Interventions and Assessment with Adult Medical Patients	
HPSY703	Chronic Pain & Illness	
HPSY705	Interventions and Assessment with Pediatric Populations	
FORE701	Forensic Psychology I (Criminal and Civil Law)	
FORE702	Forensic Psychology II (Juvenile & Family Law)	
FORE703	Police and Correctional Psychology	
FORE704	Forensic Psychological Assessment	

PCO 700	Assessment & Treatment of Substance Use Disorders	
PCO 701	Behavioral Addictions	

Accreditation

The Doctor of Psychology Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. Information about the program's accreditation status is available at https://accreditation.apa.org/accredited-programs.

Questions related to the program's accredited status should be directed to:

Commission on Accreditation
Office of Program Consultation and Accreditation American Psychological Association
750 First Street, N.E., Washington, DC 20002-4242
(202) 336-5979; (202) 336-6123 TDD
www.apa.org/ed/accreditation/contact.aspx

Admission Requirements

- A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
- Official transcripts from all previous undergraduate and graduate (if applicable) institutions attended, showing that the following conditions have been met:
- Previous academic work must include courses in statistics, research methods, abnormal psychology, and developmental psychology. The coursework requirement will be waived with a score of 600 or higher on the Graduate Record Examination, Psychology Test.
- The transcripts need to include any degrees received.
- A bachelor's degree from a regionally accredited institution of higher education is required.
- Applicants enrolled in an institution of higher education outside the United States whose standards of training are substantially equivalent to the standards of training of those institutions in the United States will also be considered. A foreign evaluation must be provided by an approved agency by NACES (https://www.naces.org/members).
- Two letters of recommendation from current or past professional contacts. Letters must be on letterhead with a wet signature and emailed to the Office of Enrollment Management, directly from the recommender.
- A current curriculum vitae or resume summarizing the applicant's credentials.
- A personal statement. In an essay of 750–1000 words, the following aspects should be addressed:
  - Discuss personal and professional experiences that influence your career and academic goals.
  - What made you choose clinical psychology and our program.
  - Describe your career goals and research interests/experiences.
  - Describe the role of diversity and culture in your life and in the work of a clinical psychologist.
  - Discuss some of your strengths and challenges regarding psychology, academia and research.
  - Admission Procedures

After the Office of Enrollment Management has received and reviewed all documentation and credentials, the applicant's file is forwarded to the Psy.D. Program Director and Faculty. Faculty review files, fill out a rubric, and offer their recommendation to proceed with an interview. When selected for an interview, applicants will be invited to attend the program's Interview Day (February). Selected applicants will be informed of the day, time, and place for the interview. The decision to interview a prospective student does not indicate or imply acceptance. After the interview, the applicant's performance will be evaluated on all admissions variables: GPA, GRE, Letters of Recommendation, Personal Statement, Writing Sample Interview, etc. The faculty, along with the Psy.D. Program Director select candidates for admission based on the scores from the interview and admission materials submitted. Each applicant is ranked and offers are made according to the ranking order. The Office of Enrollment Management uses the ranking to notify top ranking candidates.

Every applicant receives a letter from the Office of Enrollment Management containing the decision of the Faculty and Director on his or her admission. Applicants who are accepted for admission are required to confirm acceptance within three weekdays by submitting a non-refundable deposit to be applied to fees and tuition.

The Psy.D. Program requires fingerprint analysis and background screening of all students before they can receive clearance to interview, evaluate and/or treat clients at the Goodman Psychological Services Center, AU's on-site training clinic, and/or other external practicum sites.

Students are admitted only once per year for classes that start in the Fall semester.

Enrollment Requirements

To maintain full-time status, students in the Psy.D. Program enroll in a minimum of six (6) credits per academic session; the exception to this is students who are registered for internship (PSYD890), Doctoral Project (PSYD900), or Doctoral Project Seminar (PSYD901). Students registered in Doctoral Project Seminar and Doctoral Project are considered full time students, usually devoting four sessions to completing all corresponding requirements. When requirements are not completed within four sessions, students may register without a fee for those additional sessions to finalize the doctoral project. No credit will be assigned to the additional registered sessions, but students will remain with their full-time status. Students who have not completed their doctoral project after finishing their internship must register for PSYD900. They will not receive financial aid for these additional sessions of PSYD900 and will pay the corresponding fees as stated in the Schedule of Tuition and Fees section.

Transfer of Credits

The maximum number of credits that a student in the Psy.D. Program may transfer is 12. Please refer to the Transfer Credit Policy and Procedures in this catalog for the criteria of the transfer of credit and the process for the transfer of credit for this program

Convalidation Crosswalk

Doctorate in Human Services Course	Credits	Psy.D. Equivalent	Credits
RSHUM801 Research Methods	3	PSYD810 Research Methods	3

HUMN701 Foundations of Development	3	PSYD740 Life-Span Development	3
CHFA700 Children and Family at Risk	3	CPSY704 Children at Risk	3
STHUM800 Statistics	3	PSYD711 Applied Statistics and Psychometrics	3

Change of Program

1. A change of program will be considered on a case-by-case basis. A form requesting a change must be obtained, completed by the student, and signed by both Program Directors. The form may be used only to transfer from the Psy.D. Program to other graduate programs within the University. A non-refundable fee is required for this process.

2. Students enrolled in other graduate programs in the University who wish to seek admission to the Psy.D. Program must do so through the regular process of admission as delineated in the sections entitled "Admission Requirements" and "Admission Procedures."

Readmission *Procedures*

Please refer to the Graduate Program Readmission Policy under the Policies and Procedures section of this catalog.

Assessment of Academic and Behavioral Performance

Albizu University Psy.D. Program aims at assisting students in developing the foundational, functional, behavioral, and profession-wide competencies of clinical psychology.
Students are advised to become familiar with the Satisfactory Academic Policy (SAP) of the University. The Psy.D. Program adheres to the content of this policy.

Students that fall out of compliance with the SAP are evaluated to determine the actions to be taken to remediate or overcome the factors affecting their performance.

Students who do not comply with the remediation plan might be placed on probation until they become compliance with the SAP policy.

Likewise, students who reflect behavioral, discipline or professional competence difficulties may be engaged in a remediation plan to assist them in complying with disciplinary and ethical codes, whichever may be the area of concern. Students who do not show progress in the areas being addressed by the remediation plan may be placed on probation and if these difficulties persist, they may be dismissed from the program.

Student Evaluations

The Psy.D. Program faculty evaluates students' progress in the academic, clinical, and professional areas at the Midterm Student Evaluation Meetings three times a year, at the Final Student Evaluation Meetings three times a year, and annually in writing at the beginning of every fall semester. A student with performance difficulties will be provided with a work plan. When students

do not meet the SAP requirements or do not succeed with their work plan, possible probation or termination will be recommended by the faculty, and the Director of Clinical Training will inform them in writing of their academic status.

Residency Requirement

Full time residency is required of all students enrolled in the Doctor of Psychology Program. The Program closely adheres to CoA's I.C.2 acceptable requirements. These are:

1. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree.
2. At least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted.
3. At least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of one year of full- time residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

General Requirements

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

1. Meeting the Minimum Level of Achievement (MLA) in each of the Standards of Accreditation for Health Service Psychology's nine (9) profession-wide competencies required by the American Psychological Association's Commission on Accreditation.
2. A cumulative grade point average (GPA) of 3.00 or higher on a 4.00 scale.
3. Compliance with the program residency requirement.
4. Satisfactory completion of all academic courses and laboratories, as applicable. Students obtaining a grade of "C" in any course are expected to repeat the course to demonstrate minimum level of achievement in the content area. For non-clinical courses, there is a maximum of two grades of "C" allowed in the program. A student can only take a course twice. It should be noted that if a student registers for a course and then withdraws, this will be considered an attempt.
5. Satisfactory completion of the required supervised practicum hours and internship. Students obtaining a "No Pass" in practicum or internship will need to repeat it to obtain a "Pass" grade.
6. Passing scores (70% or above) on the Doctoral Comprehensive Examination.
7. Demonstrated competence in APA style for publications.
8. Satisfactory completion and approval of a Doctoral Project.
9. Satisfactory completion of a doctoral internship in clinical psychology on a full-time basis (40 hours/week) during a one-year period or part-time (20 hours/week) during a two-year period in a facility approved by the Program.
10. Current good standing in the Program, i.e., no disciplinary action pending, or academic or clinical probation.

Recommendation from the program faculty for the doctoral degree. Students seeking a doctoral degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

Completion of all degree requirements by the last day of the drop/add period of the following semester.

Doctoral Comprehensive Examinations

Students applying for a doctoral degree at AU must pass the Doctoral Comprehensive Examination; students are eligible to take this exam starting in the 8th Block. Students who meet the following criteria can register to take the doctoral examination:

1. Satisfactory completion of the required doctoral level courses.
2. Overall GPA of 3.00
3. Good standing

The student aspiring to a doctoral degree must pass the Doctoral Comprehensive Examination before being eligible to apply for internship; this is a requirement of the Psy.D. Program. This examination is designed to measure the student's academic knowledge and professional competence in the general areas of psychology. To be able to sit for the doctoral comprehensive examination, the student must have successfully completed the academic credit hours of the core courses stipulated by the Program.

Students are permitted to make a maximum of four (4) attempts at passing the Doctoral Comprehensive Examination. If a second attempt is required, the student must complete a prescriptive plan of action as established by the faculty prior to sitting for the examination. If a third attempt is required, the existing prescriptive plan will be revised in accordance with performance on the second attempt, and the student must complete this revised plan prior to sitting for the examination. If a fourth attempt is required, the existing prescriptive plan will be revised in accordance with performance on the third attempt, and the student must complete this revised plan prior to sitting for the examination.

Internship

Psy.D. students in clinical psychology must complete an internship. Prior to applying for an internship, students must first receive written approval from the Program. Furthermore, students must have the prior written approval of the Director of Clinical Training before accepting or beginning the doctoral internship, even if the training site itself does not require such an authorization. The Director of Clinical Training will not endorse the application of students who have not yet passed the Doctoral Comprehensive Examination. Also, prior to submitting internship applications, students must complete the Formal Working Meeting (i.e., "proposal") of the Doctoral Project and both committee members must deem the proposal as "acceptable". It is also expected that students will complete their Doctoral Project before beginning internship.

Students are required to apply to APA-accredited internship sites through the Association of Psychology Postdoctoral and Internship Centers (APPIC) internship match process. Students are required to receive written approval from the Director of Clinical Training to apply to non-APA and/or non-APPIC internship sites. The University reserves the right to deny credit for any internship which was entered into without prior approval from the Director of Clinical Training. The internship must be completed on a full-time basis (40 hours/week) over one calendar year or on a part-time basis (20 hours/week) over a two-year period. The student must be enrolled in PSYD890 – Internship every academic session until completion of this training requirement but will be charged for three (3) sessions of Internship (PSYD890) total, unless the student's enrollment in additional sessions of Internship is due to having been dismissed or withdrawn from a previous

internship and the student must repeat internship.

Students enrolled for internships are considered full-time students. Application for internship must be coordinated through the Director of Clinical Training. Students are required to complete all coursework and practicum requirements for the Psy.D. Program prior to commencing the internship. The Program
shall be allowed the right to maintain free and open communication with field clinical supervisors at internship sites for the purpose of monitoring and facilitating AU student progress. Please refer to the Internship Manual for more detailed information.

Doctoral Project

All candidates for the Psy.D. degree must complete a doctoral project demonstrating a doctoral level of professional and scholarly sophistication in a topic related to the field of clinical psychology. A doctoral project may consist of a program proposal, a systematic literature review, a single case study, an empirical study, etc. Please refer to the Doctoral Project Handbook for a detailed description of this project.

The Doctoral Project Committee consists of a project director who serves as the student's chief advisor and mentor, and at least one committee member. The Doctoral Project Committee advises the student and monitors his/her progress. At the Miami Campus, the Project Director and the Project Member are typically members of the core doctoral faculty. However, with the consent of the Doctoral Project Coordinator, either the Project Director or Project Member may be an adjunct faculty member of Albizu University or a professional from another institution. At least one of the Committee members must be a core Miami Campus Psy.D. Program faculty member.

The Doctoral Project process includes a written paper and two oral presentations. Upon completion of the written proposal for the Project, and its approval by the Committee, the student and the Committee will hold a formal working meeting. The first oral presentation (the Formal Working Meeting) may be conducted in person or via phone conference or teleconference, to establish a plan for the completion of the Doctoral Project. An oral presentation of the completed Project, which is considered a formal evaluation, will be given by the student upon final approval of the Project Committee and will be open to the public. Additional requirements and guidelines for the Doctoral Project are listed in the Doctoral Project Handbook.

Students are required to enroll in a minimum of four academic sessions total for the Doctoral Project: one of Doctoral Project Seminar (PSYD901) and three (3) of Doctoral Project (PSYD900). It is expected that students will complete their doctoral project before they begin internship. Students enrolled in Doctoral Project are considered full-time students; see "ENROLLMENT REQUIREMENTS" for additional information about students' enrollment status and financial aid eligibility when registered for Doctoral Project (PSYD900).

Students receive a grade of Pass or No-Pass for each session they are enrolled in the Doctoral Project and Doctoral Project Seminar. Students receiving a grade of "No Pass" in Doctoral Project Seminar or Doctoral Project will need to repeat it to obtain a grade of "Pass" and they will be engaged in a remediation plan to assist them in overcoming the difficulties that led to the grade of "No Pass. Students who do not show progress in the areas being addressed by the remediation plan may be placed on probation and if these difficulties persist, they may be dismissed from the program. Two grades of "No Pass" can lead to dismissal from the Doctoral Program.

To complete the Doctoral Project process, one copy of the final written project that is signed by the student and Committee members must be submitted to the AU-Miami Campus library. In addition, the student must email the project's abstract, approved by his/her Doctoral Project Committee, to the library. Students who have not completed their Project by the last day of their final semester of internship will be allowed to register for a maximum of three semesters if, and only, this will not exceed seven years in the program. If the student fails to submit the signed Doctoral Project to the library during the session in which the oral presentation took place, the student is considered active and must pay the Doctoral Project fee for each session until the Doctoral Project process is completed.

Clinical Practica

All Psy.D. students are required to begin their clinical practicum training and complete three consecutive semesters at the Goodman Psychological Services Center. The students then have the option to apply for an external practicum agency designated by the Program. It is possible that students who demonstrate advanced skills or are enrolled in a specialized program, i.e., substance abuse, be allowed to move to an external agency at an earlier time. Clinical practicum is a supervised training experience designed to enhance the student's clinical skills. Students who began the program as of Fall 2019 must register for PRAC701-707 and additional semesters (e.g., PRAC708) if warranted every academic session until the completion of the Clinical Practicum requirements. Students who began the program prior to Fall 2019 must complete at least nine semesters of practicum (i.e., PRAC701-709). Students must repeat the required practicum in which a No Pass is earned. All clinical practicum students are required to undergo fingerprint analysis and background screening prior to receiving clearance to interview, treat and/or evaluate clients.

Supervision of clinical practice is provided by licensed psychologists. All practicum students must receive a minimum of one hour of weekly individual supervision by a licensed psychologist either at the Goodman Psychological Services Center or the designated external agency.

Students must complete a total of 1035 clock hours of clinical practicum training. All requests for practicum placement outside the Goodman Psychological Services Center should be submitted to the Program. Students are not permitted to communicate with practicum sites without written clearance. All students enrolled in practicum will be required to participate in Case Consultation Seminars, where they will discuss their clinical work. Attendance to the Case Consultation Seminars, considered a consultation experience for students, is one condition for earning a grade of "Pass" each semester of practicum.

The Program shall be allowed the right to maintain free and open communication with field clinical supervisors at the practicum sites for the purpose of monitoring and facilitating AU student progress.
Additionally, students are expected to comply with all policies and procedures (found in the Practicum Handbook) related to practicum.

Due to the emergency situation with the COVID-19 pandemic, students were granted special permission with approval from the Director of Clinical Training (DCT) to complete double practicum. This exception was made so students could complete the required clinical training hours. This exception ended Fall 2022. Afterwards, double practicums will no longer be allowed unless there is an extenuating circumstance and it must be approved by the DCT.

Each Psy.D. student must earn a degree within a maximum timeframe of seven (7) years. A one-year extension may be obtained with the approval of the Chancellor. Only under unusual circumstances will a degree extension petition of more than one year be granted.

Curricular Sequence

Term	Courses	Credits	Prerequisites: must get an A, B, or P
Block 1	PSYD736 Psychopathology	3	
	PSDC700 Clinical Interviewing	3	
	PSYD705 Ethics, Laws, and Professional Conduct	3	
	PSYD701 Cognitive-Affective Bases of Behavior	3	
Block 2	PSYD746 Evidence-Based Practice I: CBT	3	All courses from block 1
	PSYD703 Intellectual and Cognitive Assessment	3	All courses from block 1
	PSYD740 Life-Span Development	3	None
	PSYD711 Applied Statistics and Psychometrics	3	None
Block 3	SYD747 Evidence-Based Practice II: Psychodynamic and Humanistic Therapy	3	PSYD746
	PSYD709 Personality Assessment I	3	All courses from blocks 1 and 2 All courses from blocks 1 and 2
	PRAC701 Practicum I and Practicum Seminar	1	
Block 4	PSYD862 Couples and Family Therapy	3	PSYD746
	PSYD840 Group Therapy	3	PSYD746, PSYD747
	PSYD710 Personality Assessment II	3	All courses from blocks 1, 2, and 3
	PRAC702 Practicum II and Practicum Seminar	3	PRAC701
Block 5	PSYD817 Integrative Assessment	3	PSYD709, PSYD703, PSYD710
	PSYD789 Diversity and Culture in Clinical Practice	3	PSYD736, PSDC700, PSYD705, PSYD701
	PRAC703 Practicum III and Practicum Seminar	3	PRAC702
Block 6	PSYD712 History and Systems of Psychology	3	None
	PSYD810 Research Methods	3	PSYD711
	PSYD880 Clinical Supervision and Professional Consultation PRAC704 Practicum IV and Practicum Seminar	3 / 3	PSYD736, PSYD705, PRAC701-703, PSYD840 PRAC703
Block 7	PSYD708 Biological Bases of Behavior PSYD777 Social Psychology	3 / 3	None All courses from blocks 1-6 PRAC704
	PSYD901 Doctoral Project Seminar	1	All courses' blocks 1-6
	PRAC705 Practicum V and Practicum Seminar	3	
Block 8	PSYD749 Psychopharmacology PSYD900 Doctoral Project	3 / 1	PSYD708, PSYD736 PSYD901 PRAC705
	PRAC706 Practicum VI and Practicum Seminar **Register for comprehensive exam**	3	
Block 9	Elective 1	3	All courses from blocks 1-6
	PRAC707 Practicum VII and Practicum Seminar	3	PRAC706
	PSYD900 Doctoral Project	1	N/A
	SEMM705 Professional Development	.33	All courses from blocks 1-8
Block 10	Elective 2	3	All courses from blocks 1-6
	PSYD900 Doctoral Project	1	N/A
	SEMM710 Professional Development	.33	All courses from blocks 1-9
Block 11	Elective 3	3	All courses from blocks 1-6
	Elective 4	3	All courses from blocks 1-6
	SEMM715 Professional Development	.34	All courses from blocks 1-10

Block 12	PSYD890 Clinical Internship (If start date is Summer)	0	
Block 13	PSYD890 Clinical Internship	0	
Block 14	PSYD890 Clinical Internship	0	
Block 15	PSYD890 Clinical Internship	0	

Programs No Longer Enrolling Students

Bachelor of Business Administration

Disclosure

This program is under evaluation. Currently, there is no enrollment.

Program Description

The Bachelor of Business Administration (BBA) degree program at Albizu University is designed to prepare graduates with the necessary skills and academic knowledge to effectively apply various business principles and tools in an organizational setting. The Bachelor of Business Administration program prepares graduates for supervisory and lower-tier management positions as well as for graduate study. The Bachelor of Business Administration (BBA) degree program is offered with a major in Organizational Management.

Program Goals and Objectives

The Bachelor of Business Administration program prepares graduates for supervisory and lower-tier management positions as well as for graduate study. The lower division portion of the BBA provides students with a balanced academic foundation that includes coursework in areas such as accounting, English composition, cross-cultural studies, humanities and sciences. The upper division portion of the BBA degree program exposes students to applied knowledge and best practices in the areas of management, marketing, communications, accounting, finance, and managerial decision making.
Fast-track Delivery Format

The BBA's upper division core courses are offered via a non-traditional "Fast- track" delivery format. Fast-track BBA students complete one cluster of three courses per academic session, attending once a week, one course at a time. The format is uniquely designed so that students can attend evening or weekend classes once a week, completing one intensive course at a time. This, in turn, permits students to receive intensive training in one subject area, before moving on to the next.

General Degree Requirements

The Miami Campus has established the following general degree requirements for the Bachelor of Business Administration degree:

1. The satisfactory completion of all required coursework, as follows:
   a. Lower Division foundation credits   60 credit hours
   b. Upper Division core credits   48 credit hours
   c. General elective credits   12 credit hours
   d. Total*   120 credit hours
2. A cumulative grade point average of no less than 2.0
3. One full year of residence at the University
4. Satisfactory completion of the required academic courses.
5. A grade of "C" or higher in all major courses.
6. Good standing in the program, i.e., no disciplinary action pending or academic probation.
7. Recommendation from the program faculty for the bachelor's degree. Students seeking this degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

Admission Requirements and Procedures

All Bachelor program candidates must satisfy the following minimal requirements:

1. A high school diploma or its equivalent.
2. A minimum cumulative grade point average (GPA) or equivalent of 2.0 or higher to be considered for admission from a high school, high school equivalent, and/or accredited institution of higher education in the United States and its territories.

Procedures
1. A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)
2. Official transcripts from all high schools, colleges, universities or other post-secondary educational institutions.

International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University.

For more information, please refer to the Institutional Admission Policy in the General Section of this Catalog.

Transfer of Credits

The BBA Program accepts students who transfer from post-secondary institutions which are accredited by a regional or national accrediting association recognized by the U.S. Department of Education. Upon receipt of the application for admission and official academic transcripts from all colleges or universities of attended, the transfer student's transcripts are reviewed and evaluated by a Faculty member.

Undergraduate students may transfer up to a maximum of seventy-two (72) credits from an accredited four-year baccalaureate program, or a maximum of sixty (60) credits from an accredited two-year post- secondary program. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Faculty's evaluation

and recommendation. Transferred credits must be from course work having a minimum G.P.A. of 2.0 on a 4.0 scale. Courses with a grade of "D" or lower will not be accepted for transfer to the BBA Program.

The process of transfer of credits is not automatic. The student must be prepared to satisfy the applicable fees for the transfer of credits should the application be approved. After the transfer approval, the student will be notified in writing by the University.

Students are not allowed to transfer credits into the upper division core area of the BBA program, due to its cohort design and accelerated nature.

Change of Program / Major

Students requesting to change their curriculum and/or major must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new curriculum or major.

A change of curriculum is not automatic and will be considered on a case-by-case basis. A form requesting a change of curriculum must be completed and approved by an academic advisor. Residency Requirements

Undergraduate students must complete one full year of residency in order to meet graduation requirements, unless otherwise indicated by specific program guidelines.

Cross Registration

Upon the approval of the Program Director, students may enroll in another accredited institution. The courses taken in other institutions cannot be transferred into the upper division core credits of the BBA program. Students must provide evidence of their status as regular students at the Miami Campus to be able to benefit from cross registration. Undergraduate students are allowed to register up to a maximum of 72 credits at other regionally accredited higher learning institutions. No substitutions are allowed for the core credits required for the BBA.

Academic Procedures for Repeat Classes within Fast Track

If a class has to be repeated for academic or any other reason, the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options. Curricular Sequence

LOWER DIVISION COURSES (60 Credits)

Course Code	Course Title	Credit Hours
1	English Composition I	3
2	English Composition II	3
3	Oral Communication	3
4	Business Mathematics	3
5	Principles of Accounting I	3
6	Principles of Accounting II	3
7	Economics	3
8	Behavior Science	3
9	Behavior Science	3

10	Math / Science	3
11	Math / Science	3
12	Humanities I	3
13	Humanities II	3
14	Cross Cultural Studies	3
15	Principles of Marketing	3
16	Prin. of Management	3
17	Legal Environ. of Business	3
18	General Elective	3
19	General Elective	3
20	Intro. to Computers	3

Total Lower Division Credits   60

CORE UPPER DIVISION COURSES: * Courses must be taken at AU PRE-REQUISITES: 30 credit hours of undergraduate coursework

MARKETING AND COMMUNICATIONS CLUSTER
Pre-requisites: English Comp. I & II, Oral Communications, Principles of Marketing

1	GEB315	Organizational Communication	3
2	MKT441	Managerial Marketing	3
3	MKT421	Internet Marketing	3

ACCOUNTING AND FINANCE CLUSTER
Pre-requisites: Accounting I & II

4	ACC431	Managerial Accounting	3
5	ACC435	Managerial Finance	3
6	FIN443	Financial markets and institutions	3

MANAGERIAL DECISION- MAKING CLUSTER
Pre-requisites: Intro. to computers, Business Math, Business Law

7	GEB452	Business & Organizational Ethics	3
8	STA321	Res. Mth. & Analysis Using Statistics	3
9	ISM411	Management Information Systems	3

CORE MAJOR COURSES: ORGANIZATIONAL MANAGEMENT (18 Credits) *

Courses must be taken at AU

CLUSTER I - Pre-requisites: Principles of Management

	GEB314	Group & Organizational Dynamics	3
	GEB321	Systems Approach to Management	3
	HRM441	Human Resources Management	3

CLUSTER II - Pre-requisite Clusters: Cluster I, Mktg & Communications, Accounting & Finance, Managerial Decision Making

| 10 | MAN411 | Special Topics in Mngnt. Seminar | 1 |

| 11 | MAN451 | Operations Management | 4 |
| 12 | MAN452 | Strategic Planning | 4 |

Total Upper Division Core Credits   45

GENERAL ELECTIVES (15 Credits)
1	General Elective	3
2	General Elective	3
3	General Elective	3
4	General Elective	3
5	General Elective	3

Total Upper Division Credits   60

TOTAL DEGREE REQUIREMENT CREDITS   120

Master of Business Administration (Online Program)

This program is under review. There is no enrollment.

Albizu University, Miami Campus offers a Master of Business Administration
(M.B.A.) degree fully online in addition to a live program on campus.

Program Description

The Executive Master of Business Administration online degree program is primarily designed for working professionals, allowing them to earn their MBA degree without interrupting their careers. The degree program consists of 36 credit hours of course work. The Executive online MBA degree program consists of three core clusters totaling 27 credit hours, plus one concentration cluster of nine credit hours. Students must choose an MBA concentration from among the following: Accounting, Finance, and Healthcare Management.

Program Goals and Objectives

The online MBA is an executive program that prepares students for middle and senior level management positions through advanced level course work. The Executive online MBA degree program prepares culturally competent professionals who can succeed in today's challenging and competitive business environment

Fast-track Delivery Format

The MBA program is offered with a non-traditional "Fast-track" delivery format.
Fast-track MBA students complete one cluster of three courses per academic session. All courses are offered fully online, and they are uniquely designed so that students with multiple responsibilities can login on their computer from any accessible location. These courses are intensive and completed one at a time. This, in turn, permits students to receive intensive training in one subject area, before moving on to the next.

Admission Requirements

All Master of Business Administration Program candidates must satisfy the following minimal requirements:
1. File a completed application form accompanied by the appropriate fee with the Office of Enrollment Management prior to deadline dates.
2. Applicants to the MBA online program must have obtained a bachelor's degree from' an accredited institution of higher education. Students with bachelor's degrees in unrelated disciplines may be admitted into the MBA online program subject to recommendation by the faculty.
3. Students with bachelor's degrees from non-U.S. institutions of higher education are
4. required to submit their credentials for evaluation of U.S. equivalency by a recognized agency specialized in this activity.
5. The applicant will be considered academically eligible for admission if official undergraduate transcripts are presented with a cumulative grade point average of 3.0 or higher on a 4.0 scale.
6. Applicants must submit three letters of recommendation from supervisors, faculty or professional associates.
7. Applicants must submit a current resume or curriculum vitae outlining the applicant's professional experience and accomplishments, academic achievements, as well as any participation in community and civic organizations.
8. Submit a statement of purpose describing the applicant's professional goals and reasons for pursuing an MBA degree at Albizu University.

For more information, please refer to the Institutional Admission policy that appears in the General Section of this Catalog.

Conditional Admission

If the applicant does not meet the minimum admission requirements for the MBA online program, conditional admission may be recommended at the discretion of the faculty on a case-by-case basis. Any pending admissions requirements and academic Prerequisites must be fulfilled within the first academic session of enrollment into the MBA online program. Conditionally admitted students must maintain a minimum G.P.A. of 3.0 on a 4.0 scale during the first academic session in order to gain full admission and remain in good academic standing in the MBA online program.

Transfer of Credits

Due to the curricular design and accelerated nature of the program, students are not allowed to transfer credits into the MBA online program.

Academic Probation

MBA online program students must maintain a cumulative and session GPA of 3.0 or higher. Failure to maintain a session G.P.A. of 3.0 will result in academic probation. Failure to maintain a session or cumulative GPA of 3.0 or higher for two consecutive sessions will result in an academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" will not be taken into consideration for the G.P.A. of any session in which an "I" is obtained
2. Three incompletes ("I") are received in one session
3. Failure to successfully complete pre-requisite coursework within the first academic session of enrollment.
4. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines.

Academic Dismissal

Failure to maintain a cumulative G.P.A. of 3.0 for two consecutive sessions in which the student registers will result in the academic dismissal of a student.

Students Evaluations

Student evaluations are conducted by the faculty at the end of each academic session (Cluster) in order to monitor academic performance. The evaluation provides students and faculty with relevant and timely information concerning the students' overall performance in the program. Students found to have academic deficiencies will be informed by the Director of the Program and/or academic advisor of the prescriptive and remedial recommendations made by the faculty during the evaluation.

Graduate students must maintain an overall academic average of 3.00 or higher to be in good standing

Change of Program Concentration

Students requesting to change their Program and/or Concentration must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new program or concentration.

Change of Concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Concentration must be obtained from the Registrar's Office, completed, and signed by the program director. This form may only be used for changes in concentrations within a program.

Time Limitation

Every candidate for the M.S., M.A. or M.B.A. degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

Academic Procedures for Repeat Classes

If a class has to be repeated for academic or any other reason the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options.
Dual Concentration Option

Students in good standing may obtain a dual concentration within the Master of Business Administration (MBA) Program by completing an additional cluster (nine credits) of concentration courses. Students seeking dual concentration must submit a written request and meet with their academic advisor in order to determine the degree and concentration requirements at the time of the request. All requests for the dual concentration option must be approved by the Program Director.

General Degree Requirements

Graduate students need to fulfill the following requirements in order to be eligible for the Master of Business Administration degree:

1. Completion of all required coursework
2. Overall academic grade point average of 3.00 or higher on a 4.00 scale
3. No more than two (2) grades of "C" in any courses

Please refer to the General Section of this Catalog for the institutional procedures established for degree conferment and graduation.

Curriculum Requirements All Concentrations

Cluster I

			GRADE	SESSION
MGMT516	Managing Multicultural Organizations	3		
GEBB515	Organizational Leadership	3		
MKMT521	Strategic Marketing	3		

Cluster II

ACCG521	Accounting for Managerial Decision Making	3		
MGMT615	Production and Operations Management	3		
ECON521	Economics of Organizational Architecture and Strategy	3		

Cluster III
Pre-requisites: Clusters I and II

MGMT649	Financial Management	3		
MGMT630	Managerial Ethics	3		
MGMT637	Strategic Management	3		

Cluster IV
Concentration Courses - Select one concentration of 9 credits Pre-requisites: Clusters I and II

Accounting Concentration (9 credits)

ACCG500	Accounting Theory	3		
ACCG501	Financial Statement Analysis	3		
ACCG502	International Accounting	3		

Finance Concentration (9 credits)

FINA500	Money Markets and Monetary Institutions	3		
FINA501	Investment Principles and Policies	3		
FINA502	International Finance	3		

Healthcare Management Concentration (9 credits)

HCMA500	Financial Resource Management	3		
HCMA501	Managing in Today's Healthcare Organizations	3		
HCMA502	Leadership	3		

TOTAL DEGREE REQUIREMENT CREDITS: 36

Master of Science in Psychology

Disclosure

This program is not accepting new students.

Beginning July 1, 2025, the Florida Department of Health's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling will require applicants for licensure to have a master's degree from a program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Masters in Psychology and Counseling Accreditation Council (MPCAC), or an equivalent accrediting body. The Master of Science in Psychology with a Major in Mental Health Counseling Program at Albizu University is not accredited by CACREP, MPCAC, or an equivalent accrediting body. Currently, graduates of the MS in Psychology with a Major in Mental Health Counseling program are eligible for a Mental Health Counselor license in the state of Florida. This will remain the case until July 1, 2025.

Program Description

The program is delivered on campus. Courses specifically designated as "offered online" are delivered in online modality.

Course Number	Course Title	Credit Hours
	MAJOR: Mental Health Counseling	
PSYM501	Counseling Theories and Practice	3
PSYM510	Human Growth and Development	3
PSYM523	Cross Cultural Counseling	3
PSYM531	Ethical, Legal, and Professional Conduct for Counselors	3

PSYM541	Theories of Personality	3
PSYM569	Advanced Abnormal Psychology	3
PSYM525	Research Methodology and Program Evaluation	3
PSYM507	Substance Abuse	3
PSYM563	Human Sexuality and Sexual Dysfunctions	3
PSYM513	Career Development and Assessment	3
PSYM520	Group Counseling	3
PSYM657	Individual Assessment and Appraisal	3
PSYM562	Family Therapy: Theory and Practice	3
PSYM599	Mental Health Care Systems	3
PSYM682	Counseling in Community Settings	3
PSYM530	Professional Identity and Pre-Practicum Skills	1
PYMH631	Mental Health Counseling Clinical Practicum I	3
PYMH632	Mental Health Counseling Clinical Practicum II	3
PYMH633	Mental Health Counseling Clinical Practicum III(offered on ground)	3
	2 electives (3 credits each)	6
	TOTAL:	**61**

Course Number	Course Title	Credit Hours
	MAJOR: Marriage and Family Therapy	
PSYM501	Counseling Theories and Practice	3
PSYM520	Group Counseling	3
PSYM523	Cross Cultural Counseling	3
PSYM531	Ethical, Legal, and Professional Conduct for Counselors	3
PSYM541	Theories of Personality	3
PSYM569	Advanced Abnormal Psychology	3
PSYM525	Research Methodology and Program Evaluation	3
PSYM507	Substance Abuse	3
PSYM658	Theories and Techniques in Marital Therapy	3
PSYM661	Individual and Family Assessment and Appraisal	3
PSYM563	Human Sexuality & Sexual Dysfunctions	3
PSYM678	The Individual and Family Life Cycle	3
PSYM653	General Theories of Family Systems and Psychology	3
PSYM562	Family Therapy: Theory and Practice	3
PSYM599	Mental Health Care Systems	3
PSYM530	Professional Identity and Pre-Practicum Skills	1
PYMF631	Marriage and Family Therapy Clinical Practicum I	3
PYMF632	Marriage and Family Therapy Clinical Practicum II	3
	TOTAL:	**52**

Course Number	Course Title	Credit Hours

	MAJOR: School Counseling	
PSYM564	Psychological Assessment and Evaluation	3
PSYM501	Counseling Theories and Practice	3
PSYM510	Human Growth and Development	3
PSYM523	Cross Cultural Counseling	3
PSYM531	Ethical, Legal, and Professional Conduct for Counselors	3
PSYM541	Theories of Personality	3
PSYM569	Advanced Abnormal Psychology	3
PSYM507	Substance Abuse	3
PSYM607	Principles, Philosophy, Organization and Administration of Guidance	3
PSYM624	Counseling Children and Adolescents	3
PSYM604	Nature and Needs of Exceptional Children	3
PSYM608	Consultative Interventions	3
PSYM513	Career Development and Assessment	3
PSYM520	Group Counseling	3
PSYM530	Professional Identity and Pre-Practicum Skills	1
PYSC631	School Counseling Practicum I	3
PYSC632	School Counseling Practicum II	3
	TOTAL:	**49**

Albizu University, Miami Campus offers a Master of Science degree in Psychology with majors in Mental Health Counseling (61 credits), Marriage and Family Therapy (52 credits), and School Counseling (49 credits). Students may select the dual major option.

Applicants who are seeking admission to a master's level program should comply with the procedures and requirements described herein.

Program Goals and Objectives

1. To train individuals to deliver culturally sensitive human services to diverse groups.
2. To produce graduates who are prepared to provide comprehensive and competent psychotherapeutic services.
3. To train individuals who are able to function effectively in a variety of settings in an ethical and professional manner.
4. To train individuals who strive for excellence in all endeavors.

Admissions Requirements

The application for the Master of Science in Psychology program consists of the following:

1. A completed and signed application form submitted prior to the established deadline and accompanied by the $50 application fee. Begin the application process by setting up an online account.
2. Official transcripts from all previous undergraduate and graduate (if applicable) institutions attended, showing that the following conditions have been met:
3. A GPA of 3.0 or higher is required. Completed applications are reviewed on a case-by-case basis for those whose academic credentials do not meet the minimum requirements, but whose cumulative undergraduate GPA is at least 2.5. In that situation, enrollment may
4. be recommended at the discretion of the Admissions Committee, but a GPA of 3.0 must

be maintained in the first semester to retain enrolled student status.

5. Transcripts should include any degree received. A bachelor's degree from an accredited institution of higher education in the United States is required. Applicants enrolled in institutions
6. of higher education outside the United States whose standards of training are
7. substantially equivalent to the standards of training of those institutions in the United States will also be considered.
8. Three (3) letters of recommendation. Two should be from current or past professors and one from a supervisor (in accordance with the AU format).
9. A current curriculum vitae that summarizes the applicant's credentials.
10. A statement of purpose, which should be double-spaced, typed, and one-page long. It must
11. articulate interest in the field, career goals, and how they expect AU to contribute to such goals.
12. Proof of appropriate immigration status for all international students. International students should also submit an official evaluation of academic credentials by an authorized agency. The credentials must include the applicant's GPA. For detailed information on this requirement, please refer to the Credential Evaluation Services section found in the International Students page of the Albizu University website. All admission credentials for international students must be received by Albizu University at least 90 days prior to the beginning of the expected enrollment session.
13. Once the Admissions Office receives all the required documentation and the interview process is completed, academic program advisors will contact successful candidates to provide program direction and guidance.

Transfer of Credits

Six (6) transfer credits may be applied towards the terminal master's degree. Please refer to the Transfer Credit Policy and Procedures in this catalog for the criteria of the transfer of credit and the process for the transfer of credit for this program.

Practicum Placement

Students must review their progress through their program sequence table with their faculty advisor for each academic session. Students who meet the eligibility criteria to begin Practicum must attend the orientation session conducted by the designated Practicum Coordinator at the beginning of the academic session prior to the desired start term, to make arrangements for placement. The Practicum Coordinator will provide the students with a Practicum Manual which contains all the pertinent information and required documentation to complete the process. The list of practicum placement sites approved by the Master's in Psychology Programs Department is updated on an ongoing basis. Students may not complete Practicum at an unapproved placement site, or their place of employment.

Further conditions apply to the School Counseling Major. Practicum placement requests are processed by the Practicum Coordinator, but if placement is within the public school's system, requests are ultimately approved by the designated Miami-Dade or Broward County School Boards representative. The deadlines to apply to start Practicum in the Fall session are set early in the prior Spring session. Please note that Practicum placement for this major cannot start in the summer session.

Practicum Probation

Failure to successfully complete Practicum requirements will result in probation or dismissal. Credit for practicum hours will not be given to the student who obtains a grade of No-Pass in the Practicum. Receipt of one grade of No-Pass in the Practicum will result in probation. The student must satisfy all Clinical Practicum Probation conditions during the designated session in order to receive clearance from the Program Director to enroll in Practicum again. Failure to comply with all conditions will lead to dismissal from the program.

Academic Probation

Master Program students must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session or cumulative G.P.A. of 3.0 will result in academic probation.

Academic probation will result when any of the following conditions are present:

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" (Incomplete) will not be taken into consideration for the G.P.A. at any session in which an "I" is granted.
2. Two (2) grades of "C" or lower are received in clinical coursework in a single session.
3. A grade of No Pass ("NP") in clinical Practicum courses.

Academic Dismissal

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.
2. Failure to obtain a minimum grade of "B" when repeating a clinical course.
3. Failure to comply with clinical probation conditions.
4. Two grades of No Pass ("NP") in Practicum.
5. Failure to pass the Comprehensive Examination after the four attempts permitted have been exhausted.

Student Evaluations

The Master's in Psychology Programs Faculty evaluate the students' progress on academic, clinical, and professional areas at the Midterm and Final Student Evaluation meetings held with the Program Director each academic session. The Program Director informs the students of any recommendations made by the faculty. The faculty may recommend a leave of absence or implement disciplinary measures. The faculty also has the authority to change the students' academic status to probation or dismissal in accordance with institutional policies and procedures. Graduate students who obtain a grade of "C" or lower in any graduate level clinical course must repeat the course the next session it is offered. Failure to obtain a grade of "B" or better when they repeat the course will result in academic dismissal.
Graduate students can only carry two grades of "C" in non-clinical courses.
Students who choose to repeat non-clinical courses must do so the next session they are offered. The institutional forgiveness policy will apply to a maximum of three graduate courses.

Change of Program / Major

Students who request a change of program, major and/or concentration must abide by the applicable catalog and amendments in effect at the time that they petition the change.

1. Change of program, major and/or concentration is not automatic and will be considered on a case- by-case basis. A form requesting a Change of Program, Major and/or Concentration must be obtained from the Registrar's Office, completed, and signed by both Program Directors in the case of a change of program, and by the designated Program Director in the case of changes in concentration or major within a program. This form may only be used for:
   a. changes in concentrations or majors within a program, and
   b. to transfer from the Psy.D. Program to the Terminal Master of Science in Psychology Program. The form may not be used to transfer from the Terminal Master Program to the Psy.D. Program or to enter the Psy.D. Program.

   Students seeking admission to the Psy.D. Program must do so through the regular process of admission.

2. Students who are allowed to change their Program, major and/or concentration must meet all the new program, major, or concentration academic and/or clinical requirements, including passing the Master's Comprehensive Examination, and/or the Doctoral Comprehensive Examination as applicable.

A non-refundable fee is required for change of program or major.

Residency Requirements

Full time residency of at least one year is required of all Master's in Psychology Program students.
General Degree Requirements for the Master of Science Degree in Psychology

The Miami Campus has established the following requisites, which must be completed before the Master of Science Degree can be awarded:

1. A grade point average of 3.0 or higher on a 4.0 scale with a grade of "B" or better in all clinical courses. No more than two (2) standing grades of "C" in non-clinical courses are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic and clinical courses and required hours of practicum.
4. Satisfactory completion of the Master Comprehensive Examination.
5. Demonstrated competence in APA style for publications and computer literacy.
6. Good standing in the Program, i.e., no disciplinary action pending, or academic or practicum probation.
7. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the faculty those professional, ethical, and
   personal qualities and attributes in the current General Policies and Disciplinary Procedures Manual.

Comprehensive Examination

Students enrolled in this Master's degree program must successfully complete the Comprehensive Examination before the Master of Science Degree can be awarded. The Comprehensive Examination is administered three times per calendar year during the Spring, Summer and Fall sessions. An outline of topic areas to be covered on the examination can be obtained in the Master's in Psychology Programs Office.

Students are permitted four (4) attempts to successfully complete the examination in order to receive their degree or remain in the program. Students who fail the examination must retake the exam each consecutive session until it is passed unless they are on an authorized leave of absence for that session. Students who are not enrolled in courses at the time they take this examination must register for one (1) academic credit and pay the corresponding exam and global fees. Students who are unsuccessful in completing the Comprehensive Examination requirement within the specified time limits will be dismissed from the program.

Dual Major Option

Applicants may request dual major status at their discretion within the terminal Master of Science in Psychology program. They must complete the appropriate form and obtain the approval of the Program Director. Applicants must comply with all major requirements within their degree program for the additional major requested.

Cross Registration

Upon the approval of the Program Director, students may enroll in another accredited institution. The course(s) taken in other institutions must not be offered at the Miami Campus. A maximum of six (6) credit hours is allowed under this provision for terminal Master's in Psychology Programs students. The total number of credit hours approved under this provision or transferred upon admission to the program shall not exceed (6) six credit hours.

Master of Science in Teaching English to Speakers of Other Languages (TESOL) (Online)

Program Description

The online Master of Science in Teaching English to Speakers of Other Languages (TESOL) is designed to prepare graduate students to teach English to speakers of other languages in any instructional environment. The purpose of the program is to prepare culturally sensitive educators to respond to the unique language needs of English Language Learners (ELLs). Our online program provides the practical tools needed to reach students who do not use English as their primary language in a variety of settings and educational levels.

The program consists of 30 credits of coursework. AU's unique program design integrates into the field of language acquisition and education the overall understanding of student behavior and sensitivity towards culturally diverse populations. The curriculum prepares students in the following areas of TESOL education: instructional strategies, language education methodologies, curriculum development, ESOL educational technology, remediation of communication disorders, and assessment.

Students must enter the program with a cumulative grade point average (GPA) of 3.0 or above (on a 4.0 scale) in undergraduate studies. A maximum of 6 graduate level credits from an accredited institution may be transferred to the discretion of the Program Director. Only courses with a grade of B or higher can be accepted for transferred coursework.

A grade point average of 3.0 or higher must be maintained in the degree program for a student to meet graduation requirements. A maximum of 3 years will be granted for the completion of the degree. A faculty advisor/online degree coordinator will be available to help in planning students' academic progress and selecting courses. However, it is the students' responsibility to be familiar with their academic requirements and curriculum.

This fully online program is designed to fit the busy schedule of working adults. Students may choose the pace and place that is convenient for them. To pursue the degree, Internet access is required and a broadband connection is highly recommended. By enrolling in an online degree, students can set their own schedule and complete the program from anywhere. This flexibility means students can continue to pursue their career while earning their degree. Faculty and participants will engage in authentic learning activities that incorporate emerging technologies, while at the same time basing their research on sound pedagogy, practice and research methods that inform this expanding, interdisciplinary field.

Program Goals and Objectives

Consistent with the goals, philosophy and objectives of the University, the program seeks to:

1. Provide a quality educational opportunity in graduate pedagogic training for its students.
2. Conduct an academic program in Teaching English to Speakers of Other Languages (TESOL) in such a manner that students acquire theoretical and practical knowledge as well as the attitudes necessary to effectively apply their training in the classroom setting.
3. Provide students with the skills needed for effective teaching in ESOL education programs that include students of various cultural backgrounds.
4. Identify and remediate language deficiencies in ESOL learners.
5. Incorporate special methodologies and interventions for the enhancement of English language learning based on the fundamental concepts of ESOL education.
6. Expose students to a variety of curriculum development and enhancement strategies within the context of ESOL education.
7. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.
8. Identify acculturation issues for students immigrating to the United States that are placed in ESOL courses and foster cultural sensitivity towards those of diverse cultural backgrounds.
9. Perceive patterns of social, emotional, and cognitive development in students with limited English proficiency.
10. Infuse psychological theories and principles within the ESOL curriculum so that they may be generalized to the academic setting with students.
11. Provide students with the fundamental knowledge and skills needed to interpret research in education.
12. Foster the development of advanced communication skills, despite possible language barriers, thereby leading to improved teacher-student and teacher-parent relationships.
13. Provide students with TESOL principles needed for competent ESOL course development with emphasis on linguistic strategies that are appropriate across cultural groups, and which incorporate advanced educational technology.

14. Provide a framework of ethical principles and decision-making to foster appropriate professional conduct in teaching.

Transfer of Credit

Six (6) transferred credits may be applied towards the M.S. degree in TESOL. Please refer to the Transfer Credit Policy and Procedures in this catalog for the criteria of the transfer of credit and the process for the transfer of credit for this program.

Student Evaluations

The Master of Science in TESOL Program Faculty evaluates the students' progress on academic and professional development matters on a case-by-case basis. Graduate students can only carry two grades of "C" in all M.S. TESOL courses. Students are permitted to retake a maximum of three different courses. Students must retake the courses the next session they are offered. Students who do not obtain a minimum grade of "C" or better when repeating a course, may be dismissed from the program.

Admissions Requirements

The requirements for admission are:

1. A grade point average (GPA) of 3.0 on a 4.0 scale at the undergraduate level.
2. Official transcripts from all undergraduate and graduate institutions attended.
3. Complete online application for admission.
4. Copy of resume or curriculum vitae that summarizes the applicant's credentials.
5. Two (2) letters of recommendation from a professor, employer, or a community leader (in accordance with the AU format).
6. A maximum of six (6) credits can be transferred from another graduate program at the discretion of the academic program director. Only courses with a grade of "B" or above can be accepted for transferred coursework.
7. Official evaluation of academic credentials by an authorized agency (in the case of international students).
8. A statement of purpose, which should be double spaced and one-page long. It should provide a clear indication of the applicant's interest in the field and their career goals. In addition, it should also explain how the applicant expects Albizu University to contribute to those goals.

Change of Program/Concentration

1. Students requesting to change the major must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new concentration.
2. A change of major is not automatic and will be considered on a case-by-case basis. A change of concentration/major form must be obtained from the Registrar's office, completed and signed by the Program Director.

Residency Requirement

Students enrolled in the online Master of Science in Teaching English to Speakers of Other

Languages (TESOL) must complete one full year of residency (8 courses minimum) in order to meet graduation requirements.

General Requirements

The University has established the following requisites, which must be completed before the Master's Degree is awarded:

1. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.
2. No more than two (2) standing grades of "C" in the major/concentration area.
3. Completion of a minimum of one year of full-time residency in the Program.
4. Satisfactory completion of all required academic courses.
5. Satisfactory completion of the required hours of practicum, if applicable.
6. Demonstrated competence in APA style for publications and computer literacy (Windows and Word).
7. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.
8. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

Course Number	Course Title	Credit Hours
	NOTE: Online courses are differentiated by a "V" at the beginning of the course code.	
	Core Area I – Foundation Courses	
TESL500	Advanced Theories and Practice of TESOL	3
TESL501	Applied Linguistics	3
TESL502	Applied Curriculum and Materials Development in TESOL	3
TESL503	Foundations of TESOL Technology	3
TESL504	Testing and Evaluation of ESOL	3
TESL505	Cross Cultural Communication and Understanding	3
TESL600	TESOL Research Project: Instructional Design and Assessment	3
	Core Area II – Exceptional Student Education	
EEXX500	Foundations of Exceptional Student Education	3
EEXX508	Learning Disabilities: Instructional Strategies	3
EEXX511	Assessment and Remediation of Communication Disorders	3
	TOTAL:	**30**

NOTE: TESL500 and EEXX500 may be taken concurrently with other courses (except TESL600) at the discretion of the Program Director.

Faculty Directory

Acosta, Elio	B.S.	Florida International University
	M.B.A.	Nova Southeastern University

	Psy.D.	Carlos Albizu University
Aguilar, Martha	B.S.	University of Havana
	M.S.	Florida International University
Allen, Joseph	B.S.	Florida State University
	M.S.	Capella University
Alonso-Mahoney, Maria	B.A.	Florida International University
	M.S.	Caribbean Center for Advanced Studies
	Psy.D.	Caribbean Center for Advanced Studies
Alvarez, Elvin	B.S.	Universidad Technologica de Bolivar
	M.S.	Albizu University
	Psy.D.	Albizu University
Amico, Michael	B.S.	Salem State University
	M.S.	Antioch University New England
	M.S.	University of Hartford
	Ph.D.	Capella University
Andreu, Nelson	B.A	Grantham University
	B.A.	Barry University
	M.S.	Barry University
	Ed.D.	Barry University
Ashdown, Brien	B.A.	Weber State University
	M.S.	Saint Louis University
	Ph.D.	Saint Louis University
Avila, Dianelis	B.S.	Florida International University
	M.S.	Florida International University
Bajwa, Mohammad	Ph.D.	University of Wales
	M.S.	Strayer University
	M.S.	College of St. Scholastica
Barron, Irma	B.A.	Barry University
	M.S.	Barry University
	Ph.D.	Nova Southeastern University
Barros, Mario	B.A.	University of Havana
	M.A.	University of Massachusetts
Barroso, Diana	B.A.	Florida International University
	M.S.	Nova Southeastern University
	M.S.	Carlos Albizu University
	Ed.D.	Nova Southeastern University
Bello, Nathalie	B.S.	University of Florida
	M.S.	Nova Southeastern University

	Ph.D.	Nova Southeastern University
Belokon, Igor Eric	B.A.	Florida International University
	Ph.D.	Carlos Albizu University
	Psy.D.	Carlos Albizu University
Buchbinder, Rose	B.A.	University of Florida
	AuD	Rush University
Burks, M. LaQuisha	B.A.	University of Southern Mississippi
	B.S.	University of Southern Mississippi
	M.S.	Loma Linda University
	Ph.D.	University of Mississippi
Cabeza, Karin	B.A.	University of Miami
	M.S.	University of Miami
	Ph.D.	University of Miami
Castro, Cristina	B.A.	Florida International University
	M.S.	Nova Southeastern University
Cejas, Antonio	B.A.	St. Thomas University
	M.S.	St. Thomas University
Cooper, Ashley	B.A.	University of Miami
	M.S.	Lynn University
	Ph.D.	Florida Atlantic University
Crosby, Tracy	B.S.	University of Cincinnati
	M.S.	University of Cincinnati
	Ed.D.	Nova Southeastern University
Crump, Jianwen	B.S.	Mississippi University for Women
	M.A.	Louisiana Tech University
	Ed.S.	William Carey University
	Ed.D.	William Carey University
Dean, Sharrie	A.A.	Miami Dade Community College
	B.A.	Barry University
	M.S.	Nova Southeastern University
	Ph.D.	Union Institute & University
Delman, Lisa R.	B.A.	University of Florida
	M.A.	Fielding University
DiDona, Toni	B.S.	University of Miami
	M.S.W.	Florida International University
	Ph.D.	Florida International University
Dominguez-Irizarry, Luz E.	B.A.	Pontificia Universidad Catolica de Pto. Rico
	M.S.	Ana G. Mendez

	PhD	Universidad Interamericana de Pto. Rico
Drumb, Lisa	B.S.	Indiana State University
	M.S.	Ball State University
	Ph.D.	Northcentral University
Eberle, Jeannette	B.B.A.	1991 Texas A&M University
	M.S.	Texas A&M University
	Ph.D.	University of Missouri-Columbia
Eshra, Ahmed	B.Com.	Alexandria University
	M.B.A.	Manhattan College
	Ph.D.	Northcentral University
Fenn, Michael	B.S.	University of Texas- San Antonio
	M.Ed.	Concordia University
	Ed.D.	Concordia University
Fennel, Eli	A.S.	Broward College
	B.S.	Florida Atlantic University
	M.S.	Florida Atlantic University
	Ph.D.	Florida Atlantic University
Fernandez, Juan	B.S.	Florida International University
	M.S.	Albizu University
Fernandez, Laura	B.A.	St. Thomas University
	M.S.	Albizu University
	Psy.D.	Albizu University
Ferrer, David	B.A.	Florida International University
	M.S.	Nova Southeastern University
	Ed.S.	Nova Southeastern University
Finigan, Susan	B.A.	Kentucky Wesleyan College
	M.A.	University of Illinois
Forina-Afonso, Dominique	B.A.	Universita Degli Studi
	Ph.D.	Centro De Estudios Avanzados de Puerto Rico y El Caribe
	J.D.	Universidad InterAmerican
Fortin, Michael	B.A.	Florida State University
	M.A.	Florida Atlantic University
Fraga, Viviana	B.S.	Florida International University
	M.S.	Nova Southeastern University
Gamez, Luis	B.S.	Florida International University
	M.S.	Florida International University
	Ph.D.	Keiser University

Garcia, Manolo	B.A.	Florida International University
	M.S.	Nova Southeastern University
	Psy.D.	Caribbean Center for Advanced Studies
Garrido, Laura	B.A.	Texas State University
	M.S.	Nova Southeastern University
	Ph.D.	Nova Southeastern University
Gesteira, Daiby	B.S.	Havana University
	M.S.	Nova Southeastern University
Gilmour, Jean Paul	B.S.	University of Miami
	M.S.	Carlos Albizu University
Gomes, Ronnie	B.A.	Florida International University
	M.S.	Nova Southeastern University
	Ph.D.	Nova Southeastern University
Gomez, Antonio L. Llorens	B.S.	Polytechnic University of Puerto Rico
	MBA	InterAmerican University of Puerto Rico
	DBA	Universidad Ana G. Mendez
Green, Richard	B.A.	Liberty University
	M.S.	Florida State University
	M.A.	National University
	Ed.D.	Liberty University
Gueits, Robert	B.A.	Florida International University
	M.A.	Florida International University
Guido, Victor	B.A.	Central University of Venezuela
	M.S.	Rafael Urdaneta University
	Ph.D.	InterAmericana University of Panama
Hamel, Francine	B.S.	Hofstra University
	M.S.	Boston University
	Ed.D.	Nova Southeastern University
Harper, Melissa	B.S.	Florida International University
	M.S.	St. Thomas University
	Ph.D.	Nova Southeastern University
Harrell, Kimmerly	B.S.	Tennessee State University
	M.S.	University of Mississippi
	Ed.S.	Lincoln Memorial University
	Ph.D.	University of Central Florida
Herde, Cindy	B.A.	University of Central Florida
	M.A.	University of Central Florida
	SLP.D.	MGH Institute of Health Professions

Hernandez, Ariel	B.S.	University of Miami
	M.S.	Nova Southeastern University
	Ph.D.	Walden University
Hernandez, Samantha	B.A.	University of Miami
	M.S.	Florida International University
	Ph.D.	Albizu University
Heyden, Edward	B.S.	University of Delaware
	M.Ed.	University of Delaware
	Ed.D.	University of Virginia
Hirko, Carol	B.A.	West Chester University
	M.S.	Capella University
	Ph.D.	Capella University
Hollinger, Barbara W.	B.S.	Alabama State University
	M.S.	Alabama State University
	Ed.S.	Nova Southeastern University
	Ed.D.	Nova Southeastern University
Hudson, Brittani	Psy. D.	Rutgers University
Hughes, Ralph	B.S.	Nyak University
	M.S.	Mercy College
	DSL	Regent University
Hyman, Scott	B.A.	Bringhamtom University
	M.S.	Nova Southeastern University
	Ph.D.	Nova Southeastern University
Hyter, Yvette	B.S.	Western Michigan University
	M.A.	Western Michigan University
	Ph.D.	Temple University
James, Mashonda	B.S.	La Salle University
	M.S.	Saint Joseph's University
	Ph.D.	Capella University
Jaramillo, Vanessa	B.A.	University of Central Florida
	M.S.	Albizu University-Miami
John, Deborah R.	B.S.	Bloomsburg University
	M.S.	Bloomsburg University
	Au.D.	Pennsylvania College of Optometry
Johnson, Kierstyn	B.A.	Hampton University
	M.S.	Howard University
	Ph.D.	Virginia Commonwealth University
Lederman, Natan	B.S.	Universidad Central de Venezuela

	M.S.	Universidad Católica Andrés Bello (UCAB)
	M.B.A.	University of Illinois at Urbana Champaign
	Ph.D.	Universidad Central de Venezuela
Lemus, Edel	B.A.	Nova Southeastern University
	M.B.A.	Nova Southeastern University
	D.B.A	Argosy University
Lopez, Joselyn	B.A.	UPR Rio Piedras
	M.P.A.	UPR Rio Piedras
	Ed.D.	UPR Rio Piedras
Lowndes, Jonathan	B.A.	CUNY Hunter College
	M.Ed.	Florida Atlantic University
Luis, Jorge	B.A.	Florida International University
	M.S.	Carlos Albizu University
	Psy.D.	Carlos Albizu University
Marrie, Stella	B.A.	University of Chicago
	M.A.	Illinois School of Professional Psychology
	Psy.D.	Illinois School of Professional Psychology
Martinez, Mercedes	B.A.	Florida International University
	M.S.	Albizu University
	Psy.D.	Albizu University
Martinez, Rafael	B.A.	University of Florida
	M.A.	Florida International University
	M.S.	University of Florida
	Ed.D.	Florida International University
McHayle, Zaneta	B.S.	Xavier University of Louisiana
	M.S.	Southern University A & M College
McMath, Trellany	B.A.	University of South Florida
	M.A.	Nova Southeastern University
	M.S.	Nova Southeastern University
	Ph.D.	Nova Southeastern University
Mcnealy, Hu-Ann S.	B.S.	University of Central Florida
	M.S.	Kaplan University
Miller, Katrina	B.A.	University of Alaska
	M.Ed.	Western Oregon University
	Ed.D.	Lamar University
Morales, Ruben	B.S.	Nova Southeastern University
	M.S.	Nova Southeastern University
Nelson, Tiesha	B.S.	Florida State University

	M.S.	Nova Southeastern University
	Psy.D.	Nova Southeastern University
Olavarria, Mario	B.S.	Parks College of Saint Louis University
	Psy.D	California School of Professional Psychology
Orta, Luis E.	B.S.	St. Thomas University
	M.S.	Caribbean Center for Advanced Studies
	Ph.D.	Caribbean Center for Advanced Studies
Ortiz, Lymarie	B.A.	University of Puerto Rico
	M.S.	Albizu University
Parrado, Arlette	B.S.	Florida International University
	M.S.	American Intercontinental University
	M.S.	University of Southern California
	M.S.	St. Thomas University
	Ph.D.	Nova Southeastern University
Perez, Christina	B.S.	Florida International University
	M.S.	Albizu University
	DHSc	George Washington University
Perez, Livia	B.A.	University of Havana
	M.S.	Carlos Albizu University
	Psy.D.	Carlos Albizu University
Perez-Abalo, Maria	M.D.	University of Havana
	Ph.D.	National Center for Scientific Research
Perez-Borroto, Sergio	B.S.	Florida International University
	M.S.	Florida International University
Picanol, Alfredo	B.S.	D' Youville College
	M.S.	Carlos Albizu University
Piersaint, Tamare P.	B.A.	University of Rhode Island
	M.A.	Salve Regina University
	Psy.D.	Carlow University
Piteo, Simone	B.S.	Nova Southeastern University
	M.S.	Nova Southeastern University
	SLP.D.	Nova Southeastern University
Randone, Doreen	B.A.	La Salle University
	M.S.	La Salle University
	S.L.P.D.	Rocky Mountain University
Reynolds, RaShai	B.S.	Ball State University
	M.A.	Ball State University
	MAE	Ball State University

	Ph.D.	Capella University
Rios, Berta	MHA	Duke University
	B.S.	University of Rochester
	Ph.D.	Boston College
Rodriguez, Raul	B.A.	Rafael Maria de Mendive Pedagogical Institute
	M.S.	National School of Health
Rodriguez-Diaz, Gilda F.	B.A.	University of Puerto Rico
	M.S.	Carlos Albizu University
	Psy.D.	Carlos Albizu University
Rodriguez-Miller, Tracy	B.A.	Florida International University
	M.S.W.	Florida International University
	Ph.D.	American Academy of Clinical Sexologists
Roepke, Elizabeth	M.A.	University of Edinburgh, Scotland
	M.S.	Appalachian State University
	Ph.D.	Purdue University
Ruan, Wandarece	B.A.	Florida International University
	M.S.	University of Miami
Salas-Guerra, Cesar	M.S.	Eastern University
	D.B.A.	Ana G. Mendez University
	Ph.D.	Autonomous University of Barcelona
Sanchez, Ramon	B.S.	Barry University
	M.S.	Barry University
	Ph.D.	Florida International University
Santana, Niurka M.	B.A.	Florida International University
	M.S.	Caribbean Center for Advanced Studies
	Ph.D.	Carlos Albizu University
	Psy.D.	Carlos Albizu University
Santana, Rolando	B.S.	University of Havana
	Ph.D.	Moscow State University
Scannell, Pamela Lee	B.S.	St. John Fisher College
	M.S.	Nova Southeastern University
	Psy.D	Nova Southeastern University
Sereni, Ayisha	B.S.	Drexel University
	MBA	University of Scranton
	Ph.D.	Eastern University
Sharif, Shakira	B.A.	The University of Illinois at Chicago
	M.S.	De Paul University
	M.A.	Saint Xavier University

	Ph.D.	The Chicago School of Professional Psychology
Shehniyilagh, Eshagh	B.S.	University of Science and Arts of Oklahoma
	M.S.	Tennessee State University
	Ph.D.	Tennessee State University
Snider, Lauren	B.A.	Drury University
	M.S.	Fontbonne University
	S.L.P.D	Nova Southeastern University
Socorro, Raimundo	B.A.	St Thomas University
	M.S.	University of Louisville
	M.S.	St Thomas University
	Ph.D.	Barry University
Sredni, Alexandra	B.A.	Tufts University
	M.A.	Ferkauf Graduate School of Psychology
	M.S.	Nova Southeastern University
	Psy.D.	Nova Southeastern University
Stephenson, Edward	B.A.	Queens College
	M.S.	Caribbean Center for Advanced Studies
	Ph.D.	University of California
Suarez, Edward Jr.	B.A.	Florida International University
	M.A	Northwestern University
	M.B.A	Nova Southeastern University
	Psy.D	
Suarez, Jr, Pedro	B.A.	University of South Florida
	M.S.	Florida State University
	M.S.	Nova Southeastern University
Swingle, Joseph	B.S.	Marywood University
	M.S.	California State University, Northridge,
	SLP.D.	Rocky Mountain University of Health Professions
Torres-Pagan, Leonardo	B.A.	Universidad de Puerto Rico
	M.A.	University of Phoenix
	M.B.A.	AGMU
	Ph.D.	Capella University
Tourgeman, Isaac	B.A.	Florida International University
	M.S.	Nova Southeastern University
	Psy.D.	Nova Southeastern University
Vazquez, Ludys	B.S.	Higher Pedagogical Institute of Matanzas
Vazquez-Restrepo, Karinna	B.S.	University of Central Florida
	M.A.	Florida Atlantic University
	M.A.	Ferkauf Graduate School of Psychology

	Ph.D.	Ferkauf Graduate School of Psychology
Viera, Carlos Antonio	B.A.	Florida International University
	M.Ed.	University of Miami
	Ph.D.	Capella University
White, Tonya	B.S.	Webber International University
	B.S.	Columbia Southern University
	M.B.A	Webber International Unviersity
	D.B.A.	Argosy University
Wise, Larry	B.S.	Troy University
	AuD.	Auburn University
	MBA	Troy University
Zarifa, Kelly	B.A.	Wichita State University
	M.A.	University of Kansas
	Ph.D.	University of Kansas
Zonderman, Richard B.	B.S.	University of Pittsburgh
	M.S.	Virginia Commonwealth University
	Ph.D.	Virginia Commonwealth University

Calendars

The current calendar is located via this link: **Miami Campus**.

Academic Calendar-Miami Campus
2026-2027

ALBIZU UNIVERSITY

		FALL 2026	SPRING 2027	SUMMER 2027
1	Deadline for Financial Aid Application	June 30	Nov. 11	Mar. 10
2	Priority Registration (Continuing students)	March 15-30	Oct. 15-31	Oct. 15-31
3	Open Registration (New and continuing students)	March 31-Aug. 28	Nov. 1-25	Nov. 1-Apr. 23
4	Late registration fees apply starting on	Aug. 29	Nov. 26	Apr. 24
5	Add/Drop Period ends--Late Registration - fee will apply	Aug. 31-Sept. 5	Nov. 26-Jan. 17	Apr. 24-May 16
6	Classes and Practicum begin	Aug. 31	Jan. 11	May 10
7	Last day to pay tuition fees before late payment fee is assessed	Sept. 5	Jan. 18	May 17
8	*Last day for dropping with 100% refund	Sept. 5	Jan. 18	May 17
9	Deadline to submit No Shows-In Self Service	Sept. 12	Jan. 25	May 24
10	Deadline to submit Reinstatements	Sept. 15	Jan. 29	May 28
11	Last day to apply for a Leave of Absence (LOA)	Sept. 8	Jan. 19	May 17
12	Mid-term exams	Oct. 13- 19	Feb. 22-26	Jun. 21-25
13	Deadline to submit mid-term grades to the Registrar's Office-In Self Service	Oct. 20	Mar. 4	June 28
14	Deadline to remove incompletes grades	Oct. 23 (SP-26)	March 5 (FA-26)	July 2 (SP-27)
15	**Last day to withdraw without Academic penalty	Oct. 23	Mar. 15	July 2
16	Last day to submit Administrative Withdrawals	Oct. 23	Mar. 15	July 2
17	Deadline to apply for graduation	Dec. 12	Apr. 24	Aug. 21
18	Final Exams	Dec. 7-12	Apr. 19-24	Aug. 16-21
19	Last day of the term	Dec. 12	Apr. 24	Aug. 21
20	Deadline to submit final grades to the Registrar's Office-In Self Service	Dec. 14	Apr. 26	Aug. 23
21	Grades available to students in Self Service	Dec. 16	Apr. 28	Aug. 25
22	Holidays-Academic Recess Class (online/face-to-face) that are scheduled on an official holiday must make up the session, as directed by the course professor.	Sept. 7, Oct. 12, Nov. 11, Nov. 26-28	Jan. 18 Feb. 15 March 26	May 31 June 18 July 5
23	Commencement Exercises	October 9th, 2026		

Note: All final grades of 'F", "IF" or "INP" must be submitted with the student's last date of class attendance.
**Last day to withdraw without academic penalty, but financial aid obligations apply.
Dates are subject to change with prior notice

Academic Recess (Campus offices still open on regular business days)
December 13, 2026-January 10, 2027
April 25, 2027-May 9, 2027
August 22, 2027-August 29, 2027

26/02/2026

Chief Enrollment Manager Officer & Interim Institutional Registrar

26/02/2026

Chancellor

Fees

Albizu University, as a non-profit educational institution, reserves the right to alter its fees and payment terms in accordance with federal, state, and other local guidelines and institutional needs. Fee schedules are revised on a regular basis. Refer to the current tuition and fees policy available from the Finance Office.

Tuition (per credit)

ESOL	$143.00 per credit
Undergraduate	$360.00 per credit
Masters	
Speech & Language Pathology	$717.00 per credit
Psychology and I/O Psychology	$684.00 per credit
Exceptional Student Education & TESOL	$662.00 per credit
MBA Healthcare Management	$916.00 per credit
Doctoral	
Doctor of Psychology in Clinical Psychology	$1,158.00 per credit
Ph.D. in Human Services	$882.00 per credit

*Tuition Rates are charged according to the Program/Concentration of the student. Only in the case of pre-requisite courses are charges based on the Program/ Concentration of the course.

Books and Supplies

$1,203 per program for all programs excluding ESOL, which does not have a fee for books and supplies.

Global Fees

The Global Fees are payable each term.

Undergraduate Program	$286.00 per term
Graduate Program	$338.00 per term
Doctoral Internship Students (only registered in Internship) in Human Services students still working on them. Dissertation after having completed the required 15 credits)	$50.00 per term and PhD

One credit for exams Audit courses only	$50.00 per term
Comprehensive Examination (only)	$50.00 per term
	$50.00 per term

Non-refundable Fees

The following fees apply to all the programs:

Certifications	$10.00
Change of Incomplete Grade	$25.00
Change of program and/or concentration	$25.00
Copy of transcript	$5.00
Transcript (next day service)	$10.00
Diploma and graduation	$150.00
Replacement Diploma	$25.00
Drop or Add	$10.00
Independent Study	Cost per credit
Inter Campus Transfer	$200.00
Issuance of duplicate documents	$0.10
Late payment (promissory loan)	$25.00 per violation
Late payment (without promissory loan)	$100.00
Late registration	$150.00
Photo ID	$6.50
Reinstatement of registration	$25.00
Readmission	$50.00
Returned check	$29.00
Seat reservation	$200.00
Language Proficiency Test	$150.00
Deferment Fee	$50.00
Late payment fee	$100.00

ESOL

Application for Admission Fee	
Diploma	$25.00
Undergraduate programs	$25.00
Graduate programs	$50.00

UNDERGRADUATE PROGRAMS:

Audit (each course)	one credit fee
Evaluation of transfer credits	$25.00
Language Examination	$50.00 per credit
Readmission Fee	$50.00

MASTER'S PROGRAMS:

Application Comprehensive Examinations	$25.00
Audit (each)	one credit fee
Clinical Practicum	one credit fee
Course tuition	
Evaluation of transfer credits	$15.00 per credit

Readmission fee $50.00

Registration for MS Comprehensive

Examinations (only)   one credit fee
Registration for MS in Speech and $358.50 per examination
Language Pathology Comprehensive Examinations (only)
Registration for MS in Speech and $50.00 per examination
Language Pathology Comprehensive Examinations

Global Fees (only)

Simu Cases Fees (only for MS in Speech and Language Pathology Program) $130

DOCTORAL PROGRAM:

Doctor of Psychology (Psy.D. Program)
Doctoral Comprehensive Examination if
enrolled in Other Courses for the Session $50.00 (per application)
Doctoral Comprehensive Examination (only) $1,158.00 (per
application) Audit (each)   one credit fee
Background Check   Cost
Clinical Practicum $1,158.00 per credit
Course tuition $1,158.00 per credit
Special Projects $1,158.00 per credit
Global fees (for Interns, Students Auditing One Credit or Taking the Doctoral Comprehensive
Examination Only or not having completed the
Doctoral Project after having finished their internship $50.00 Internship
application $25.00
Internship registration $221.00 per semester
Doctoral Project Seminar $1,158.00 per credit
Doctoral Project $1,158.00 per credit
Doctoral Project Fee   one credit fee
(for students that have not completed the Doctoral Project after having finished their internship)
Doctoral Project $1,158.00 per credit
Ph.D. in Human Services
Doctoral Comprehensive Examination if
enrolled in Other Courses for the Session $50.00 (per application)
Evaluation of transfer credits $15.00 per credit
Audit (each)   one credit fee
Course tuition $882.00 per credit
Global fees $322.00
Global fees (audit or students that have not finished $50.00 their dissertation
after having completed the required 15 credits)
Doctoral Dissertation $882.00 per credit
Readmission fee $50.00
Registration for Doctoral Comprehensive
Examinations (only)   one credit fee
Registration for Doctoral Comprehensive   50.00
Examinations (only) Global Fee   50.00

Library Dues

Penalty for Overdue Books:

Books in general circulation
(per book per day) $0.25

Reserved books
(per book per day) $10.00

Lost or damaged books or materials Cost REPLACEMENT plus 20% processing fee (if applicable)

Test Materials
(per test/per day) $5.00

Audiovisual Materials
(per item/per day) $5.00
REPLACEMENT plus 20% processing fee (if applicable)

Additional Disclosures

<div align="center">**Additional Information**</div>

Certification

Albizu University is approved to provide the coursework leading to state certification in Early Childhood Education, English for Speakers of Other Languages (ESOL) reading endorsement in elementary education, mathematics education (grades 5 through 9), and science education (grades 5 through 9). Students completing a program leading to certification are reminded that while the curriculum of the program is designed to assist students in obtaining certification by outside agencies, the completion of all program requirements does not guarantee automatic eligibility for certification or endorsement.

Professional Licensure

Credits and degrees earned from colleges within the State of Florida that are licensed by the Commission for Independent Education, Florida Department of Education do not automatically qualify the individual for a Florida teaching certificate or participation in professional licensing examinations in Florida. Established procedures require the Florida Department of Education to review the credentials of the applicant and the accreditation of the colleges granting the degrees prior to approving teacher certification. The appropriate state professional board under the Florida Department of Health makes a similar evaluation prior to scheduling licensure examinations.

Any student interested in obtaining a Florida teaching certificate should contact the Florida Department of Education, Bureau of Teacher Certification, Tallahassee, Florida 32399-0400. All doctoral level psychologists and master level practitioners except for industrial and organizational psychology practitioners, who offer direct services to the public, must be licensed by the Florida Department of Health. Doctoral and Master of Science in psychology degrees from the Miami Campus qualify graduates to apply for professional licensure in Florida and other states.

For further information, please contact the Florida Department of Health-Division of Medical Quality Assurance, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, 4052 Bald Cypress Way, Bin C08, Tallahassee, FL 32399-3258 (master level), or the Board of Psychology at the same address, Bin C05, (doctoral level). Those students interested in obtaining licensure in a state other than Florida should contact the National Board for Certified Counselors, 3D Terrace Way, Greensboro, NC 27403 (master level), or the American Association of State Psychology Boards, New York State Board of Psychology, 99 Washington Avenue, Room 1841, Albany, N.Y. 12230 (doctoral level).

Additional information regarding licensing of the Miami Campus may be obtained by contacting the Commission for Independent Education, Department of Education, at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number 888-224-6684.

Unisex Restroom Facilities

Albizu University is committed to providing inclusive facilities for all students, staff, and visitors. In accordance with Florida's Safety in Private Spaces Act (Fla. Stat. § 553.865), we offer unisex restroom facilities, designed for single occupancy with full floor-to-ceiling walls and secure locks to ensure privacy and safety. These facilities are available to individuals irrespective of gender identity. Two unisex restrooms are located at the Main Building (2173 NW 99th Ave, Doral, FL 33172) and another is available at The Annex (9770 NW 25 St, Doral, FL 33172). Additionally, a variety of other restroom facilities are available across the campus.

Course Descriptions

ACC

ACC-101 PRINCIPLES OF ACCOUNTING I

(3 cr.)

This course defines the objectives of accounting and their relationship to business. The fundamentals and principles are included, such as debits and credits, classification of accounts, journalizing, preparation of financial statements and the use of the trial balance.

ACC-102 PRINCIPLES OF ACCOUNTING II (3 cr.)

An introduction to accounting theory including the function of financial and managerial accounting and the uses of accounting information in decision making within a business. Topics include financial statement analysis, inventory accounting, fixed asset accounting and depreciation, payroll liabilities and taxes, corporation equity transactions, business entity considerations and financial ratio analysis.

ACC-431 MANAGERIAL ACCOUNTING (3 cr.)

This module will focus on three levels of analysis and its effect upon cost centers and profit centers. These areas will be addressed as they relate to cost accounting, cost-volume-profit analysis, budget, variance and relevant cost analyses for decision-making. Adult learners will be expected to apply concepts covered in earlier courses in accounting.

ACC-435 MANAGERIAL FINANCE (3 cr.)

This course in corporate finance first covers the organization-wide use of financial planning within the firm. The adult learner will explore the financial tools available for planning and analysis, as well as how those tools are utilized to manage cash flows and financial resources, and to evaluate future investment opportunities. Next, three primary topics in corporate finance will be developed. These topics include the importance of short-term finance for current operations, the use of capital budgeting tools for investment analysis, and the foundation of long-term finance for defining the organization's cost of capital and optimal capital structure.

ACC-441 INTRODUCTION TO TAXATION (3 cr.)

This course introduces the student to taxation of business entities and transactions. Topics include taxation of property transactions, various tax issues that apply to different tax entities, tax administration and practice, and the taxation effects of formation, operating, and dissolution of several types of businesses.

ACC-461 INCOME TAX (3 cr.)

Federal income tax fundamentals with emphasis on individual tax returns. Topics discussed include determination of gross income, short term and long-term capital gain and losses, deductions and exemptions, and tax credits.

ACCG-500   ACCOUNTING THEORY   (3 cr.)

This course serves as the first graduate course students take in the Accounting concentration of the MBA. This course studies the generally accepted accounting principles (GAAP) as they affect today's practitioners. The theoretical structures of accounting for assets, income definition, recognition and measurement of income, influence of professional standards, and the future of the profession are examined.

ACCG-501   FINANCIAL STATEMENT ANALYSIS   (3 cr.)

A review of financial statements for fairness and completeness in reporting. Focus is on the analysis of financial statements and related footnotes from the standpoint of the different users of financial reports.

ACCG-502   INTERNATIONAL ACCOUNTING   (3 cr.)

Focus is on the evolution of the international dimensions of accounting and national differences in accounting thought and practice, problems, and issues.

ACCG-521   ACCOUNTING FOR MANAGERIAL DECISION-MAKING   (3 cr.)

The module focuses on cost centers and profit centers. The following topics are addressed: cost accounting, cost-volume-profit analysis, budgeting and variance analysis, and relevant costs for decision-making. The module requires the adult learner to apply concepts covered in an earlier course or module in accounting. Therefore, it has been designed assuming the adult learner has taken such a course.

ACG

ACG-110   FINANCIAL ACCOUNTING   (3 cr.)
Prerequisites: None

Students will explore the basics of financial accounting, including the preparation and analysis of financial statements, balance sheets, income statements, and cash flow statements. The course provides a strong foundation in financial reporting and interpretation for business decision-making.

AMH

AMH-200   AMERICAN HISTORY   (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam

wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American History, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

AMH-201   THE AFRICAN AMERICAN EXPERIENCE   (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH-202   MULTI-CULTURAL AMERICA   (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African- American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH-203   LATIN AMERICAN CULTURES   (3 cr.)

This course examines the major social, economic, and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

BCAP

BCAP-498   CAPSTONE PROJECT IN BEHAVIORAL INTELLIGENCE   (3cr.)
Prerequisites: All Foundation and Major Concentration Courses

Develops a research project addressing a real-world issue in behavioral intelligence or public safety.

BHM
BSC-200   BIOLOGICAL SCIENCE   (3 cr.)
Prerequisites: CHM101

Biological principles stressing unifying concepts at all levels of organization. Topics in Biology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

BIA

BIA-100   INTRODUCTION TO BEHAVIORAL INTELLIGENCE   (3 cr.)
Prerequisites: None

Introduces the foundational principles of behavioral intelligence by examining human behavior patterns, emotional regulation, and cognitive biases. Emphasis is placed on understanding how these elements shape individual and group decision-making in high-stakes public safety environments.

BIA-102   FOUNDATIONS OF PUBLIC SAFETY SYSTEMS   (3 cr.)
Prerequisites: None

Provides a comprehensive overview of the organizational structures, legal frameworks, and historical evolution of public safety agencies, including law enforcement, emergency response, and homeland security. Students will evaluate system effectiveness and explore opportunities for interagency collaboration and innovation.

BIA-104   CRIMINOLOGY AND BEHAVIORAL PROFILING   (3 cr.)
Prerequisites: None

Criminal behavior theories, offender profiling, and behavioral prediction models.
Introduces criminological theories and behavioral profiling techniques for analyzing offender behavior and investigative applications.

Explores classical and contemporary criminological theories alongside the practical application of behavioral profiling techniques. Students will develop skills in analyzing offender typologies, motivations, and behavioral patterns to inform investigations and risk assessments.

BIA-106   ARTIFICIAL INTELLIGENCE IN PUBLIC SAFETY   (3 cr.)
Prerequisites: None
Examines the integration of artificial intelligence in public safety operations, including crime forecasting, facial recognition, and pattern detection. The course addresses ethical considerations, privacy implications, and AI's role in enhancing operational efficiency and proactive response.

BIA-108   CULTURAL COMPETENCY IN LAW ENFORCEMENT   (3 cr.)
Prerequisites: None

Analyzes the intersection of culture, identity, and law enforcement. Through the lens of cultural intelligence and community engagement, students will develop tools to reduce implicit bias, build community trust, and promote equitable policing practices.

BIA-200   DATA ANALYTICS FOR PUBLIC SAFETY PROFESSIONALS(3 cr.)
Prerequisites: None

Focuses on the use of data analytics in identifying, visualizing, and interpreting trends related to crime and public safety. Students will use tools such as GIS mapping and predictive analytics software to support evidence-based decision-making.

BIA-202   CYBERSECURITY AND BEHAVIORAL THREATS   (3 cr.)
Prerequisites: None

Explores the psychological underpinnings of cybercriminal behavior and the tactics used in cyberattacks. The course includes behavioral risk profiling, social engineering analysis, and

threat mitigation strategies within digital ecosystems.

BIA-204   ETHICS AND DECISION-MAKING IN PUBLIC SAFETY   (3 cr.)
Prerequisites: None

Engages students in critical analysis of ethical dilemmas commonly encountered in public safety fields. Emphasis is placed on applying moral reasoning, legal frameworks, and structured decision-making models to enhance accountability and public trust.

BIA-206   FORENSIC PSYCHOLOGY & INVESTIGATIVE TECHNIQUES   (3 cr.)
Prerequisites: None

Introduces forensic psychological principles used in legal and investigative contexts, including mental health assessments, criminal responsibility evaluations, and investigative interviewing strategies. Real-world case studies are used to connect theory to practice.

BIA-208   EMERGENCY MANAGEMENT AND BEHAVIORAL RESPONSE   (3 cr.)
Prerequisites: None

Prepares students to develop and implement behavioral response strategies during natural disasters, public health crises, and human-made emergencies. The course integrates psychological first aid, crisis communication, and community resilience planning.

BIA-300   LEADERSHIP AND TEAM DYNAMICS IN PUBLIC SAFETY   (3 cr.)
Prerequisites: None

Explores contemporary leadership theories and their application in public safety teams. Students will assess group dynamics, enhance team performance, and apply conflict resolution and strategic communication techniques in multi-agency environments.

BIA-302   BEHAVIORAL INTELLIGENCE RESEARCH METHODS   (3 cr.)
Prerequisites: None

Equips students with the skills to design, conduct, and evaluate research projects in behavioral intelligence. Topics include quantitative and qualitative methodologies, behavioral data collection, statistical analysis, and presentation of research findings.

BIA-304   ADVANCED INTERVIEW AND DECEPTION DETECTION   (3 cr.)
Prerequisites: None

Delivers advanced instruction in investigative interviewing and lie detection techniques grounded in behavioral science. Students will practice observing verbal and non-verbal cues, assessing credibility, and applying structured models of interrogation.

BIA-306   BEHAVIORAL PATTERNS IN CRIMINAL BEHAVIOR & ADDICTION X (3 cr.)
Prerequisites: None

Explores the intersection between addiction psychology and criminal behavior, focusing on underlying behavioral drivers. The course emphasizes evidence-based intervention models, treatment options, and rehabilitation strategies within criminal justice systems.

BIA-308   OPEN-SOURCE INTELLIGENCE (OSINT) AND THREAT ANALYSIS X (3 cr.)
Prerequisites: None

Provides hands-on training in OSINT gathering tools and techniques used for threat identification and situational awareness. Students will learn to ethically and effectively collect, assess, and apply publicly available data in real-time security contexts.

BIA-310   PSYCHOLOGICAL WARFARE AND INFLUENCE OPERATIONS X   (3 cr.)
Prerequisites: None

Analyzes historical and modern examples of psychological warfare, propaganda, and strategic influence operations. Students will study methods of persuasion, mass influence, and psychological manipulation in both military and civilian spheres.

BINT

BINT-498   INTERNSHIP IN PUBLIC SAFETY ANALYTICS   (6 cr.)
Prerequisites: All Foundation and Major Concentration Courses

Provides hands-on experience in a public safety, law enforcement, or intelligence organization.

BIT

BIT-300   INTRODUCTION TO ARTIFICIAL INTELLIGENCE IN BUSINESS   (3 cr.)
Prerequisites: None

This course provides an introduction to artificial intelligence (AI) and its applications in business contexts. Students will explore how AI enhances decision-making, marketing strategies, and operational efficiency across industries.

BIT-310   INNOVATION AND DISRUPTION IN BUSINESS   (3 cr.)
Prerequisites: None

This course examines how technology drives innovation and disrupts traditional business models. Students will study the impact of emerging technologies across industries and develop strategies for leveraging innovation to stay competitive.

BIT-325   DIGITAL TRANSFORMATION IN HEALTHCARE   (3 cr.)
Prerequisites: None

This course explores how emerging technologies are transforming healthcare, with an emphasis on mental health and clinical operations. Students will analyze case studies and develop strategies for leveraging technology to enhance patient care and operational efficiency.

BIT-400   DATA ANALYTICS FOR BUSINESS   (3 cr.)
Prerequisites: None

This course focuses on interpreting and analyzing data to inform business strategies. Students will gain practical skills in data visualization, statistical analysis, and predictive modeling for making data-driven decisions.

BLE

BLE-401   COMMUNITY POLICING STRATEGIES   (3 cr.)
Prerequisites: None

Explores the evolution and implementation of community-oriented policing models, emphasizing proactive engagement, public trust-building, and the strategic use of behavioral data to enhance community safety and responsiveness.

BLE-403   CRIMINAL JUSTICE REFORM AND POLICY   (3 cr.)
Prerequisites: None

Critically examines systemic challenges within the criminal justice system, including mass incarceration, equity in sentencing, and police accountability. Students will evaluate contemporary reform initiatives and develop evidence-based policy solutions.

BLE-405   BEHAVIORAL INTELLIGENCE IN COUNTERTERRORISM   (3 cr.)
Prerequisites: None

Analyzes behavioral patterns linked to radicalization, extremism, and domestic or international terrorism. Students will explore intelligence-gathering techniques and intervention strategies grounded in behavioral science and national security policy.

BSC

BSC-130   HUMAN ANATOMY & PHYSIOLOGY   (3 cr.)
Prerequisites: None

This course provides a comprehensive introduction to the structure and function of the human body. Students will explore the major organ systems, including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. Emphasis is placed on the interrelationships between structure and function, as well as the mechanisms that maintain homeostasis.

BSC-200   BIOLOGICAL SCIENCE   (3 cr.)
Prerequisites: CHM101

Biological principles stressing unifying concepts at all levels of organization. Topics in Biology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

BSC-201   GENERAL EDUCATION EARTH SCIENCE   (3 cr.)

This course will survey principles of earth science taken from selected concepts in astronomy,

geology, meteorology, and oceanography, and their impact on multicultural societies. Topics in Earth Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

BSC-303   FUNCTIONAL HUMAN ANATOMY   (3 cr.)
Prerequisites: None

This course presents functional anatomy of the human body and its relation to disease processes. Interrelationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

BSLP

BSLP-310   ANATOMY & PHYSIOLOGY OF THE SPEECH, LANGUAGE & HEARING MECHANISM   (3 cr.)
Prerequisites: None

This course is designed to provide undergraduate students in the minor in speech language pathology with a functional knowledge of the anatomy and physiology of speech and language production. Attention is given to the specific structures, muscles and function of respiration, phonation, resonance and articulation

BSLP-311   INTRODUCTION TO PHONETICS   (3 cr.)
Prerequisites: None

Students will learn the International Phonetic Alphabet and its importance in the field of speech language pathology. IPA Transcription of normal and disordered speech will be taught as well as a deeper understanding of English phonological and phonotactic rules.

BSLP-340   INTRODUCTION TO COMMUNICATION DISORDERS   (3 cr.)
Prerequisites: None

This course will provide students with an introduction to communication disorders. It will prepare students to identify characteristics, symptoms and etiologies for a variety of speech and language disorders in children and adults. Students will gain foundational knowledge in evidence-based and culturally sensitive practices. Collaborative and interdisciplinary models of service delivery will be highlighted throughout the course to ensure family-centered and culturally competent approaches. Students will also review and become familiar with the Scope of Practice for the Speech-Language Pathology Assistant (SLPA).

BSLP-347   INTRODUCTION TO SPEECH SOUND DISORDERS   (3 cr.)
Prerequisites: BSLP310 and BSLP311

This class provides students with the foundations of normal articulatory motor, phonological, and motor speech development in children. Students will learn how to recognize patterns of disordered speech as well as diagnostic and intervention procedures within the SLPA scope of practice.

BSLP-370   COGNITIVE AND SPEECH-LANGUAGE DEVELOPMENT IN CHILDREN (3 cr.)
Prerequisites: None

Cognitive and Speech-Language Development in Children provides a comprehensive look at the study of speech and language acquisition by studying the progression of typical communication development in children. This course introduces foundational concepts associated with children's acquisition of speech and language: articulation, syntax, semantics, phonology, morphology, pragmatics, hearing, cognition, and literacy as well as the cognitive underpinnings of speech and language development. Multilingual and multicultural differences are explored throughout the course with an emphasis on preparing students for clinical application.

BSLP-432   AURAL REHABILITATION   (3 cr.)
Prerequisites: BSLT345

This course will give the student the knowledge and skills needed to work with individuals diagnosed with hearing loss. Students will learn the implications of a diagnosis of hearing loss, process and methods for aural re/habilitation, how to facilitate listening and spoken language, and provide culturally sensitive intervention strategies that are tailored to the needs of individuals and their families.

BSLP-440   LANGUAGE DISORDERS OF CHILDREN   (3 cr.)
Prerequisites: BSLP340 and BSLP370

This course provides students with an introduction to foundational concepts associated with childhood language impairment, the diagnostic categories, and approaches to effective assessment and intervention. Course work will include an overview of the normal and atypical language development in children, factors that may impact communication development, and methods of evaluation and intervention related to each disorder within the SLPA scope of practice.

BSLP-445   CLINICAL PROCESSES OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT (3 cr.)
Prerequisites: BSLP340, BSLP347, BSLP370, BSLP440

This course provides students with the underlying principles of clinical methods and practice for the speech-language pathology assistant (SLPA). Students earning the minor in SLPA will apply prior coursework knowledge to observation of human behavior, clinical processes of communication, clinical case management, ethics, universal safety precautions, and patient confidentiality for clients across the lifespan. Attention will be given to clinical problem-solving applicable to the SLPA.

BSLT

BSLT-345   ACOUSTICS AND PSYCHOACOUSTIC ASPECTS OF SOUND
AND VOICE RECEPTION AND PERCEPTION

(3 cr.)

Prerequisites: None

This course allows the student to describe the processes involved in the production and perception of human speech and how to modify and control acoustic variables that affect speech perception and propagation. It will also cover the anatomy and physiology of the auditory system, the physical aspects of sound and their subjective attributes, principles and psychoacoustic theories and measurement methods.

BUS

BUS-200   ENTREPRENEURSHIP IN SPORTS & PERFORMANCE TECHNOLOGY (3 cr.)
Prerequisites: None

Provides insights into business development in the sports industry, covering innovation, technology-driven ventures, and strategies for launching successful sports-related businesses.

BUS-400   CAPSTONE: STRATEGIC BUSINESS PLANNING   (3 cr.)
Prerequisites: MAN451

Integrated project where students create a comprehensive business plan.

CGS

CGS-200   INTRODUCTION TO COMPUTERS   (3 cr.)
Prerequisites: None

Students will learn the theory and practice of computer and printer maintenance, operating system skills, keyboarding, word processing, spreadsheets, databases, multimedia, communication, and socio-cultural and ethical issues involved in the use of the Internet. Special attention will be given to websites and online 81 academic databases for use in academic and multicultural research.

CHFA

CHFA-700   CHILDREN AND FAMILIES AT RISK   (3 cr.)

This course covers some of the most pressing issues that youth at risk and their families face. Risk, as well as protective factors, will be examined in the context of an at-risk society. It aims at understanding specific issues that affect youth and their families, such as the consequences of living in poverty, challenging or dysfunctional family arrangements. Vulnerable youth includes those with disabilities, legal problems, bullying, discrimination, school violence and dropout,

teenage pregnancy, substance use and addiction, human traffic, and youth suicide. This course will emphasize the importance of preventive interventions, and will investigate protective factors, based on theoretical and empirical findings, including attachment, temperament, resiliency, nurturing environments, and peer interventions.

CHFA-701   YOUTH AND FAMILY ADVOCACY   (3 cr.)

Youth and family advocates care for children and their families in a variety of ways. This course presents an integrative model of advocacy practice, policy, and research for youth, families and communities, describing an array of advocacy skills, from grassroots efforts to testifying before legislative bodies. It will cover the work of administrative advocates who lobby to push protective policies and improve the lives of children and families in need. The course highlights advocacy issues involving the needs of youth and
families in the juvenile system, as well as those with disabilities, trauma, abuse and neglect, homelessness, drugs, mental and physical health problems, or live in foster care, in need for placement.

CHM

CHM-101   CHEMISTRY FOR HEALTH SCIENCES   (3 cr.)
Prerequisites: MAT101 or MAT103

This course presents basic principles of general chemistry that include concepts of atomic and molecular structure, properties of gases and solutions, acid base theory and nuclear chemistry. Concepts of chemistry and the interrelationship with psychopharmacology will be emphasized. Topics in Chemistry for Health Sciences, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

CLN
CLN-350   INTRODUCTION TO CLINICAL OPERATIONS   (3 cr.)
Prerequisites: None

This course provides an overview of managing healthcare services, focusing on clinical operations and administration. Using Albizu's clinic as a case study, students will explore operational workflows, patient care coordination, and compliance in healthcare settings.

CIA

CIA-401   ADVANCED CYBERCRIME INVESTIGATIONS   (3 cr.)
Prerequisites: None

Delves into the structure and operation of cybercriminal enterprises, including ransomware, phishing, and the dark web. The course covers investigative techniques, digital surveillance, and multi-agency coordination in cybercrime prevention.

CIA-403   DIGITAL FORENSICS   (3 cr.)
Prerequisites: None

Introduces the principles and practices of digital evidence recovery and analysis. Students will learn to use industry-standard forensic tools to extract, preserve, and interpret electronic data within the boundaries of legal and ethical standards.

CIA-405　　　　BEHAVIORAL ANALYTICS IN CYBERSECURITY　　　　(3 cr.)
Prerequisites: None

Focuses on the application of behavioral analytics to detect anomalous user behavior, insider threats, and social engineering attacks. Students will design predictive models that support cybersecurity decision-making and incident response.

CLP

CLP-105　　　　ESSSENTIALS OF EFFECTIVENESS AND SUCCESS　　　　(3 cr.)

This course will present an overview of neurolinguistics programming techniques and the application of psychological theories in effective behavior. The course will include concepts of personal effectiveness, interpersonal effectiveness, and work/career effectiveness. Cross cultural information on how individuals manage stressful life events, group practices and behavior in both social and work settings will also be presented.

CMHC

CMHC-500　　　Professional Practice for Mental Health Counselors　　　　(3 cr.)

This course examines historical and contemporary mental health counseling and its integration with systems of care. A bioecological approach is applied to the development of counselor knowledge and skills, and to analyzing mental health counseling issues and concerns of special populations.

CMHC-630　　　Practicum in Mental Health Counseling　　　　(3 cr.)

Counselors-in-training will complete 100 clock hours of supervised field experience in an approved mental health setting, including 40 clock hours of direct services provision to clients. Its focus is on the application of counseling theory, process, and skills. Apply counseling skills in therapeutic relationships. Demonstrate basic competencies in clinical skill and professional dispositions. Self-evaluation and instructor evaluation of skills. Weekly groups and individual clinical supervision are provided.

CMHC-631　　　Internship I in Mental Health Counseling　　　　(3 cr.)
Pre-requisites: CMHC 630 Practicum in Mental Health Counseling

Internship I is the first course of a two-semester internship sequence. Counselors-in-training will complete 300 clock hours of supervised field experience in an approved mental health counseling setting. Instruction is integrated with practical experience through class sessions and weekly individual clinical supervision, including 120 clock hours of direct service provision to clients. Its focus is on integration of process, conceptual, and professional skills, roles, and dispositions.

CMHC-632　　　Internship II in Mental Health Counseling　　　　(3 cr.)

Pre-requisites: CMHC 630 Practicum in Mental Health Counseling, CMHC 631 Internship I in Mental Health Counseling

Internship II is the second course of a two-semester internship sequence. Counselors-in-training will complete 300 clock hours of supervised field experience in an approved mental health counseling setting. Instruction is integrated with practical experience through class sessions and weekly individual clinical supervision, including 120 clock hours of direct service provision to clients. Continued focus is on integration of process, conceptual, and professional skills, roles, and dispositions.

CMHC-657   Psychological Assessment and Appraisal in Mental Health Counseling   (3 cr.)

An examination of the theory and practice of testing and assessment, including interpreting and reporting results. Administration of assessments will be addressed with attention to intake protocols, selecting and administering measures that are congruent with an individual's cultural attributes and circumstances, completing behavioral observations, and technical report writing. Assessing trauma in individuals, couples, and families. Understanding multicultural considerations and generational traumas. Understanding cultural, ethical, and legal considerations. Understanding basic framework and history of counseling assessments. Understanding psychometric instruments, validity, interpretation, and delivering results. Evaluating appropriateness of assessment including multicultural considerations.

CMHC-690   Psychopharmacological Mechanisms in Counseling   (3 cr.)

An integration of DSM-5 mental disorders and psychopharmacological interventions, with emphasis on the clinical mental health setting. Common classifications, indications, and side effects are introduced with attention to their effects on the human central and peripheral nervous systems and on human cognitive, behavioral, and affective domains.

CMHC-695   Advanced Psychopathology: Diagnosis and Treatment in Counseling   (3 cr.)
Pre-requisites: COUN 569 Psychopathology: Diagnosis & Treatment in Counseling

This course presents contemporary research regarding diagnosis of mental and psychological disorders with attention to DSM-5 and ICD-11 classifications, diagnostics, and continuum of care. Review ethical, legal, cultural considerations in mental health diagnosis. Understanding diagnosis for treatment planning.

COM

COM-300   COUNSELING AND COMMUNICATION SKILLS FOR LEADERS   (3 cr.)
Prerequisites: None

This course focuses on building effective communication skills for leaders, including active listening, empathy, and conflict resolution. Students will learn counseling techniques to foster trust, manage diverse teams, and resolve workplace conflicts.

CORE

CORE-700   NEGOTIATION AGREEMENT   (3 cr.)

This course examines theories and advanced research findings that support effective negotiation skills. It will cover persuasive and influential strategies to achieve insights on how to develop plans that improve performance. Negotiation strategies cover effective decision-making and in-depth analysis of adversarial situations. Students will have opportunities to discern what information and tactic skills are needed to achieve effective negotiation outcomes. Prerequisite: HUMN704 Conflict Mediation.

CORE-701 INTERGROUP CONFLICT AND PEACE (3 cr.)

Decreasing world violence and promoting a culture of peace requires examining people affected by violence at the individual, community and societal level. This course will provide the theoretical background and methodological tools to study violence and its antidotes, such as resilience, and learn from groups or individuals who serve as role models and agents of peace and change. Students will connect with local, national, and international networks that show real-life intergroup problems, to learn them and propose strategies that may promote a culture of health and peace for their youth, families and communities.
Prerequisite: HUMN704 Conflict Mediation.

COUN

COUN-501 Counseling Theories and Practice (3 cr.)

This course provides an overview of foundational counseling theories: psychodynamic, humanistic, cognitive, behavioral, post-modern, systemic, and culture-centered counseling. Students reflect on their personal values and characteristics to integrate counseling theories that complement their worldviews and inform their professional practice serving individuals from a range of socioeconomic and cultural backgrounds. To introduce students to core counseling skills and techniques. Additionally, to analyze appropriate professional dispositions.

COUN-507 Substance Use Disorders and Behavioral Health Disorders (3 cr.)

An orientation to a broad range of topics in substance abuse counseling and behavioral health, including etiological theories; substances of abuse; assessment and diagnosis; treatment planning; ethical and legal issues; individual, group, and family modalities; the continuum of care; and clinical considerations for diverse individuals. Understanding current trends in addiction. Understand ethical considerations related to counseling addictive disorders. Relapse prevention strategies. Assess and implement career development techniques. Administer and interpret assessments. Apply ethical guidelines and develop competencies for multicultural populations.

COUN-510 Lifespan Development (3 cr.)

A survey of typical physiological, cognitive, and socioemotional development of culturally diverse individuals throughout the lifespan using a multidimensional lens. Emphasis is on developmental tasks and their connection to health and wellness. Treatments and interventions regarding atypical
development, heritability, developmental crises, disability, substance use, psychopathology, and interaction with various environments during developmental periods are examined.

COUN-513   Career Development & Assessment   (3 cr.)

An introduction to career development with diverse individuals of all ages. The theoretical emphasis is on the developmental aspects of career decision making from childhood through adulthood. Attention is given to various information sources and techniques for counselors to assist clients and students with career and employment preparation.

COUN-520   Group Counseling   (3 cr.)

Introduction to group dynamics, stages of group development, group leadership styles, group counseling methods and skills, and group process theories and methods applicable in diverse group counseling settings. This course is designed to provide experiential techniques and intervention strategies essential for counselors treating individuals with mental disorders in clinical, therapeutic group settings.

COUN-523   Multicultural Counseling   (3 cr.)

This course is designed to meet the demand for culturally competent mental health providers. It includes culture-specific viewpoints on wellness, mental illness, and disability. Students will comprehensively evaluate their own life experiences and worldviews and become familiar with those of other cultures.

COUN-525   Research Methodology and Program Evaluation   (3 cr.)

An overview of the use of research design, methods, statistics, and analysis in counseling research and counseling services assessment. The collection and application of data for program improvement and diversity-affirming services provision is emphasized.

COUN-531   Ethical, Legal, & Professional Issues in Counseling   (3 cr.)

An examination of the foundations of counseling and professional identity in relation to codes of ethics, professional behavior, ethical issues, credentialing, practice and research, and legal and liability concerns facing practitioners working in community and school settings. Particular emphases are placed on issues of confidentiality, cultural competence, child abuse, elder abuse, and ethical dilemmas.

COUN-541   Theories of Personality   (3 cr.)

 An overview of personality theories and treatment approaches. Theories of typical and atypical personality development are explored, with attention to cultural differences in personality, and personality assessment.

COUN-562   Couples and Family Counseling   (3 cr.)

An orientation to the history and application of family systems counseling and the theories that have emerged within family counseling. Assessment framework and techniques, interventions, and cultural approaches for counseling spouses, couples, and families will be examined.

COUN-563   Human Sexuality & Sexual Dysfunctions   (3 cr.)

A multidimensional view of classic and contemporary research addressing sexual and

psychosexual development, cultural values regarding sexuality, sexual orientation, the gender, sexual, and relationship spectrums, romantic love and desire, sexual health and wellness, sexuality and disability, sexual diseases, the paraphilias, and counseling therapies and best practices.

COUN-569   Psychopathology: Diagnosis and Treatment in Counseling   (3 cr.)

An overview of diagnostic criteria utilized in the diagnosis of mental illness. Assessment and treatment modalities as defined in the DSM-V and ICD-11 will be explored. Understand history of mental health evaluation and diagnosis. Review ethical, legal, cultural considerations in mental health diagnosis. Understanding diagnosis for treatment planning.

Specialization: CLINICAL MENTAL HEALTH COUNSELING

COUN-682   Community Counseling   (3 cr.)

An introduction to the community counseling disciplines and how they interface with mental health services planning. Approaches to health and wellness address the multidimensional needs of individuals within their own communities, to include substance use counseling, rehabilitation counseling, career counseling, school counseling, family and systems counseling, community advocacy, and provision of counseling in mental health agencies, employment agencies, and population-specific programs. To introduce students to core counseling skills and techniques. Review advanced micro skills.

CPSY

CPSY-702   CHILD PSYCHOTHERAPY   (3 cr.)
Pre-requisites: All courses through Block 6

This course will focus on psychosocial treatments for children and adolescent disorders, including empirically supported strategies and other therapeutic techniques that have been used successfully with children. Psychotherapeutic treatments for culturally diverse children and adolescents will also be examined, considering the psychological needs of children at different developmental levels.

CPSY-703   CHILD AND ADOLESCENT ASSESSMENT   (4 cr.)
Pre-requisites: All courses through Block 6

Students will learn to administer, score, and interpret child/adolescent-based measures to assess children/adolescent's psychological cognitive and academic functioning. A focus will be placed on learning to integrate findings to facilitate a comprehensive assessment, and to provide appropriate recommendations based on findings. Special emphasis will be placed on the assessment of children and adolescents of diverse backgrounds.

CPSY-704   CHILDREN AT RISK   (3 cr.)
Pre-requisites: All courses through Block 6

This course will review topics that affect children and adolescents at the individual, family, and community levels, including discrimination, health problems, poverty, abuse and neglect, domestic violence, and social rejection. These topics will be discussed within the context of primary and secondary intervention

CYB-310   CYBERSECURITY FUNDAMENTALS   (3 cr.)
Prerequisites: None

This course introduces students to the principles of cybersecurity and strategies for protecting business systems against digital threats. Students will learn about managing risks, detecting vulnerabilities, and implementing security protocols.

EAB

EAB-300   FUNDAMENTAL PRINCIPLES OF BEHAVIOR ANALYSIS   (3 cr.)
Prerequisites: PSY200

This course provides students with a foundational knowledge of history, concepts, principles, and philosophical assumptions associated with behavior analysis. Students will be introduced to behavioral terminology and to the various dimensions of applied behavior analysis used for developing and evaluating interventions.

EAB301   ETHICAL AND PROFESSIONAL CONDUCT FOR BEHAVIOR ANALYSIS   (3 cr.)
Prerequisites: PSY200

In this course, students will be exposed to the ethical guidelines required for conducting applied behavior analysis in a professional manner. Students will understand the importance of following the Behavior Analyst ethical guidelines that include standards such as practicing with one's competency limits, obtaining consent, utilizing research-based methods, and protecting confidentiality. This course will increase students' awareness of the importance of protecting clients' dignity, health, and safety.

EAB-302   APPLIED BEHAVIOR ANALYSIS   (3 cr.)
Prerequisites: PSY200, EAB300, and EAB301

This course focuses on the systems of behavioral change and the issues surrounding the application of these principles in applied behavior analysis. Students will identify specific considerations in developmental abilities, environmental contingencies and behavioral deficits when utilizing behavioral methods. Procedures in behavioral change, including baseline skill assessments, incidental teaching, direct instruction, verbal behavior assessment and therapy, discrimination training, and generalization of behavior change, will be discussed. The course will also review contingency management and supervision strategies for acquired behaviors.

EAB-303 FUNCTIONAL ASSESSMENT AND FUNCTIONAL–BASED INTERVENTIONS (3 cr.)
Prerequisites: PSY200, EAB300, and EAB301

In this course, the students will learn to conduct functional assessments to identify target behaviors. Based on findings, they will be able to design behavioral change systems. At the end of this course, students will be able to identify the functions of behavior; define, measure, and

graph behavior; identify and conduct the three approaches for functional assessment; identify, select and implement functional interventions and identify monitoring procedures.

EAB-304   RESEARCH METHODS IN BEHAVIOR ANALYSIS   (3 cr.)

Prerequisites: PSY200, EAB300, and EAB301

This course exposes students to research methodology and techniques to evaluate behavioral interventions. Various experimental techniques will be reviewed, including single0subject experimental designs and direct observational research components. Behavior assessment and intervention strategies will be addressed in the context of evaluating research methodology. Methods of summarizing and analyzing data during the process of direct observation and measurement of behavior will also be explored.

EAB-600   ETHICS AND PROFESSIONAL CONDUCT FOR BEHAVIOR ANALYSIS   (3 cr.)
Prerequisites: None

Review of ethical and professional considerations in the field of Behavior Analysis, based on the Behavior Analyst Certification Board (BACB) ethical guidelines. Application of ethical behavior in education, research, and clinical settings.

EAB-602   CONCEPTS AND PRINCIPLES OF BEHAVIOR ANALYSIS   (3 cr.)
Prerequisites: None

Covers the basic concepts and principles of behavior analysis including experimental analysis of behavior and other mechanisms of behavior change.

EAB-604   BEHAVIOR ASSESSMENT AND TREATMENT   (3 cr.)
Prerequisites: EAB602, EAB606

Implementation of applied behavior analysis strategies to conduct descriptive and preference assessments. It also covers behavior change procedures and selection of target behavior and outcomes.

EAB-606   MEASUREMENT & EXPERIMENTAL DESIGN IN BEHAVIOR ANALYSIS (3 cr.)
Prerequisites: None

Overview of aspects related to behavioral measurement, data display and interpretation, experimental design, and ethical issues in research and clinical settings.

EAB-608   ADVANCED TOPICS IN APPLIED BEHAVIOR ANALYSIS   (3 cr.)
Prerequisites: EAB604 and EAB610

Review of in-depth issues in behavior analysis including measurement, assessment, intervention, and other topics derived from the philosophical underpinnings and basic principles that address complex human behavior.

EAB-610   FUNCTIONAL ASSESSMENT AND TREATMENT   (3 cr.)
Prerequisites: EAB604

Assessment and treatment of target behaviors by establishing functional relations between behavior and environment. Also, it covers selection of behavior change procedures to address problem behavior and improve adaptive behaviors.

EAB-612   SUPERVISION, MANAGEMENT, AND INTERVENTION   (3 cr.)
Prerequisites: EAB602, EAB600, EAB610, EAB606

Overview of professional guidelines to provide effective supervision in the field of behavior analysis and methods to assess the efficacy of behavioral interventions. It also covers management and supervision of personnel in individuals and groups.

EABA

EABA-305   INTRODUCTION TO ORGANIZATIONAL BEHAVIOR MANAGEMENT   (3 cr.)
Prerequisites: EAB301, EAB302, EAB303

This course provides an examination of organizational behavior management and supervision practices within organizational environments. Core topics include performance management and analysis, effective supervision, staff training, behavioral systems analysis, organizational culture, and leadership development. Students will also learn to identify and incorporate client-specific cultural, contextual, and personal variables throughout the assessment process and in the selection of goals and interventions.

ECE

ECE-301   CLASSROOM MANAGEMENT AND CHILD GUIDANCE   (3 cr.)

The exploration of behavior management principles as applied to young children. Future teachers will learn to prevent challenging behaviors through maintaining a positive learning environment. An understanding of the antecedents of inappropriate behaviors and the application of intervention and crisis management techniques will also be reviewed. Students will learn how to work with parents of children with attention disorders within a multicultural context. The course will include methods for conducting parent education programs and involvement in community resource programs.

ECE-302   CURRICULUM FOR THE YOUNG CHILD: MATH AND SCIENCE   (3 cr.)

The focus is the development, planning and evaluation of curricula with special attention to mathematics and the sciences. Curriculum, which include cultural and developmentally suitable methodology for math and science concepts is emphasized as well as apply the cognitive development theories of Piaget. Students will learn techniques, including hands on technology activities to promote learning and inquiry in young children and to connect theory to practice through field experiences at different school sites.

ECE-303   HEALTH NUTRITION AND SAFETY FOR CHILDREN   (3 cr.)

Prepares future teachers to identify, assess and remediate the health and safety needs of young children from various cultures. Course will cover healthy development strategies, both psychologically and socially as well as the nutritional and safety needs of children. Students will be trained in the indicators of physical and emotional child abuse and neglect, and legal and reporting requirements. At the culmination of this course, safety procedures including first aid and cardiopulmonary resuscitation (CPR) for infants and young children will also be covered.

ECE-304   DIAGNOSIS, ASSESSMENT AND EVALUATION OF YOUNG CHILDREN (3 cr.)

Through the use of formal and informal methods, students will learn to use prescriptive assessments for infants, toddlers, and children. A review of psychological tools to assess the developmental level of children will be conducted. Students will gain an understanding of measurement terms and principles when interpreting assessment results within a cross-cultural classroom and will learn to use these results in the development of curriculum and programming. Legal considerations in the assessment of young children will be explored

ECE-305   CURRICULUM DEVELOPMENT IN EARLY CHILDHOOD EDUCATION (3 cr.)

This course is designed to provide students with the foundations of curriculum development in early childhood education, including scheduling of daily activities and lesson plans. Through practical exercises, students will develop the ability to design culturally sensitive curriculums that take into consideration the cognitive developmental level of the child. Modern trends in educational techniques and technology are incorporated. The development of sensory motor and social skills will also be examined.

ECO

ECO-201   INTRODUCTION TO MICROECONOMICS   (3 cr.)
Prerequisites: None

Students will examine the behavior of individuals and firms in various market structures. Topics include supply and demand, pricing strategies, consumer decision-making, and the role of government in market regulation.

ECO-202   INTRODUCTION TO MACROECONOMICS   (3 cr.)
Prerequisites: None

This course covers economic indicators, fiscal and monetary policies, global trade, and economic growth. Students will analyze real-world economic scenarios to understand how national and international economic trends impact business operations.

ECO-301   BEHAVIORAL ECONOMICS   (3 cr.)
Prerequisites: None

This course delves into how psychological factors and cognitive biases influence economic decision-making. Students will explore concepts such as risk perception, consumer behavior, and the psychological underpinnings of market trends.

ECON-521   ECONOMICS OF ORGANIZATIONAL ARCHITECTURE & STRATEGY   (3 cr.)

This module is designed to expand the adult's learner's understanding of how analysis can assist corporate managers in their goal of maximizing firm value (shareholder wealth). Management theory has long recognized the importance of a thorough assessment of both a firm's internal and external environment. However, a thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems.

EDE

EDE201   EDUCATION TEACHING METHODS IN ELEMENTARY   (3 cr.)

Culturally sensitive teaching methodologies related to services in the elementary school community and motivating culturally diverse students to build a strong educational foundation as well as a positive self-image will be the focus of this course. A general overview of all content specific areas, such as reading, mathematics, social studies, science, language arts, and children's literature is an important part of the course. The most common learning disabilities will be discussed and psychological methods of evaluating students will also be presented to promote early intervention. Also, parenting styles and attachment theories are introduced.

EDE-202   TEACHING METHODS IN SECONDARY EDUCATION   (3 cr.)

This course surveys basic instructional methods and techniques for effective culturally sensitive classroom instruction in secondary education, based on the Florida Teaching Competencies. Emphasis is placed on current trends in administrative and organizational strategies in the school system, curricular organization and procedures, development of master course plans, design of unit and lesson plans, assessment tools for both the classroom and the evaluation of a school program and effective use of modern instructional technology resources. Needs of students during the adolescent stage will be explored. Fifteen hours of field experience are required.

EDE-221   ART AND MUSIC IN ELEMENTARY SCHOOL   (3 cr.)

Explores the aspects and activities associated with the application of fundamentals of music and the visual arts in elementary schools to assist children's learning and overall motivation and provide future educators with techniques to use these tools as aids. Procedures and applicable methods for instilling self-esteem and creativity in the work of the students will be a focus. Signs of possible psychological disturbances (e.g., depression, anxiety, psychosis, and aggression) and motor skills disorders reflected in projected drawings will be explored. Music applications to facilitate learning and relaxation for children are presented as well as a variety of cultural themes through activities and special projects, including music and typical dances from around the world.

EDE-301   LITERATURE AND INSTRUCTIONAL TOOLS IN ELEMENTARY SCHOOL (3 cr.)

This course focuses on the history, trends and genres of children's literature as a curricular resource, while infusing effective methods of teaching reading and literacy in the context of the elementary school curriculum. Special attention is given to supplemental materials (i.e., multimedia materials, library resources, and the computer as an instructional tool) with the aim

of improving reading comprehension, sequential development, and study skills. Students will evaluate and implement ESOL strategies throughout the course. The importance of multicultural sensitivity and awareness is emphasized.

EDE-400   GENERAL KNOWLEDGE PREPARATION   (3 cr.)

A review of basic test taking skills and concepts for achievement tests including mathematics, reading, English language skills and essay writing. The course also focuses on the general overall mastery of key academic areas in education as a preparation for the General Knowledge Test (GK), which is a requirement for Teacher Certification in Florida.

EDE-450   INTERNSHIP-STUDENT TEACHING IN ELEMENTARY EDUCATION   (10 cr.)

Under the guidance of an accomplished teacher in the field, the student will gain first-hand experience in teaching activities by taking charge of a classroom. Internships will be conducted in a multicultural setting (e.g., an inner-city classroom) to help students to develop their multicultural teaching skills. Students will also take part in children's psychological evaluations (i.e., providing behavioral observations, achievement testing) in a clinical setting. All courses in the Elementary Education curriculum must be completed before enrolling in this course.

EDF

EDF-101   INTRODUCTION TO EDUCATION   (3 cr.)

This course introduces the student to the principles and foundations of education. Emphasis is placed on the social, historical, and philosophical beginnings of public education in the US. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting. A brief history of psychological theories and theorists is incorporated, especially those related to learning processes.

EDF-102   TEACHING DIVERSE POPULATIONS   (3 cr.)

An assessment of the extent and complexity of diverse student populations in the United States. The focus of this course will be the review of both theoretical and practical knowledge. This course also includes a fifteen (15) hour diverse population field experience component as mandated by state requirements. This course is designed to develop multicultural awareness and sensitivity of future elementary teachers. Psychological factors that affect children from diverse ethnic backgrounds are emphasized.

EDF-103   INTRODUCTION TO EDUCATIONAL TECHNOLOGY   (3 cr.)

This course covers the extensive range of educational technologies currently accessible to prospective classroom teachers. Through the practical use of these technologies, the development and delivery of improved instruction will also be reviewed. Course includes demonstrations of educational technologies and appropriate uses for these in the classroom setting, as well as how this technology can be applied to teach the multicultural classroom. The importance of exposing children at an early developmental stage to future technology is addressed in this course.

EDF-201   CURRICULUM DEVELOPMENT   (3 cr.)

This course reviews the organization, construction, and supervision of the learning process regarding contemporary theories of education. The emphasis of the course is on the creation of objectives, selection, organization, and integration of instructional materials appropriate for multi-cultural academic settings. The inclusion in the curricula of psychological components, leading to more effective learning processes, is emphasized.

EDF-202   EDUCATIONAL MEASUREMENT AND EVALUATION   (3 cr.)

The use of performance-based procedures for purposes of measuring student achievement are reviewed. Traditional assessment procedures as well as the full range of formal tests and assessments are learned and developed. Course objectives include further understanding of learning and cognitions, discussions of validity and reliability in educational testing and new technologies and issues applicable to externally mandated tests and assessments. The issue of "culturally fair" tests and potential biases of assessment instruments will also be presented. An introduction to psychological tests is provided, especially those tests that assist in detecting learning disabilities, and measure IQ
and achievement.

EDF-204   EDUCATION IN A MULTICULTURAL SOCIETY   (3 cr.)

Examination of the multicultural aspects of American society and the effect they have on elementary education. Emphasis will be placed on educational theories developed for a multicultural classroom environment. Curriculum development in the context of multicultural factors should also be considered.

EDF-302   MODERN TRENDS IN EDUCATION   (3 cr.)

This course reviews all new developments in education regarding local, state and national school systems. An emphasis is placed in the growing multicultural classroom. Topics in Modern Trend in Education, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

EDP

EDP-104   PSYCHOLOGICAL FOUNDATIONS OF TEACHING   (3 cr.)

The theoretical foundations of teaching are explored through the study of the traditional theories of learning, motivation, and child development. Expanded coverage of psychological theories related to learning processes and psychological factors affecting early childhood development are presented. The importance of these theories for planning and implementation of classroom instruction for culturally diverse students will also be discussed.

EDP-301   CLASSROOM BEHAVIORAL MANAGEMENT   (3 cr.)

Education and the school system will be studied in the sociological perspective emphasizing schools as social organizations, classrooms as a social unit, the leadership functions of the teacher, and the impact of teacher decisions on the classroom setting and students. Course includes a review of the principles of field psychology, behaviorist, and humanistic psychology as

they pertain to classroom management. Other topics explored are the development of proper home-school relationships, fostering improved communication with parents of minority children, motivation, and mental health as it pertains to the school system. Behavioral techniques for behavior modification are emphasized, as well as the importance of good parenting skills in managing behavior. Attention–Deficit and Disruptive Behavior Disorders will be discussed as presented in the DSM-5.

EED

EED-301   INTRODUCTION TO EXCEPTIONAL CHILD EDUCATION   (3 cr.)

A survey of the various exceptionalities will be presented. This course focuses on teaching methods and educational planning as it pertains to exceptional students. Classroom situations and techniques for working effectively with these children will be central as well as an overview of recent efforts in curriculum planning for children with impairments in vision, hearing, language and speech; emotional problems and learning disabilities. Teaching techniques for gifted students and children with intellectual disabilities will also be discussed. The use of the Individualized Educational Program (IEP) in the classroom, collaboration with parents, child advocacy, and procedures for serving students with special needs will be presented. The importance of early detection and prevention will be emphasized. Overrepresentation of minority children in exceptional education classrooms, family rights pertaining to public education and federal and state legislation will also be presented.

EED-302 INTERVENTIONS FOR CHILDREN WITH SPECIALNEEDS AND THEIR FAMILIES   (3 cr.)

An examination of the symptoms, indicative of future academic and/or behavioral problems, possible causes, and selection of diagnostic tools. Supportive interventions for families of children with special needs, including community resources, will be addressed. Special emphasis is placed on multicultural child rearing practices and relationship models. The effect of parental involvement in the school system and techniques to enhance home- school communication will be a highlight of the course.

EEX

EEX-201   TEACHING IN AN INCLUSIVE DIVERSE ENVIRONMENT   (3 cr.)

This course prepares future educators to assess, design and implement positive behavioral supports in an inclusive diverse environment aimed at meeting the specific needs of students that are at-risk, with disabilities, or who have been mainstreamed into a general Education classroom. The course content focuses on aligning the best instructional strategy to those needs through instructional support which is research-based. Multi-cultural differences and influences will also be addressed.

EEX-301 INSTRUCTIONAL PRACTICES IN EXCEPTIONAL STUDENT EDUCATION   (3 cr.)

The course focuses on the scientific basis of instructional practices in ESE. Emphasis is placed on systematic and empirical approaches that can be applied in educational settings. Reliable

sources of scientifically based research are identified and analyzed for purposes of future application. Instructional strategies include graphic organizers and differentiated instruction, and technological aspects include low-tech and high-tech tools.

EEX-302   PROGRESS MONITORING IN EXCEPTIONAL STUDENT EDUCATION (3 cr.)

This course is designed to have future educators view the importance of seeing progress through time in students enrolled in ESE programs. The course provides an overview of strategies to be used by teachers for the acquisition, generalization, and the maintenance of functional and applied academic skills in ESE. Progress monitoring as it relates to ESE is emphasized, and the Progress Monitoring Guidelines for the state of Florida are discussed, as well as their implications in the school-wide system in terms of the commitment to best practice.

EEX-303 CURRICULAR DEVELOPMENT IN EXCEPTIONAL STUDENT EDUCATION   (3 cr.)

This course focuses on instructional strategies and curricular considerations for ESE students. The course content stresses the Individualized Educational Plan (IEP) as the cornerstone of a child's special education program, in terms of its development, implementation and evaluation. Special emphasis is placed on the specific objectives of the IEP including present level of performance (PLOP), the annual expectations and goals, special education supports/services the school will provide to help reach the goals set forth, any accommodations and modifications the school will need to provide, how and when progress will be measured, and transition planning for the future.

EEX-304   NATURE OF AUTISM SPECTRUM DISORDER   (3 cr.)

This course provides an overview of the historical and current trends in Autism Spectrum Disorders. An examination of the neurodevelopmental perspective ranging from birth to adulthood of individuals with autism is examined emphasizing the characteristic needs for educational services and other interventions explored. Specifically, the course explores the ranges and levels of difficulty or of symptoms, as well as core characteristics of ASD. Special attention will be given to understanding and distinguishing between severe difficulties, where children will require specialized educational provisions and interventions, compared to other children with ASD who may benefit from mainstreaming.

EEX-305 BEHAVIOR MANAGEMENT AND SUPPORT IN AUTISM SPECTRUM DISORDERS
        (3 cr.)

The course provides an overview of the basic principles, practices and procedures of behavior theory and support, and the applications to the improvement and remediation of maladaptive behaviors. Approaches to classroom behavior management are stressed in the context of these learning principles and other research-based intervention techniques in terms of their application to specific severe behaviors. Focus will also be placed on a variety of instructional goals and pedagogic techniques, which foster communication and socialization within the educational setting. Culturally sensitive behavioral themes will also be explored.

EEX-306   CULTURE AND EXCEPTIONALITIES   (3 cr.)

This course allows future educators to look at multicultural factors in responding to exceptionalities. The course examines dynamics surrounding the concepts of ethic and emic approaches and the ways in which these different viewpoints can serve as a metaphor to how

exceptionalities are sometimes viewed. Factors relating to how both culture and exceptionality can be pivotal in determining individual societal status are examined. Cultural meanings about exceptionalities are also explored within the context of education, socio- emotional functional abilities, vocational opportunities and policy making.

EEX-400   ASSESSMENT, EVALUATION, AND INTERVENTIONS FOR CHILDREN WITH SPECIAL NEEDS AND THEIR FAMILIES   (3 cr.)

An examination of interventions for ESE students are discussed in the context of assessment and evaluation. Special emphasis is placed on interpretation, analysis, and application of assessment results, as well as alternate assessment strategies. Supportive interventions for the families of these children are also a highlight of this course, including the community resources available. In particular, the effect of parental involvement in the school system and techniques to enhance home-school communication will be infused throughout the course. Special emphasis is also placed on multicultural child rearing practices and other relationship models.

EEX-401   DIAGNOSIS AND REMEDIATION OF LANGUAGE COMMUNICATION AND READING DISORDERS   (3 cr.)

This course is designed to aid future educators in understanding, recognition, assessment, diagnosis, and remediation of disorders of language development, communication skills and reading. Communication disorders, which include Language Disorder, Speech-Sound Disorder, Childhood-Onset Fluency Disorder (Stuttering), and Social (Pragmatic) Communication Disorder are defined, as well as certain neurodevelopmental disorders known as Specific Learning Disorders with Impairment in Reading. An overview of neuroanatomical correlations and areas of cortical disturbance are provided in the context of child sequential developmental skills. Another major objective of this course will be to discuss the use of appropriate techniques and materials to increase reading abilities and comprehension. Emphasis will be placed on the recognition and remediation of language, communication and reading problems in children from different cultural backgrounds.

EEX-402   TEACHING LIFE SKILLS IN EXCEPTIONAL STUDENT EDUCATION   (3 cr.)

This course provides an overview of developmental and behavioral approaches and teaching techniques to promote adaptive life skills to special needs populations. These include interpersonal and intrapersonal competencies and adaptive life skills throughout the life cycle. A major objective of the course will be to explore the mediating mechanisms which can lead to effective adaptive life skills.

EEX-403   TRANSITIONAL PROCESSES IN SPECIAL NEEDS POPULATIONS   (3 cr.)

This course introduces students to transitional processes throughout development in ESE, with an emphasis on future vocational possibilities, career development, and employability potential. The educator's pivotal role is emphasized in terms of their abilities to help students nurture their abilities, as well as being key players in enhancing transition-focused programs.

EEX-404   METHODS OF COMMUNICATION, CONSULTATION AND COLLABORATION IN ESE   (3 cr.)

This course focuses on effective multi-disciplinary approaches to communication, consultation, and collaboration in ESE populations. The course stresses the functions of information-seeking,

planning, implementation, monitoring, and evaluations as core inter and intra team activities. The theoretical and research-based data on collaborative work is explored.

EEX-405   ASSESSMENT AND DIAGNOSIS OF AUTISM SPECTRUM DISORDERS (3 cr.)

The course introduces students to the use of assessment for purposes of understanding specific criteria in diagnosis, comprehending causes or contributing factors, considering developmental aspects, and viewing potential outcomes of Autistic Spectrum Disorders. Special emphasis is placed on communication and language, relationship difficulties, intelligence, adaptive behavior, co-existing psychiatric illnesses and other elements in the ecosystem (i.e. family dynamics and functioning, parents, the school environment, and peer groups.) Core considerations for treatment planning are explored via evidence-based treatments and practices, which help students understand how practitioners select, use and interpret data when utilizing assessment tools for ASD.

EEX-406   ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY IN AUTISM SPECTRUM
DISORDERS   (3 cr.)

The course will focus on how assistive technology can be a central component in helping children with autism with communication skills, social interaction problems, motivational and attentional difficulties, self-help and daily living skills and organizational strategies and environmental understanding. The course explores important elements that can be integrated into the curriculum, including functional strategies to problem behavior, systematically structured learning environments, individualized supports and family involvement and integration.

EEXX

EEXX-500   FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION   (3 cr.)

This course provides students with an understanding of philosophies and program models and is available to students with exceptionalities, ranging from mild behavioral needs to overt physical disabilities. Issues such as initial referral, diagnosis and student placement upon the recommendation of the Child Study Team and/or the Interdisciplinary Team will be addressed. The psychological impact of ESE programs for both students and their families will be addressed within the context of a multicultural framework. An exploration through practical exercises of techniques and procedures used for the inclusion of exceptional students in the general curriculum will be the culmination of this course.

EEXX-501 FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATIONAL TECHNOLOGY
(3 cr.)

The exploration of the wide variety of educational technologies and specialized technological aids that can be applied to students with special needs. Multi- sensory strategies in learning technologies will be emphasized to enhance the learning experience of students with learning disabilities as well as mental or emotional handicaps. The primary use of assistive technology in the educational curriculum of students with physical disabilities and assist in their progress to a more inclusive educational setting will also be addressed. Prospective teachers will discuss the improvement of student self-esteem by learning through technological methods and provide examples of how students from various cultural backgrounds can improve overall learning through technology.

EEXX-502   SOCIAL AND PERSONAL SKILLS FOR THE ESE STUDENT   (3 cr.)

An examination of the practical daily living skills needed to facilitate transition into adulthood for students with exceptionalities. Pro-social behaviors to be taught to students such as physical boundaries and appropriate verbal communication skills will be viewed from a cross-cultural perspective. The impact of biological conditions on the emotional and social development of individuals with physical disabilities will be a topic of discussion. Parental involvement as it relates to the transition from school to general society and is a highlight of the course. The importance of effective communication between parent and child is emphasized as well as aspects of social skills in IEP development. Current community resources available to assist students with disabilities such as workforce initiatives and family support groups will also be explored.

EEXX-503   BEHAVIOR MANAGEMENT FOR THE ESE STUDENT   (3 cr.)

A survey of behavior modification principles applied to children and adolescents in exceptional student education programs. Future teachers will learn to assess the antecedents and consequences of a given behavior as well as apply crisis management techniques to aggressive behaviors. Behavior management techniques such as proximity control, positive and negative reinforcement, verbal praise and other redirected interventions will be learned. The course will include a review of behavioral techniques and corrective measures used in various cultures as well as parental training to support school behavior modification interventions.

EEXX-504   TRANSITIONAL INTERVENTIONS AND STRATEGIES   (3 cr.)

This course will focus on facilitating the transition between elementary to middle school, middle school to high school and high school to community as well as family-supported to independent living within the context of a multicultural society. Parental involvement as it relates to the transition from school to general society is a highlight of the course. The school to work component as required by high school graduation standards is incorporated. The psychological impact of transitioning from a structured to an independent environment will also be addressed.

EEXX-505 CURRICULUM DEVELOPMENT IN EXCEPTIONAL STUDENT EDUCATION (3 cr.)

An analysis of exceptional student education with emphasis on learning styles, behavioral needs and classroom management is presented to assist in developing a curriculum that adapts to the unique needs of the ESE students in accordance with their IEP. Included are the development of the individualized education plan (IEP), modern instructional and technological methods and aids aimed at facilitating classroom instruction and management. Cross-cultural awareness is incorporated into the evaluation strategies to assist in the on-going improvement of the curriculum.

EEXX-506   EDUCATIONAL ASSESSMENT OF THE ESE STUDENT   (3 cr.)

Theoretical and practical models of standardized assessment of ESE students are examined. Classroom organization, behavior management, and intellectual and psychological curriculum-based assessment techniques are analyzed to assist in managing the spectrum of students with varying exceptionalities. Cross-cultural influences affecting academic performance and deviations in test scores and social adjustment are discussed.

EEXX-507   RESEARCH PROJECT   (3 cr.)

Instructional Design and Assessment. This course provides an analysis and synthesis of

theoretical and research issues in exceptional student education. Through the development of a comprehensive portfolio, future teachers will research the needs of students with varying exceptionalities and design a curriculum that is appropriate for a given grade level, subject area and sensitive to cultural/ethnic backgrounds. This curriculum will include an analysis of learning styles, instructional strategies and methods and assessment techniques. Students will be provided with didactics in experimental design and methodology to become an educated consumer of research. Students will be guided by a faculty member.

NOTE: All courses in the MSESE curriculum must be completed before enrolling in this course.

EEXX-508   LEARNING DISABILITIES: INSTRUCTIONAL STRATEGIES   (3 cr.)

The use of culturally sensitive teaching methods and instructional technologies for teaching students with a variety of learning disabilities. Areas to be examined include specific learning disabilities (e.g. mathematics or reading disabilities), identification of these disabilities in an exceptional student education classroom and the selection of materials to improve scholastic ability of students with learning disabilities. The development of individualized education plans (IEP) objectives that take into consideration the psychological and behavioral background of students will be practically studied.

EEXX-509   MENTAL HANDICAPS: INSTRUCTIONAL STRATEGIES   (3 cr.)

This course prepares future teachers to prepare individualized education plan objectives (IEP) and apply major instructional concepts to students diagnosed with mental handicaps. An overview of the various diagnostic categories of mental retardation and developmental delays will strengthen knowledge base. Culturally sensitive assessment procedures and special learning techniques, such as presenting information through sensorimotor methods, for teaching students with mental disabilities will also be covered. Students will learn to adapt these techniques to provide supportive interventions for use with families of students with mental handicaps

EEXX-510   EMOTIONAL HANDICAPS: INSTRUCTIONAL STRATEGIES   (3 cr.)

This course focuses on the instructional strategies and techniques necessary for teaching students with emotional handicaps and severe emotional disturbances. Emphasis is placed in assessing the individual needs and formulating individualized education plans objectives that include motivational and cross- cultural strategies. Cognitive, psychological and social development is examined together with etiology, prevention and intervention of emotional handicaps and severe emotional disturbances. Counseling, and supportive services and parenting skills are incorporated.

EEXX-511 ASSESSMENT AND REMEDIATION OF COMMUNICATION DISORDERS   (3 cr.)

This course examines the spectrum of communication disorders to aid future educators in recognition, assessment and intervention of communication disorders. Emphasis is placed on early detection and the possible psychological and academic impact that communication disturbances may have on the student. Attention will be given to the differences between language deficiency due to ethnic background influence and communication disorder.

ELD

ELD-304   INTRODUCTION TO LEARNING DISABILITIES   (3 cr.)

The area of learning disabilities is the central focus of this course with an emphasis on various

theories of dealing with difficult learning situations such as the minority child's learning experience. The causes and characteristics of Learning Disabilities as well as modern techniques for recognizing behavioral trademarks of students with Learning Disabilities.

ESE

ESE-301 INTRODUCTION TO EXCEPTIONAL STUDENT EDUCATION   (3 cr.)

A survey of the various exceptionalities will be presented. This course focuses on teaching methods and educational planning as it pertains to exceptional students. Classroom situations and techniques for working effectively with these children will be central as well as an overview of recent efforts in curriculum planning for children with impairments in vision, hearing, language, speech; emotional problems and learning disabilities. Teaching techniques for gifted children and children with intellectual disabilities will also be discussed. The use of the Individualized Educational program (IEP) in the classroom, collaboration with parents, child advocacy, and procedures for serving students with special needs will be presented. The importance of early detection and prevention will be emphasized. Overrepresentation of minority children in exceptional education classrooms, family rights pertaining to public education and federal and state legislation will also be presented.

ESOL

ESOL-101   NOVICE I   (4 cr.)

A course designed to help speakers of other languages students succeed in the US College setting by improving their pronunciation of English and by developing the skills necessary for the classroom. Students will develop all language skills with a focus on English phonology, listening, and note taking skills, following directions, using standard reference materials, vocabulary, and lecture and discussion structure and content.

ESOL-102   NOVICE II   (4 cr.)

A course designed to help speakers of other languages students succeed in the US College setting by improving their pronunciation of English and by developing the skills necessary for the classroom. Students will develop all language skills with a focus on English phonology, oral presentations, small group work, debate, and professor- student communication. Students will also become familiar with the opportunities and resources available to them in the college community.

ESOL-103   NOVICE III   (4 cr.)

An ESOL special interest course. Possible topics include English morphology, English consonant phonology, and English syntax.

The requirement to move to the next level is to obtain a "PASS" in at least two of the NOVICE courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-104   INTERMEDIATE LOW I   (4 cr.)
Prerequisites: Passing grade of Level I or ESOL placement test or permission of the instructor.

An intermediate course in English for speakers of other languages students designed to improve their writing skills. Particular attention is given to grammar problems common to non-native speakers.

ESOL-105   INTERMEDIATE LOW II   (4 cr.)

An upper intermediate course in English for speakers of other languages students designed to improve their writing skills. Particular attention is given to grammar problems common to non-native speakers.

ESOL-106   INTERMEDIATE LOW III   (4 cr.)

An advanced course in English for speakers of other languages students designed to improve writing skills. Particular attention is given to grammatical problems common to non-native speakers and to developing students' abilities to edit their own work.

The requirement to move to the next level is to obtain a "PASS" in at least two of the INTERMEDIATE LOW courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-107   INTERMEDIATE HIGH I   (4 cr.)

Prerequisites: Passing grade of Level II or ESOL placement test or permission of the instructor.
An intermediate course in English for speakers of other languages students designed to improve their reading and writing abilities and to enhance their vocabulary. Classroom situations involve students in practicing their skills in American spoken English

ESOL-108   INTERMEDIATE HIGH II   (4 cr.)

An upper intermediate course in English for speakers of other languages students designed to improve their reading and writing abilities and to enhance their vocabulary. Classroom situations involve students in practicing their skills in US spoken English.

ESOL-109   INTERMEDIATE HIGH III   (4 cr.)

An advanced course in English for speakers of other languages students designed to improve their reading and writing abilities. Classroom situations involve students in practicing their skills in US spoken English.

The requirement to move to the next level is to obtain a "PASS" in at least two of the INTERMEDIATE HIGH courses. One of them has to be the last one.
Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-110   ADVANCED I   (4 cr.)
Prerequisites: Passing grade of Level III or ESOL placement test or permission of the instructor.

An advanced ESOL communication course designed to help students Speakers of Other

Languages succeed in the U.S. college setting. Students will improve their English pronunciation and develop skills necessary for the classroom. Through the use of English phonology, the course will focus on oral presentations, vocabulary increase, small group work, with emphasis in reading, lecture and discussion structure, and content.

ESOL-111   ADVANCED II   (4 cr.)

An advanced ESOL grammar/writing course designed to help students Speakers of Other Languages improve their writing skills. This course will focus on the ability of writing essays and compositions following sentence structure, grammatical rules, and writing context. The students will be exposed to small work groups and written presentations.

ESOL-112   ADVANCED III   (4 cr.)

An advanced ESOL reading and comprehension course designed to help students Speakers of Other Languages further develop their reading and comprehension skills. This course will focus on advanced reading abilities through articles in English textbooks and the comprehension of these articles. In the classrooms, students will be exposed to small group projects and reading presentations. The students will improve their writing and communication skills as well, by adding vocabulary exercises, and practicing sentence structure.

The requirement to move to the next level is to obtain a "PASS" in at least two of the ADVANCED courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-113   ADVANCED PLUS I   (4 cr.)
Prerequisite: Passing grade of Level IV or ESOL placement test or permission of the instructor.

An advanced Plus ESOL communication course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve their English communication skills. This course is designed to meet the needs of ESOL students entering Level V. All language areas will be addressed: listening, speaking, reading, writing, and grammar. Special emphasis is placed on speaking, writing, and research. Through the use of English phonology, the goal of this course is to promote speaking in English. Oral presentations, reading and comprehension exposure, increasing vocabulary, and writing will be required.

ESOL-114   ADVANCED PLUS II   (4 cr.)

An advanced Plus ESOL writing course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve their English writing skills. This course is designed to meet the needs of ESOL students entering the second course of Level V. All language areas will be addressed: listening, speaking, reading, writing, and grammar. Special emphasis is placed on writing and summary research. Through the learning and use of English writing advanced rules and editing, the students will be exposed to written presentations.

ESOL-115   ADVANCED PLUS III   (4 cr.)

An advanced Plus ESOL grammar course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve their English grammar skills. This course is designed to meet the needs of ESOL students entering the third course of Level

V. All language areas will be addressed: listening, speaking, reading, writing, and grammar. Special emphasis is placed on grammar and editing. The goal of this course is to promote excellence in English grammar. Writing and editing paragraphs, compositions, and essays will be required.

The requirement to move to the next level is to obtain a "PASS" in at least two of the ADVANCED PLUS courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-116   ADVANCED SUPERIOR I   (4 cr.)

Prerequisite: Passing grade of Level V or ESOL placement test or permission of the instructor.
An advanced Superior ESOL reading and comprehension course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve their English reading and comprehension skills. This course is designed to meet the needs of ESOL students entering a superior level of English learning. All language areas will be addressed: listening, speaking, reading, writing, and grammar. This course will focus on advanced reading abilities through articles in advanced English textbooks and the comprehension of these articles. Students will be exposed to group projects and individual reading presentations.

ESOL-117   ADVANCED SUPERIOR II   (4 cr.)

An advanced Superior ESOL listening and speaking course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve their English communication skills as well as their listening and speaking skills. This course is designed to meet the needs of ESOL students entering the second course of Level VI. All language areas will be addressed: listening, speaking, reading, writing, and grammar. This course will focus on advanced communication abilities through research, oral presentations, and listening activities. Students will be exposed to group and individual presentations, tribute speeches, etc., as well as role play.

ESOL-118   ADVANCED SUPERIOR III   (4 cr.)

An advanced Superior ESOL writing and grammar course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve t heir English writing and grammar skills. This course is designed to meet the needs of ESOL students entering the third course of Level
VI. All language areas will be addressed: listening, speaking, reading, writing, and grammar. This course will focus on advanced writing and grammar abilities through learning and applying superior writing and grammar rules and writing context. Students will be exposed to expositions of essays and compositions and writing presentations applying peer editing.

The requirement to move to the next level is to obtain a "PASS" in at least two of the ADVANCED SUPERIOR courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-201   ESL INTRODUCTION TO AMERICAN MEDIA I   (4 cr.)
Prerequisites: Passing grade of Level VI or ESOL placement test or permission of the instructor.

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on printed materials from media sources (newspapers,

magazines, journals, Internet, etc.) that address multi- and cross-cultural competencies of the CAU curricula. The goal of the first 5-week session is to promote cross-cultural awareness and understanding across the disciplines for success in various academic program offerings. This also emphasizes argumentative style presentations (both orally and in writing) with the intent of promoting student success in their academic programs.

ESOL-202   ESL INTRODUCTION TO AMERICAN MEDIA II   (4 cr.)

This course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on printed materials from media sources (newspapers, magazines, journals, Internet, etc.) that address multi- and cross-cultural competencies of the CAU curricula. The goal of the second 5-week session is to promote cross-cultural awareness and understanding across the disciplines for success in various academic program offerings. The session also emphasizes successful reading strategies, synthesis, and literary analysis, with the intent of promoting student success in their academic programs.

ESOL-203   ESL INTRODUCTION TO AMERICAN MEDIA III   (4 cr.)

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on printed materials from media sources (newspapers, magazines, journals, Internet, etc.) that address multi- and cross-cultural competencies of the CAU curricula. The goal of the third 5-week session is to promote cross-cultural awareness and understanding across the disciplines for success in various academic program offerings. The session also emphasizes higher-order thinking skills and the development of cognitive analysis and critical thinking skills, with the intent of promoting student success in their academic programs.

The requirement to move to the next level is to obtain a "PASS" in at least two of the Introduction To American Media courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-204   ESL INTRODUCTION TO AMERICAN CINEMA I   (4 cr.)
Prerequisites: Passing grade of Level VII or ESOL placement test or permission of the instructor.

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of the American cinema in society and its impact on education. Through cinematography, students will analyze the multi- and cross-cultural competencies of the CAU curricula. The goal of the first 5- week session is to help students identify themes in cinema that promote cross-cultural awareness and understanding across the disciplines. This session also emphasizes listening, comprehension, oral communication, and academic fluency on topics pertaining to issues that promote success in the program offerings.

ESOL-205   ESL INTRODUCTION TO AMERICAN CINEMA II   (4 cr.)

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed, listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of American cinema in society and its impact on education. Through cinematography, students will analyze the multi- and cross-cultural

competencies of the CAU curricula. The goal of the second 5-week session is to help students apply themes in cinema that promote cross-cultural awareness and understanding on campus across the disciplines. This session also emphasizes effective writing techniques through reaction papers and formal discussions on the writing process that address topics that promote success in the program offerings.

ESOL-206   ESL INTRODUCTION TO AMERICAN CINEMA III   (4 cr.)

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of the American cinema in society and its impact on education. Through cinematography, students will analyze the multi- and cross-cultural competencies of the CAU curricula. The goal of the third 5-week session is to help students infuse in their course of study and on campus life the themes in cinema that promote cross-cultural awareness and understanding across the disciplines. This session also emphasizes effective writing and peer-editing techniques through reaction papers and formal written expositions with an interdisciplinary focus.

The requirement to move to the next level is to obtain a "PASS" in at least two of the Introduction To American Cinema courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-207   ESL INTRODUCTION TO AMERICAN LITERATURE I   (4 cr.)
Prerequisites: Passing grade of Level VIII or ESOL placement test or permission of the instructor.

The course is designed to meet the needs of ESOL students entering Level IX of the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of American Literature and its impact on the English language and education. Through learning American Literature students will analyze and learn multi and cross-cultural competencies of the CAU curricula. Special emphasis is placed on written articles and stories from Literature textbooks.

The goal of this first course of Introduction to American Literature is to expose ESOL students to U.S. literature.

ESOL-208   ESL INTRODUCTION TO AMERICAN LITERATURE II   (4 cr.)

This course is designed to meet the needs of ESOL students entering the second course of Level IX of the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Through learning American Literature students will analyze and increase their knowledge of U.S. culture, vocabulary, idioms, etc. Special emphasis is placed on the role of American Literature and its impact on the English language and education. The goal of this second course of Level IX is to expose ESOL students to different literature articles and stories as well as their analyses.

ESOL-209   ESL INTRODUCTION TO AMERICAN LITERATURE III   (4 cr.)

The course is designed to meet the needs of ESL students entering the last course of Level IX of the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Through learning American Literature students will

increase their critical thinking level by expressing their understanding of selected literature. Special emphasis is placed on novels and plays as well as Internet articles. The goal of this third course of Level IX is to expand ESOL students' knowledge, awareness, and understanding of U.S. literature and culture. ESOL students will highly develop their cognitive analysis and critical thinking skills.

To complete this level, students must obtain a "PASS" in at least two of the Introduction to American Literature courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level.

ESOL-301   ENGLISH FOR HEALTH PROFESSIONALS LOW I   (4 cr.)
Prerequisites: Passing grade of Level VI or ESOL placement test or permission of the instructor.

This course is designed to meet the needs of ESOL students entering the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading writing as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the first 5-week session is to familiarize students with basic topics in the field of medicine such as the parts of the body, functions of the body as well as with the health personnel in the hospitals and the primary care they need to work with. This session also emphasizes critical thinking to promote students' academic and professional success in their lives.

ESOL-302   ENGLISH FOR HEALTH PROFESSIONALS LOW II   (4 cr.)

This course is designed to meet the needs of ESOL students entering the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the second 5-week session is to familiarize students with medical education, as well as with somebody main elements and systems. This session also emphasizes the use of the APA Style as the most commonly used academic style to write research papers. It also emphasizes critical thinking to promote student academic and professional success in their lives.

ESOL-303   ENGLISH FOR HEALTH PROFESSIONALS LOW III   (4 cr.)

This course is designed to meet the needs of ESOL students entering the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the third 5-week session is to familiarize students with medical specialties in the field of medicine such as Gynecology and Oncology, as well as with some body systems and diagnostic tests. This session also emphasizes critical thinking to promote students' academic and professional success in their lives.

The requirement to move to the next level is to obtain a "PASS" in at least two of the English For Health Professionals Low courses. One of them must be the last one. Students who do not meet this criterion MUST repeat all three courses of the level to pass to the next level.

ESOL-304   ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE I   (4 cr.)
Prerequisites: Passing grade of Level VII or ESOL placement test or permission of the instructor.

This course is designed to meet the needs of ESOL students continuing the second phase of the

ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the first 5-week session is to familiarize students with the different systems of the human body: the respiratory, the urinary, the skin, etc., as well as with some tests for investigations, and the writing of a cover letter. This session also emphasizes critical thinking to promote students' academic and professional success in their lives.

ESOL-305   ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE II   (4 cr.)

This course is designed to meet the needs of ESOL students continuing the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the second 5-week session is to familiarize students with medical treatment, as well as with prevention, medical ethics, and the writing of a resume. Critical thinking is also emphasized to promote students' academic and professional success in their lives.

ESOL-306   ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE III   (4 cr.)

This course is designed to meet the needs of ESOL students continuing the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the third 5-week session is to familiarize students with medical examinations, taking history, discussing treatment, explaining diagnosis and management, and writing a personal statement. This session also emphasizes critical thinking to promote students' academic and professional success in their lives. The requirement to move to the next level is to obtain a "PASS" in at least two of the ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE courses. One of them must be the last one. Students who do not meet this criterion MUST repeat all three courses of the level to pass to the next level.

ESOL-307   ENGLISH FOR HEALTH PROFESSIONALS ADVANCED I   (4 cr.)
Prerequisites: Passing grade of Level VIII or ESOL placement test or permission of the instructor.

This course is designed to meet the needs of ESOL students completing the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the first 5-week session is to familiarize students with the presentation and discussion of medical cases, or case studies. This session also emphasizes critical thinking to promote students' academic and professional success in their lives.

ESOL-308   ENGLISH FOR HEALTH PROFESSIONALS ADVANCED II   (4 cr.)

This course is designed to meet the needs of ESOL students completing the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of the second 5-week session is to continue training students with the presentation and discussion of medical cases, or case studies. Critical thinking is also emphasized to promote student academic and professional

success in their lives.

ESOL-309   ENGLISH FOR HEALTH PROFESSIONALS ADVANCED III (4 cr.)

This course is designed to meet the needs of ESOL students continuing the second phase of the ESOL Program. All language areas will be addressed: listening, speaking, reading, writing, as well as general culture and the latest scientific breakthroughs in the medical field. Special emphasis is placed on a wide variety of medical vocabulary. The goal of this 5-week session is to familiarize students with the most frequent questions, requisites, and demands of an interview for a job. This session also emphasizes critical thinking to promote students' academic and professional success in their lives.

To complete this level, students must obtain a "PASS" in at least two of the ENGLISH FOR HEALTH PROFESSIONALS ADVANCED courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level.

ESOL-401   ENGLISH FOR BUSINESS PROFESSIONALS LOW I (4 cr.)
Prerequisites: Passing grade of Level VI, or ESL placement test, or permission of the instructor.

A course designed to meet the needs of ESL students entering the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business conversations. The goal of the first 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Management, Work and Motivation, Company Structure, Managing across cultures, and Recruitment.

ESOL-402   ENGLISH FOR BUSINESS PROFESSIONALS LOW II (4 cr.)
Prerequisites: Successful Completion of English for Business Professionals Low I

A course designed to meet the needs of ESL students entering the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business environment. The goal of the second 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Women in Business, The different sectors of the economy, Production, Logistics, and Product Quality.

ESOL-403   ENGLISH FOR BUSINESS PROFESSIONALS LOW III (4 cr.)

A course designed to meet the needs of ESL students entering the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the third 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Products, Marketing, and Advertising.
Prerequisites: Successful Completion of English for Business Professionals Low II

The requirement to move to the next level is to obtain a "PASS" in at least two of the ENGLISH FOR BUSINESS PROFESSIONALS LOW courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-404 ENGLISH FOR BUSINESS PROFESSIONALS INTERMEDIATE I (4 cr.)
Prerequisites: Successful Completion of English for Business Professionals Low III

This intermediate course is designed to meet the needs of ESL students continuing the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the fourth 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Banking, Venture Capital, bonds, stocks, shares, etc.

ESOL-405   ENGLISH FOR BUSINESS PROFESSIONALS INTERMEDIATE II   (4 cr.)
Prerequisites: Successful Completion of English for Business Professionals Intermediate I

This intermediate course is designed to meet the needs of ESL students continuing the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the fifth 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Derivatives, Accounting and Financial Statements, Market Structure and Competition, and Takeovers.

ESOL-406   ENGLISH FOR BUSINESS PROFESSIONALS INTERMEDIATE III   (4 cr.)

This intermediate course is designed to meet the needs of ESL students continuing the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the sixth 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Government and Taxation, the Business Cycle, Corporate Social Responsibility, Efficiency and Employment, Exchange Rates, International Trade, etc.

The requirement to move to the next level is to obtain a "PASS" in at least two of the ENGLISH FOR BUSINESS PROFESSIONALS INTERMEDIATE courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

ESOL-407   ENGLISH FOR BUSINESS PROFESSIONALS ADVANCED I   (4 cr.)
Prerequisites: Successful Completion of English for Business Professionals Intermediate III

This advanced course is designed to meet the needs of ESL students continuing the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the seventh 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Market Entry Strategies, Standardization and Differentiation, and Managing Time.

ESOL-408   ENGLISH FOR BUSINESS PROFESSIONALS ADVANCED II   (4 cr.)
Prerequisites: Successful Completion of English for Business Professionals Intermediate I

This advanced course is designed to meet the needs of ESL students continuing the second phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the eighth 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Competition within Industries, Making a Sales Pitch, and entrepreneurship.

ESOL-409   ENGLISH FOR BUSINESS PROFESSIONALS ADVANCED III   (4 cr.)
This advanced course is designed to meet the needs of ESL students continuing the second

phase of the ESL Program. It offers possibilities to continue improving basic language skills: listening, speaking, reading, and writing, needed in day-to-day business practices. The goal of the ninth 5-week session includes a focus on a wide variety of business vocabulary and topics such as: Business Model Canvas, Business Plan & Executive Summary, and Crisis Management.

ETH

ETH-360   ETHICAL DECISION-MAKING IN LEADERSHIP   (3 cr.)
Prerequisites: None

This course explores the ethical dilemmas faced by leaders in complex organizational environments. Using case studies, students will learn frameworks for ethical decision-making and strategies for maintaining integrity in leadership.

ENC

ENC-101   ENGLISH COMPOSITION I   (3 cr.)
Prerequisites: None

The course emphasizes the composition of expository, argumentative, descriptive, and narrative essays, as well as the analysis of research-based papers. Composition topics will include cultural awareness and cultural diversity to help students to broaden their multicultural views.

ENC-102   ENGLISH COMPOSITION II   (3 cr.)
Prerequisites: ENC101

Composition of structural and analytical informative papers, as well as the composition of research-based documentation and techniques. Selected readings in poetry, drama and prose from different cultural perspectives are included in discussion to help students to broaden their multicultural views.

ENC-220   BUSINESS WRITING   (3 cr.)
Prerequisites: None

This course is designed for students interested in a career in business. It will teach you how to organize and evaluate effective communication in writing, how to compose the various forms of letters and reports found in the business field; how to evaluate job résumés.

FIN

FIN-443   FINANCIAL MARKETS AND INSTITUTIONS   (3 cr.)

This module will provide students with an overview of the U.S. markets in which financial assets are traded, the various institutions which represent major participants in these markets, and dominant factors within the financial environment which affect financial markets and institutions. The course will also expose students to different financial assets based upon their individual properties and their implications for valuation and trading.

FINA-500   MONEY MARKETS AND MONETARY INSTITUTIONS   (3 cr.)

This course examines the structure and functions of modern US and international financial markets and institutions. The course covers the nature of the global financial system, interest rate determination, pricing of interest- rate dependent securities, money market instruments, the goals and roles of central banks, and commercial banking. Students will develop a thorough understanding of modern financial institutions and will learn to apply modern financial theory to practical problems in liability pricing and management.

FINA-501   INVESTMENT PRINCIPLES AND POLICIES   (3 cr.)

This course will deal with a thorough analysis of the theory and application of investments in relation to business cycles, institutional behavior and risk and return opportunities in the economics setting. The course is presented from the investor's viewpoint and incorporates applied and empirical methodologies. methodologies. The course covers investment strategies and policies.

FINA-502   INTERNATIONAL FINANCE   (3 cr.)

International Finance covers the broad scope of the international monetary system, examining financial markets and financial instruments. Investigating the interrelationship of foreign exchange operations with corporate financial management decisions leads students to understand the intricacies of finance, contiguous with international operations. Attention is paid to capital management and investment analysis in the context of risk exposure for foreign investment.

FIP

FIP-401   VICTIMOLOGY   (3 cr.)
Prerequisites: None

Examines the psychological, social, and legal dimensions of victimization. Topics include trauma responses, victim-offender dynamics, and the role of support systems in recovery and justice processes, with a focus on underserved populations.

FIP-403   ADVANCED FORENSIC TECHNIQUES   (3 cr.)
Prerequisites: None

Covers advanced methodologies in crime scene analysis, psychological autopsies, forensic interviewing, and evidence synthesis. Students will apply interdisciplinary techniques to reconstruct events and support criminal investigations.

FIP-405   BEHAVIORAL EVIDENCE ANALYSIS   (3 cr.)
Prerequisites: None

Investigates how behavioral indicators—such as modus operandi, signature behavior, and motivational cues—are interpreted and integrated into forensic assessments. Emphasis is placed on linking behavioral evidence to offender profiling and case resolution.

FLE-301   INTRODUCTION TO THEORIES AND PRACTICES OF TESOL   (3 cr.)

An introduction to the special techniques, which include cultural sensitivity, and unique events that are involved in teaching English to speakers of other languages. This course includes practical experience that is essential in fully understanding TESOL in the classroom setting. Psychological factors that affect non-native speakers of English (e.g., acculturation and assimilation issues) both in the classroom and their social environment are presented.

FLE-302   TESOL CURRICULUM AND MATERIALS DEVELOPMENT   (3 cr.)
Prerequisites: TSOL101

This course examines theories, principles, and research in current trends in second language acquisition. This course emphasizes the instructional strategies, techniques and materials that are crucial for the design, development and implementation of a curriculum that addresses the needs of students that are speakers of other languages and are Limited English Proficient (LEP). Sociological, psychological and cultural factors that affect the students' academic performance are discussed.

FLE-303   APPLIED LINGUISTICS   (3 cr.)

This course prepares future ESOL teachers to develop and adapt their instructional strategies to facilitate learning within the Limited English Proficient student populations. A synopsis and variations from language to language of syntax, semantics, phonology, and morphology is presented. The importance of first and second language acquisition principles is emphasized through the analysis of current research findings on linguistically and culturally diverse instructional methods.

FLE-304   TESTING AND EVALUATION OF ESOL   (3 cr.)
Prerequisites: FLE301

This course presents the essential principles of evaluation to prepare future teachers with the knowledge and skills necessary to select, develop and modify assessment instruments and techniques that target the needs of linguistically and culturally diverse students. Theories, principles and current trends related to second language acquisition are discussed. Emphasis is placed on culturally sensitive evaluation tools that assess readiness of the ESOL student for the transition into a regular classroom.

FLE-305   CROSS CULTURAL COMMUNICATION AND UNDERSTANDING   (3 cr.)

This course analyzes the unique needs of culturally diverse students through examination of theories, principles and current trends research in second language acquisition. Cross-cultural awareness, focusing on linguistically diverse minorities within the United States and especially South Florida, is emphasized. Future teachers will be able to design a culturally sensitive curriculum to meet the needs of Limited English Proficient students by incorporating instructional strategies, techniques and assessment tools.

FORE-701   FORENSIC PSYCHOLOGY I (CRIMINAL AND CIVIL LAW)   (3 cr.)
Pre-requisites: All courses through Block 6

Forensic psychology, by definition, involves the application of the science of psychology to the law, including scientific research, assessment, and clinical techniques. This course concerns a detailed examination of the case law which guides and informs the practice of forensic psychology. It will focus upon the case law from a wide range of criminal and civil concerns, such as competency to stand trial, competency to waive Miranda rights, criminal responsibility or insanity defense, interrogation, false confessions, dangerousness, psychiatric commitment, informed consent, confidentiality, duty to warn, civil rights, juvenile law, child abuse and neglect, custody, and expert witness testimony. Additionally, a secondary focus of the course will be discussions of specific types of forensic evaluations associated with State and United States Supreme Court decisions, and federal and State statutes. Issues affecting cultural, religious, and racial groups will be discussed throughout the course and the importance of cultural competence in the practice of forensic psychology will be explored and emphasized.

FORE-702   FORENSIC PSYCHOLOGY II (JUVENILE AND FAMILY LAW)   (3 cr.)
Pre-requisites: All courses through Block 6

This course will cover principles and concepts related to juvenile and family law and the scientific study of human behavior. Specific emphasis will be placed on child abuse, domestic violence, and the legal- ethical issues involved in evaluation and treatment.

FORE-703   POLICE AND CORRECTIONAL PSYCHOLOGY   (3 cr.)
Pre-requisites: All courses through Block 6

This course will analyze the principal problems related to correctional and police psychology. Critical discussions of topics such as theories that explain rehabilitation of criminals, risk assessment and recidivism, as well as the overrepresentation of minorities in prison will be conducted. The roles of the psychologist within the police setting, e.g., police screening, hostage negotiations, and treatment issues with police officers, will be explored.

FORE-704   FORENSIC PSYCHOLOGICAL ASSESSMENT   (3 cr.)
Pre-requisites: All courses through Block 6

This course will cover legal procedures and specific tools to be utilized within a forensic setting (including diverse populations). Specialty guidelines for forensic psychologists and legal guidelines regarding forensic assessments will be reviewed.

GEB

GEB-311   ADULT DEVELOPMENT AND LIFE ASSESSMENT   (3 cr.)

This course introduces the student to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessments, the basis for understanding individuals and cultural differences within organizations.

GEB-314   GROUP AND ORGANIZATIONAL DYNAMICS   (3 cr.)

This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

GEB-315   ORGANIZATIONAL COMMUNICATION   (3 cr.)

This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal, multicultural and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and conflict resolution.

GEB-322   SOCIAL PROBLEMS AND THEIR IMPACT ON THE WORKPLACE   (3 cr.)

This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, cultural differences, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the cause, consequences, and solutions to these problems.

GEB-400   ENTREPRENEURSHIP AND INNOVATION   (3 cr.)
Prerequisites: None

Students will explore the principles of entrepreneurship, including business model development, market validation, funding strategies, and innovation management. The course includes case studies of successful startups and hands-on exercises in business plan creation.

GEB-452   BUSINESS & ORGANIZATIONAL ETHICS   (3 cr.)
Prerequisites: None

This course explores the legal and ethical foundations of business practices. Students will gain an understanding of key legal principles, including contract law, intellectual property, corporate governance, and employment law. Emphasis will be placed on ethical decision-making and the role of law in promoting fair business practices

GEBB

GEBB-515   ORGANIZATIONAL LEADERSHIP   (3 cr.)

This module examines principle-centered leadership, the leadership role of vision/mission, articulation/communication, methods for effectively motivating and managing teams, and systems analysis tools that support quality performance and continuous improvement. Multicultural aspects are incorporated via case analysis.

GERO-700   GERONTOLOGY   (3 cr.)

This course overviews current research and cultural factors in aging, and examines associated sociological, psychological, and biological theories. The importance of successful aging will be emphasized, including cultural beliefs related to diet and exercise, individual and collaborative problem solving, reasoning, decision making, intelligence, creativity, and wisdom. Changes in cognitive function, as in attention, perception, and memory will be explored. Prerequisite: HUMN701 Foundations of Development

GERO-701   SOCIAL FUNCTIONING OF OLDER ADULTS   (3 cr.)

An important component of successful aging is to maintain social relationships, given their reciprocal relationship on development. This course will examine current research on the effect of proximal and distal social partners, and their effect on the emotional, cognitive and physical well-being of aging adults. Personality factors will be examined, to understand stability and change in social and psychological function. The course will consider morbidity and mortality, including healthcare, long-term care and utilization of medical services in older adults. Prerequisite: HUMN701 Foundations of Development

GLS

GLS-451   GLOBAL LEADERSHIP AND CULTURAL INTELLIGENCE   (3 cr.)
Prerequisites: None

This course examines the principles and practices of effective leadership in culturally diverse and globalized environments. Students will develop a strong foundation in cultural intelligence (CQ), ethical decision-making, and adaptive leadership strategies. Emphasis is placed on developing professional competencies that include information literacy, culturally responsive communication, and the ability to lead and collaborate across global teams.
Through experiential learning, critical analysis, and real-world case applications, students will explore the complexities of global leadership and enhance their capacity to think strategically, lead inclusively, and act ethically in international business contexts. The course also supports students in developing self-awareness, communication fluency, and leadership versatility—core competencies required in today's interconnected world.

GRAL

GRAL-702   HUMAN SEXUALITY   (3 cr.)
Pre-requisites: All courses through Block 6

This course will cover topics related to sexuality, including sexual health and satisfaction. Topics include: the anatomy and physiology of sexual functioning; sexual health, including an overview of sexually transmitted infections (STIs); sexual dysfunctions and paraphilic disorders and empirically based treatment implications; clinical considerations when working with the LGBTQ population; and the impact of trauma and infidelity on sexual functioning.

GRAL-703   CLINICAL PSYCHOLOGY PRACTICE AND MANAGEMENT   (3 cr.)

Pre-requisites: All courses through Block 6

The fundamentals of psychological practice management in private, public and managed care settings will be reviewed. Emphasis will be placed upon accounting, budgeting, financial, staffing, and management practices considering statutory regulations, state law, and marketplace trends. Cultural factors will be considered in relation to their role in designing, locating, and managing a private practice.

GRAL-704   PSYCHOLOGY OF BILINGUALISM   (3 cr.)
Pre-requisite: PSYD703

This course reviews the types and characteristics of bilingualism in normal and atypical populations. It analyzes the bilingualism in the contemporary world and how language, and in general cognitive abilities, are organized in the bilingual's brain. Different pathological conditions in bilinguals including learning disabilities, aphasia, dementia, and psychiatric conditions are discussed.

HCMA

HCMA-500   FINANCIAL RESOURCE MANAGEMENT   (3 cr.)

The processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

HCMA-501   MANAGING TODAY'S HEALTHCARE ORGANIZATIONS   (3 cr.)

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management, and human resource management. Students apply various organizational theories to contemporary issues.

HCSM

HCSM-502   HEALTHCARE SERVICES MANAGEMENT   (3 cr.)

This course focuses on healthcare operations management and the strategic implementation of programs, techniques, and tools to reduce costs and improve healthcare quality. It examines management theories and how these can be applied to healthcare establishments such as managed care organizations, hospitals, insurance companies, etc. Additional topics include operations management and how operations and process improvement relate to contemporary healthcare trends such as evidence-based medicine and pay-for- performance. The course also focuses on management issues such as budgeting, management performance, monitoring, and evaluation.

HCSM-505   HEALTHCARE HUMAN RESOURCES MANAGEMENT   (3 cr.)

In this course, students will focus on how to effectively manage human resources using the latest technology. Topics include concepts of human resource management; state and federal healthcare laws; codes of ethics; staffing organizations; training and development; employee relations; and

long-term planning.

HCSM-508   HEALTHCARE DATA ANALYTICS AND DECISION SUPPORT   (3 cr.)

The course prepares students to employ data and technology to arrive at healthcare solutions. It introduces the use of data analytics, statistical analyses, and data mining techniques to acquire, analyze, and apply new information to make healthcare decisions.

HCSM-511   RISK AND QUALITY HEALTHCARE MANAGEMENT   (3 cr.)

In this course, students will explore and apply basic concepts of risk management, employment practices, and general risk management strategies. The course will focus on specific areas of risk, including medical malpractice, strategies to reduce liability, managing positions, and litigation alternatives. The course will also examine ways to reduce risks resulting from the use of technology, especially as it relates to the transmission of patient data in the form of electronic medical records. The course concludes with methods and techniques to improve the delivery of healthcare in diverse medical settings.

HCSM-514   HEALTHCARE, ETHICS, POLICY, AND LAW   (3 cr.)

The course focuses on healthcare policy and legal aspects of the delivery and mobility of care. Students will examine and assess healthcare policy as it relates to the formulation, agreement, modification, and implementation of policies. Students will also examine the legal aspects of healthcare, including torts, contracts, patient consent, patient rights and responsibilities, and legal reporting.

HCSM-517   HEALTHCARE PROJECT LEADERSHIP   (3 cr.)

This course will allow students to develop and master skills related to project leadership. The course enables students to apply project management principles to healthcare settings and to use technological tools to manage projects across the organization. Students will demonstrate initiating and planning healthcare projects (project, scope, time and cost management, project quality, project quality, human resources, communication, stakeholders, risk, and procurement management); executing, monitoring, and controlling projects; closing projects; and applying best practices in the management of healthcare projects.

HIS

HIS-120   HISTORY OF SPORTS & SOCIETY   (3 cr.)
Prerequisites: None

This course explores the historical development of sports and their impact on society, culture, and global events. Students will examine the evolution of athletics from ancient civilizations to modern professional and collegiate sports, analyzing how social, political, and economic factors have shaped the sports industry. Key topics include the role of sports in social movements, globalization, and media influence.

HLP

HLP-218   HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS   (3 cr.)

A developmental approach to describing methods, procedures, techniques, and devices for constructing appropriate health and physical education curricula in elementary schools. Emphasizes current methods of teaching a variety of games, dances, gymnastics, and other health related activities to help in the physical fitness of young children. Awareness of health concerns among minority's populations will be introduced. Mental health issues from a biological, psychological, and social perspective will be addressed as well as the importance of a healthy body and mind.

HLSC

HLSC-503   HEALTHCARE LEADERSHIP AND STRATEGY CAPSTONE Course   (3 cr.)

In this course, students delve into the essential facets of healthcare management, policy, and innovation, equipping themselves with the tools to address the complex challenges faced in the industry. They navigate a landscape of intricate case studies and engage in collaborative projects, honing the skills and insights required to lead significant changes within healthcare organizations. As the pinnacle of their MBA in Healthcare Management education, this capstone course provides a platform for students to consolidate their knowledge and skills. They immerse themselves in the intricacies of strategic planning, refine their leadership abilities, and explore ethical decision-making in the context of healthcare. Ultimately, students emerge from this course with the expertise and confidence needed to drive substantial and positive transformations within healthcare organizations.

HPSY

HPSY-700   ANATOMY & PATHOPHYSIOLOGY   (3 cr.)
Pre-requisites: All courses through Block 6

This course is designed for students to gain a physiological understanding of normal organ and systemic function and disease process. Cellular physiology, neuropathology, immunology, cardiovascular, respiratory, gastrointestinal, endocrine physiology, and hepatic and renal functions, as well as pertinent disorders in each area, will be studied. In some cases, biological etiology of psychiatric illness and disease processes that present and mimic psychiatric disorders will be discussed.

HPSY-701   INTERVENTIONS AND ASSESSMENT WITH ADULT MEDICAL POPULATIONS   (3 cr.)
Pre-requisites: All courses through Block 6

This course is designed to familiarize students with clinical interventions, assessment, ethical concerns, professional development, and research relevant to health problems in the adult population. Topics that will be covered include relevant assessment issues that need to be considered when evaluating medical patients for psychological intervention and psychological interventions with specific medical populations. Ethical concerns within the hospital environment will be addressed, as well as directions for professional development. Students will learn to design and implement intervention protocols for several different physical disorders as well as learn applied techniques, such as various forms of relaxation procedures, motivational interviewing, and Acceptance and Commitment Therapy.

HPSY-703   CHRONIC PAIN & ILLNESS MANAGEMENT   (3 cr.)
Pre-requisites: All courses through Block 6

This course will focus on five key aspects of working with a chronic pain patient or chronically ill patient:
(1) aspects that surround the complex process of assessment with such conditions, (2) focus on interventions and treatment plans, (3) examine the manner families may contribute to the conditioning of pain patients and chronic illness, (4) focus on the manner in which a health psychologist will apply such skills and interface with an interdisciplinary team, and (5) assessment and treatment of specific syndromes and populations will be discussed. Students will be required to be a participant in different experiential exercises as related to interventions that may be used in behavioral pain management and chronic illness management.

HPSY-705 INTERVENTIONS AND ASSESSMENT WITH PEDIATRIC POPULATIONS   (3 cr.)
Pre-requisites: All courses through Block 6

This course will provide an in-depth study of the diagnosis, assessment and management of psychological disorders and emotional distress in medically ill children and adolescents. Specific factors such as biological processes underlying the relationship between chronic disease and mental health, cognitive functioning, palliative care and quality of life in end-of-life care will be discussed. Furthermore, advanced issues in pediatric consultation, assessment, and treatment will be addressed as related to the following clinical issues: cultural and ethical issues within medical settings, evaluation of decisional capacity, and assent to medical treatments co-morbid emotional and physical illnesses, somatoform disorders, and psychiatric disorders secondary to the primary medical illness. Additionally, issues surrounding caregiver burden and family roles, chronic hospitalization and medical noncompliance will be discussed. This course will also address the psychologist's role within an interdisciplinary team and
consultation-liaison service.

HRM

HRM-441   HUMAN RESOURCE MANAGEMENT FUNDAMENTALS   (3 cr.)
Prerequisites: None

This course provides an overview of HRM principles, including talent acquisition, employee relations, compensation, and performance management. Students will explore HR's role in business strategy, legal compliance, and workplace diversity.

HRM-451   STRATEGIC HUMAN RESOURCE MANAGEMENT   (3 cr.)
Prerequisites: HRM441

This course focuses on strategic approaches to human resource management, including talent acquisition, employee development, and fostering employee well-being. Students will learn techniques to align HR strategies with organizational goals.

HRM-455   ORGANIZATIONAL DEVELOPMENT AND TALENT MANAGEMENT   (3 cr.)
Prerequisites: None

This course focuses on developing and managing human capital to enhance organizational performance. Students will analyze training programs, leadership development, succession

planning, and change management strategies.

HUM-115   ETHICS IN SPORTS   (3 cr.)
Prerequisites: None

This course examines ethical dilemmas in sports, including issues of fairness, competition, athlete rights, and governance. Students will analyze real-world ethical challenges and apply ethical reasoning to sports contexts.

HUM-200   HUMANITIES   (3 cr.)

This course presents an integrated approach to the major contributions of various cultures around the world in the areas of art, architecture, literature, music and philosophy and the impact on modern day society.

HUMN

HUMN-701   FOUNDATIONS OF DEVELOPMENT   (3 cr.)

This course covers the foundations of human development, using a holistic approach to include neurological, physical, cognitive, emotional, and social domains. Advances in neuroscience, as well as classical and emerging developmental theories will be discussed, in the context of research findings. Human development will be studied in light of environmental, multicultural and social aspects of the human services field.

HUMN-702   EXECUTIVE LEADERSHIP AND STRATEGIC PLANNING   (3 cr.)

This course explores executive leadership in a variety of non-profit and for-profit organizational roles. These roles include those of academicians, educators, consultants, program leaders, directors, board members, community leaders, etc. Students will prepare strategic plans, analyze trends and deploy resources that minimize risks and maximize returns. The course covers key administrative aspects of leadership including lobbying, marketing, fundraising, compensation and benefits, volunteer management, board development, etc.

HUMN-703   NONPROFIT ORGANIZATIONS MANAGEMENT AND BUDGET   (3 cr.)

This course will examine fundamental processes in operating non-profit organizations, which include budget development and operation, and all organizational aspects of non-profit organizations
management. Students will learn legal requirements to establish, operate, and secure the tax-exempt status of non-profit organizations. Participants will compare non-profit management styles and learn methods for creating internal systems that set standards of accountability.

HUMN-704   CONFLICT MEDIATION   (3 cr.)

Mediation is a process by which human beings engage in a dialogue facilitated by a mediator through which they explore ways of agreeing on a course of action based on their common interests, not on their positions. The role of the third party is to facilitate this process. Mediation is

useful in every social setting to guarantee that people agree on the course of actions and solutions presented to human problems. New models of mediation have been developed recently, and the field continues to develop and grow. At the beginning of the course students will discuss different approaches to conflict resolution, their advantages and disadvantages and thereafter will focus on conflict mediation. Students will learn the principles, processes and skills through the practice of mediation in simulated and real-life settings to become effective impartial third-party mediators.

HUMN-708   HUMAN RESOURCES MANAGEMENT   (3 cr.)

This course explores activities related to human resources in the management process and the laws and regulations applicable to those processes. These include ethical recruitment and placing processes, training and development, compensation and benefits, and work crises in multicultural environments.

Students in this course will be able to understand the importance of appropriate human resources in organizations and how to attract and keep the workforce they need through the wise use and management of the processes related to human beings in the workplace.

HUMN-710   HUMAN SERVICES HISTORY, THEORIES, RESEARCH AND PRACTICE (3 cr.)

This course serves as an introduction to the Human Services field, its history, theories, research, and practice. It will explore the evolution of the field in the provision of social and community services to diverse and underserved populations. Students will review and critically analyze the theoretical foundations of the field in a multicultural context and will discuss research topics that will fit their career aspirations. The course will cover the human services field ethics code, different types of crises and appropriate crisis interventions. Specific practice strategies, standards, and service deliveries will also be explored.

HUMN-711   HUMAN SERVICES POLICY   (3 cr.)
Prerequisite: HUMN710 Human Services History, Theories, Research and Practice

This course examines innovative developments in creating and implementing ethical human services policies in non-profit organizations. It explores forces that mobilize current and future policy trends. Forming and executing policy requires consideration of multicultural contexts, as well as current event crises and future coping strategies. The course will emphasize organizational needs and effective mechanisms of change in policy development and execution, based on previous research and successful human services policies. Specific examples and major cases of policy excellence will be used to illustrate different topics and maximize learning.

HUMN-900   DISSERTATION CONCEPT PAPER   (3 cr.)
Prerequisite: RSHUMM801 Research Methods

This course covers the Dissertation Handbook and describes all preliminary processes leading to a successful dissertation, including colloquium, final defense, and submission of a dissertation-based scientific article to a journal. The process entails the preparation and completion of the dissertation concept paper with emphasis on introduction, study variables, research questions/hypotheses and student-selected methodology. The course will prepare students for the dissertation journey, including preliminary Consent Forms and introduction to Independent Review Board (IRB) requirements.

HUMN-901   DISSERTATION   (3 cr.)
Prerequisites: Having passed the Comprehensive Exams and HUMN900 Dissertation Concept
Paper.

In this course the student will develop the Dissertation. Enrollment will require the approval of the
faculty members that will supervise the Dissertation. The student will enroll in the number of
credits required to complete the proposed activities for each session as authorized by the
Dissertation Chair.

INT

INT-410   INTERNSHIP OR PRACTICUM IN LEADERSHIP AND MANAGEMENT   (3 cr.)
Prerequisites: LDR320

This course provides hands-on leadership experience through an internship or practicum at
Albizu's clinic or an external organization. Students will apply leadership theories and skills in
real-world settings, gaining practical insights and professional development.

LAE

LAE-301   LANGUAGE ARTS/WRITING IN ELEMENTARY SCHOOL   (3 cr.)

This course is designed to examine theory, strategies/methods, material and resources to prepare
future teachers for integrated language arts instruction. Emphasis is placed in the relationship of
listening, writing and speaking to reading. Principles of language instruction, function, and
development are presented, especially as the aspects of semantics, syntax, phonology and
pragmatics relate to the multi-cultural elementary school student. Special attention is given to
knowledge of children's literature as a vital instrument for teaching language arts.

LAE-302   LITERATURE FOR CHILDREN   (3 cr.)

This course explores traditional and recent literary materials effective for teaching children in early
childhood and elementary school. Importance on future educators becoming familiar with and
being able to evaluate and choose literature based on their student's developmental level and
cultural background.

LAE-303   LANGUAGE ARTS FOR ELEMENTARY SCHOOLS   (3 cr.)

The experience of language in the life of children of all cultures is explored. Principles of current
psycholinguistic studies, the nature of language development in children, and abilities in early
childhood communication skills. Communications Disorders described in the DSM-IV-TR are
introduced. The central focus of the course is the development of multicultural curricular activities
for the betterment of linguistic expression through print and non-print media, which includes
technology.

LDR

LDR-320   LEADERSHIP THEORIES AND PRACTICES   (3 cr.)
Prerequisites: None

This course explores foundational leadership theories, principles, and styles. Students will examine historical and contemporary leadership models and apply them to practical scenarios in organizational settings.

LIT

LIT-200   INTRODUCTION TO LITERATURE   (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT-201   INTRODUCTION TO LITERATURE   (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT-202   CONTEMPORARY LITERATURE   (3 cr.)

Offers an examination of the major developments and changes in modern literature around the world. The course will specifically focus on present-day literary masterpieces as well as a general overview of recent poetic works. The social and philosophical values of literature will be examined as well as the impact and influence that writers have on individuals and the global community. Topics in Contemporary Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT-303   A SURVEY OF WORLD LITERATURE   (3 cr.)

This course is geared towards a review of the major masterpieces in world literature. Works surveyed will begin with pieces from the Renaissance and conclude with present-day literature. Discussions on character descriptions, plot interpretations and overall literature analysis will be an essential part of the course. Topics in World Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MACC

MACC-501 MANAGERIAL ACCOUNTING   (3 cr.)
Students are required to develop, analyze, and communicate the three financial statements that monitor the financial health of any organization: the income statement, the balance sheet, and the statement of cash flows. Students will use account methods to examine the accounting information system and its application to profitability, financial position, and cash flow. At the managerial accounting level, topics include short-term investing, budgeting, and internal control.

MAE-303   MATHEMATICS IN ELEMENTARY SCHOOLS   (3 cr.)
Prerequisites: Any algebra/mathematics course: e.g., MAT300 – Mathematics for Health Professionals., MAT102 – Intermediate Algebra, etc.

This course provides information on current and applicable techniques for teaching Mathematics in elementary school situations. It is an integration of traditional and non-traditional ideas in teaching Mathematics and the vast compilation of problem- solving strategies, deductive reasoning, and appropriate technology in Mathematics instruction. Teaching strategies will incorporate various modalities (tactile, auditory, and visual) to accommodate different learning styles among children.

Mathematics disorder as described in the DSM-IV-TR will be addressed. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. Modern techniques for accelerating learning based on psychological theories will be presented**.**

MAN

MAN-200   PRINCIPLES OF MANAGEMENT   (3 cr.)
Prerequisites: None

This course introduces students to fundamental management principles, including organizational behavior, strategic planning, leadership skills, and decision-making. Students will analyze real-world case studies to develop problem-solving and critical-thinking skills necessary for effective management.

MAN-451   OPERATIONS MANAGEMENT   (3 cr.)
Prerequisites: None

This course introduces students to key concepts in operations and supply chain management, including project management, quality control, and process optimization. Students will learn how to improve operational efficiency and enhance business performance.

MAT

MAT-101   BUSINESS MATHEMATICS   (3 cr.)
Prerequisites: None

This course covers mathematics and computations used in business. Topics include simple and compound interest, cash and trade discounts, commissions, markup, markdown, depreciation, bank discounts, payroll, taxes, insurance, inventory valuation, analysis of financial statements, basic statistics, charts, graphs, and applications. An emphasis will be placed on today's growing global economy. Topics in Business Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT-102   INTERMEDIATE ALGEBRA   (3 cr.)

Course covers expressions, linear equations, systems of linear equations, inequalities, quadratic

equations, exponential equations, radical equations, fractional equations, graphing, introduction to functions, and applications. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT-103   BASIC ALGEBRA & ARITHMETIC   (3 cr.)
Prerequisites: None

An integrated review of the concepts included in basic mathematics and beginning algebra. Basic arithmetic computations such as fractions, decimals, percent, etc. are taught in an organized integrated sequence along with topics included in algebra. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MECO

MECO-503   MANAGERIAL ECONOMICS   (3 cr.)

This course will develop student ability to apply the tools of economic analysis in the decision-making process for non-profit and for-profit organizations and the management of scare resources. Students will use modern-day economic theories and applications to determine profitability and pricing models. Topics include the evaluation of choices and alternatives, profit measurement, economic optimization, supply and demand estimation, profitability forecasting, production and competitive markets, competition, and long-term investment decisions.

MFIN

MFIN-504   MANAGERIAL FINANCE   (3 cr.)

This course provides fundamental concepts and tools in financial management and covers basic concepts, including cash flow analysis, financial statement interpretation, and ratio analysis. The course then progresses to more advanced topics, such as capital budgeting, risk and returns, and various investment decision-making techniques. Basic financial securities, namely equity and bonds, are discussed, along with the methods of evaluating such instruments.

MGMT

MGMT-516   MANAGING MULTICULTURAL ORGANIZATIONS   (3 cr.)

This module examines the legal, social, cultural and organizational aspects of managing today's culturally diverse enterprises. Adult learners learn how to analyze cultural differences and deal effectively with them, implement best practices for making diversity work in an organization, and promote a culturally inclusive workplace. The module will also provide graduate learners with a knowledge base of cross-cultural issues faced by firms when doing business across international borders.

MGMT-615   PRODUCTION AND OPERATIONS MANAGEMENT   (3 cr.)

In this era of outsourcing and globalization, issues such as operational productivity and design,

capacity planning, inventory control and supply chain management are at the core of most manufacturing and service organizations. This module exposes adult learners to concepts and techniques for the design, planning, management and control of production and operational processes.

The module covers analytical frameworks and quantitative models for decision making within a managerial context.

MGMT-630   MANAGERIAL ETHICS   (3 cr.)

Using a business ethics foundation, this module explores ethical issues faced in the process of managing multicultural personnel and implementing organizational programs, including quality and continuous improvement efforts. It is assumed that most, but not all, adult learners have had an undergraduate ethics course of some sort. However, the module will start with a brief overview of ethical theory to reacquaint adult learners with basic ethical concepts and insure we are all using the same terminology.

MGMT-637   STRATEGIC MANAGEMENT   (3 cr.)

In this module, adult learners examine strategic processes that influence the direction of an organization. Adult learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders. Multicultural variables influencing strategic planning are incorporated into the strategy formulation, planning, and implementation processes. This module is considered a capstone course, as it incorporates the application of many of the business concepts learned throughout the curriculum as a basis for the development of a strategic analysis project.

MGMT-649   FINANCIAL MANAGEMENT   (3 cr.)

This module is designed to help managers to understand financial analysis and management so that they can work effectively with financial decision-makers in organizations. Topics covered include the cost of quality, cash flow analysis, capital budgeting, long-term financing, working capital management, financial analysis, financial planning, and cost analysis.

MHW

MHW-340   MENTAL HEALTH IN THE WORKPLACE   (3 cr.)
Prerequisites: None

This course examines the importance of mental health in professional settings, focusing on stress management, resilience, and achieving work-life balance. Students will learn strategies to foster a healthy work environment and support employees' mental well-being.

MKT

MKT-462   PRINCIPLES OF MARKETING   (3 cr.)

Prerequisites: None

This course provides an introduction to the fundamental concepts and strategies of marketing. Students will learn about market research, consumer behavior, segmentation, targeting, positioning, and the marketing mix (product, price, place, promotion). The course explores both traditional and digital marketing techniques, emphasizing the importance of understanding customer needs and creating value.

MKMT

MKMT-503   MARKETING MANAGEMENT   (3 cr.)

This course examines the core marketing issues in a changing business environment. It introduces conceptual knowledge, analytical tools and problem-solving skills applicable to marketing. This course will give students relevant marketing knowledge to enhance their ability to lead through changing and challenging times in health care. Industry students will examine major components of the marketing plan, which provides an opportunity to gain knowledge and experience by developing one that serves as a map highlighting a path towards success. Topics include marketing research, target marketing process, customer relationship management, managing products, price distribution and promotion and marketing control.

MKMT-521   STRATEGIC MARKETING   (3 cr.)

This module provides managers with a broad overview of marketing principles for both for profit and nonprofit organizations, including an emphasis on customer/client satisfaction, multiculturalism, and advanced marketing strategies. Adult learners are given the opportunity to perform case analysis and develop a marketing plan.

MSLP

MSLP-540   ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING
MECHANISM (3 cr.)

Study of the anatomy and physiology of the speech and hearing mechanism including respiratory, phonatory, articulatory, nervous, and hearing systems.

MSLP-541   BASIC AUDIOLOGY   (3 cr.)

Overview of the audiology profession, its historical background, physical properties of the sound, ear anatomy, physiology of the auditory system, common disorders and administration and interpretation of hearing tests.

MSLP-542   NORMAL SPEECH AND LANGUAGE DEVELOPMENT   (3 cr.)

Study of the normal speech and language acquisition process. Distinctions between speech and language are established. Terminology and speech and language characteristics according to developmental stages are explained. The course includes the analysis of sound acquisition and most common speech and language disorders.

MSLP-543   ETHICS AND LEGAL ASPECTS IN HEALTH PROFESSIONS   (3 cr.)

This course discusses the ethical and legal principles applied to the Speech/Language Pathology Profession. American Speech-Language-Hearing Association (ASHA) Code of Ethics is studied. Study of the responsibilities and professional omissions of legal or ethical nature are revised.

MSLP-545   LANGUAGE DISORDERS IN CHILDREN   (3 cr.)

Overview of the normal and atypical language development in children. Study of the factors that might affect communicative development. Methods of evaluation and intervention related to each disorder are studied.

MSLP-546   FLUENCY DISORDERS: ASSESSMENT AND TREATMENT AND TREATMENT(3 cr.)

Study of the characteristics of typical fluency and pathological disfluencies. Evaluation processes including standardized tests, structured observations, data collection, and differential diagnosis and treatment in children and adults are studied.

MSLP-547   VOICE DISORDERS: ASSESSMENT AND TREATMENT   (3 cr.)

Study of voice disorders, treatment techniques and role of the Speech/Language Pathologist and other professionals in the management of such pathologies. The course emphasizes the differential diagnosis of voice disorders in children and adults and treatment as well.

MSLP-548   LANGUAGE DISORDERS IN ADULTS   (3 cr.)

Study of the nature and etiology of language disorders in adults. The course emphasizes the administration and interpretation of assessment instruments used for determining appropriate intervention methods.

MSLP-549   DYSPHAGIA IN CHILDREN AND ADULTS   (3 cr.)

The course emphasizes the identification, diagnosis and treatment of swallowing disorders in children and adults. Discussion of the assessment strategies and therapeutic approaches for treatment of dysphagia in children and adults. The course emphasizes the interdisciplinary intervention and role of the Speech/Language Pathologist that works with this population.

MSLP-550   ARTICULATORY DISORDERS: ASSESSMENT AND TREATMENT   (3 cr.)

Study of the anatomical, acoustic and perceptual aspects related to the articulatory mechanism. The course emphasizes in the typical and atypical articulatory development of the Spanish and English sounds. Cultural variations and different types of disorders are considered. The course also emphasizes the assessment and differential diagnosis of such disorders and other conditions. The clinical management and treatment techniques used in intervention are discussed.

MSLP-551   PHONOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT   (3 cr.)

This course describes the phonological system considering theories and phonological perspectives. It emphasizes in the description of the typical and atypical phonological development of the Spanish and English language sounds. The study of the criteria for determining differential

diagnosis of organic and functional disorders is also considered. The course also emphasizes the clinical management of such disorders.

MSLP-650   AURAL REHABILITATION   (3 cr.)

Study of the habilitation and rehabilitation processes including auditory training, lipreading, total communication in theory and methodology.

MSLP-651   AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION   (3 cr.)

Discussion of the historical background of the AAC and its impact in the life of people with severe communication impairments. Study of the equipment used, its characteristics and uses. Discussion of strategies for implementation of the effective use of AAC to meet communicative needs. The course requires laboratory experiences and building of low-cost communication boards and adaptations for equipment.

MSLP-652   ASSESSMENT AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 cr.)

Study of different clinical procedures used in evaluations of patients with speech and language disorders. The student will learn and develop assessment tools for evaluation and diagnosis of language disorders in children and adults.

MSLP-653   NEUROGENIC DISORDERS IN ADULTS   (3 cr.)

The course presents the etiology, diagnostic and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with right hemisphere, cranial traumas and degenerative disorders.

MSLP-654   EARLY INTERVENTION IN SPEECH AND LANGUAGE   (3 cr.)

The theoretical model focus of this course is the transactional model for communication development. The course emphasizes the influence of environment and linguistic competence of the child.

MSLP-655   SUPERVISION, CONSULTATION, AND ADMINISTRATION OF CLINICAL SERVICES (3 cr.)

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies and service programs design are studied. The course analyzes different models of supervision and consultation.

MSLP-657   RESEARCH METHODOLOGY IN COMMUNICATION DISORDERS   (3 cr.)

Research design, statistical analysis and dissemination of data with emphasis in clinical research. Discussion of topics related to statement of the research problem, justification, theoretical model, research hypothesis, variables, and quantitative, qualitative designs, collection and data analysis.

MSLP-661   MULTICULTURAL PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY (3 cr.)

Study of multicultural issues and effect of sociolinguistics, psycholinguistics and multicultural perspectives in the education of children with communication disorders; assessment and intervention techniques for various communication disorders in multicultural populations, team approach, consultation, collaboration, and counseling techniques for communication disorders in multicultural contexts; understanding relevant policies and laws for multicultural speech-language pathology.

MSLP-662   READING AND WRITING DISORDERS: ASSESSMENT AND INTERVENTION (3 cr.)

Considerations about concepts involved in reading and written communication; definition of concepts involved: speech, language, reading and writing. Writing: definitions, pre-requisites, classification, typical development, teaching methods and pathologies. Evaluation strategies in reading and written disorders. Strategies and remediation intervention in reading and written disorders. Roles and responsibilities of the Speech/Language Pathologist in the intervention in reading and written disorders. Teamwork in the intervention in reading and written disorders

NELE

NELE-700 NEURODEVELOPMENTAL & PSYCHOLOGICAL LEARNING MECHANISMS (3 cr.)

Learning is the foundation of human adaptive capacities. This course will focus on the emerging field of neuroeducation. Mechanisms of learning will be discussed from a theoretical and practical neurodevelopmental framework. Students will be introduced to learning style perspectives. In addition, brain- based factors and other conditions will be analyzed within the context of this new approach to academic learning and education.

NELE-701   PPLIED NEUROSCIENCE   (3 cr.)

Neuroscience provides the foundation for the understanding of human behavior including covert cognitive and non-cognitive psychological processes. Therefore, a thorough understanding of learning and performance in academic contexts requires a basic understanding of the neurogenesis, neurodevelopment and the operation of the developing brain in students. To achieve these goals, this course will present to students the nervous system from the embryonic stages of development, through infancy, childhood and adolescence. Structural, physiological and adaptive components of the nervous system will be addressed using lectures additional to underlining brain models and digital technology.
The course will provide the foundations for students to conceptualize the operation of those psychological and cognitive processes responsible for learning and for social-cognitive development within academic settings. Therefore, the neuroanatomical and neurophysiological foundations of the nervous system will be presented with emphasis on processing of external/internal information through senses and cranial nerves; arousal, attention/concentration; sensory perception; emotion and motivation; memory, language and motor activity.

NELE-702   NEUROLOGICAL DYSFUNCTIONS IN CHLDREN   (3 cr.)

The main neurological conditions affecting children's social and academic functioning will be presented. The traditional pediatric neurological conditions including epilepsy, traumatic brain injury, Tourette's syndrome, corpus callosum agenesis, genetic disorders and neuro-oncology will be covered. The rest of the course will concentrate on those neurological conditions that interfere

with learning and with academic performance; ADHD/ADD, ASD and other social cognitive disorders, and Specific Learning Disorders.

NEUR

NEUR-700   FUNCTIONAL NEUROANATOMY   (3 cr.)
Pre-requisites: All courses through Block 6

An in-depth review of the anatomical structures and the physiological substrata of neuropsychological functioning. Central nervous system activity will be emphasized.

NEUR-702   NEUROPSYCHOLOGICAL ASSESSMENT   (3 cr.)
Pre-requisites: PSYD703, PSYD708

This course will review the administration and scoring of neuropsychological instruments and will focus on the integration, summary, and interpretation of neuropsychological test results. Additionally, report writing skills will be developed. The use of these instruments with minority populations and the lack of available instruments that are standardized for these populations will be discussed. This course will also involve developing practical skills and competence in standardized administration, scoring, interpreting, and reporting results of the most used measures of neuropsychological functioning including executive functions, memory, language, baseline functioning, visuospatial skills, malingering, and attention/orientation. Neuropsychological batteries for both pediatric and adult populations will be covered.

NEUR-704   REHABILITATION PSYCHOLOGY & TREATMENT   (3 cr.)
Pre-requisites: All courses through Block 6, NEUR700, NEUR702

This is an advanced course that integrates aspects of assessment, formulation and intervention to rehabilitation, with a specific emphasis on cognitive remediation. Lectures will review foundational competencies pertaining to rehabilitation psychology, such as interpersonal interactions diversity, ethics/professionalism, assessment, intervention and consultation. Students are introduced to multiple empirically validated treatments including the American Congress of Rehabilitation Medicine (ACRM) model of cognitive rehabilitation.

NEUR-705   NEUROPSYCHOLOGICAL SYNDROMES   (3 cr.)
Pre-requisites: NEUR700, NEUR702

Initially the question of brain asymmetry in cognitive abilities is reviewed. Major syndromes observed after abnormal brain conditions are analyzed, including aphasia, alexia, agraphia, acalculia, vasoconstrictive and visuospatial disturbances, agnosia, apraxia, dysexecutive syndrome, and dementia. Neuropsychological syndromes observed in children are finally discussed.

NEUR-706   ASSESSMENT IN A CROSS-CULTURAL CONTEXT   (3 cr.)
Pre-requisites: NEUR700, NEUR702, NEUR705

This course analyzes the impact of culture on psychological and neuropsychological assessment. Cognition and personality in different cultural contexts are reviewed. Culture-dependent pathology manifestations are discussed., Emphasis is placed on Spanish culture, including language idiosyncrasies and social characteristics.

PCO-700   ASSESSMENT AND TREATMENT OF SUBSTANCE USE DISORDERS   (3 cr.)
Pre-requisites: All courses through Block 6

This course provides instruction in scientific understanding, clinical assessment, and evidence-based treatment of Substance Use Disorders. The course covers the major theoretical models, neurobiology of Substance Use Disorders, various assessment strategies, as well as cognitive-behavioral, motivational, harm-reduction, and psychopharmacological interventions. Considerations when working with special populations and individuals in integrated care settings are also discussed.

PCO-701   BEHAVIORAL ADDICTIONS   (3 cr.)
Pre-requisites: All courses through Block 6

This course reviews the controversial topic of behavioral addictions and evidence for their existence. While only Gambling Disorder is established as a legitimate addictive disorder in the DSM-V, the course reviews several other rewarding behaviors that, when excessive, can lead to severe adverse consequences. These behaviors include problematic Internet use, excessive online gaming, consumption of highly palatable foods, and compulsive sex.

PCO-702   ANTHROPOLOGY OF DRUG USE AND ADDICTION:DRUGS, CULTURE, AND
SOCIETY   (3 cr.)
Pre-requisites: All courses through Block 6

This course will explore scholarship to trace how drugs and addiction – as topics of cultural, political, economic, and health concern – have been approached and theorized within anthropology at different historical moments both in the United States and internationally. This course will also examine drug use as a reflection of social processes and cultural expressions.

PHI

PHI-101   INTRODUCTION TO PHILOSOPHY   (3 cr.)
Prerequisites: None

An introduction to basic concepts, methods and issues in philosophy, and a consideration of representative types of philosophical thought concerning human nature, the world, knowledge, and value. In addition to Western Philosophy, readings from the Middle East, Asia, Africa and Latin America will also be presented.

PHI-300   CRITICAL THINKING   (3 cr.)
Prerequisites: None

This is an analytically centered course that will focus on improving and advancing logical reasoning skills and argument structure. The concepts of truth, verification, and knowledge as well as deductive and inductive reasoning will be discussed through formal and informal arguments. Through this course, students will also become aware of common errors in informal reasoning and learn from them.

POS

POS-300   AMERICAN GOVERNMENT   (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied, and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non- native Americans. Additionally, information regarding immigration laws and obstacles encountered by minorities will also be covered.

PRAC

PRAC-750   GLOBAL HEALTH EXPERIENCE   (3 cr.)
Pre-requisites: All courses through Block 6

Students enrolled in this course will complete a clinical experience abroad for one to three months at Clínica de Familia La Romana, Dominican Republic. Clínica de Familia La Romana's Global Health Experience provides learning opportunities for psychology trainees, including the provision of clinical services, involvement in research, and completion of a public health project. Clínica de Familia La Romana provides comprehensive primary and HIV-specialized outpatient care, community and home- based services, and an annual summer camp for HIV-positive children. The clinic also offers prenatal and reproductive health care for adolescents through the Maternal-Infant Health Annex, and STI clinics for individuals involved in sex work. The clinic also oversees a program for the reduction of vertical transmission of HIV. The goal of the Global Health Experience program is to improve the health of underserved populations through the involvement of global health students and professionals engaged in research, education, and service.

PSY

PSY-102   THE ACCULTURATION PROCESS   (3 cr.)

The students in this course will be exposed to the acculturation process of immigrants in the United States. The different acculturation stages of children, adolescents, adults and families will be analyzed and discussed. The students will study the emotional conflicts, traumas and the process of acceptance into a new culture experienced by immigrants of different ethnicities and cultures after their arrival to the USA.

PSY-200   FOUNDATIONS OF PSYCHOLOGY   (3 cr.)
Prerequisites: None

Advanced level integration of historical of both western and eastern theoretical principles of psychology as a social and behavioral science. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting.

PSY-202   PSYCHOLOGY OF PERSONALITY   (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, behavioristic, cognitive, and humanistic paradigms. The interaction of personality traits with environmental factors, cultural influences and their effect on behavior will be discussed. Topics in Psychology of Personality, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.
PSY-203   DEVELOPMENTAL PSYCHOLOGY   (3 cr.)

Review of the major theories and approaches to an understanding of the life span. Factors such as cognitive development, neurological development, social, cultural and intellectual influences are explored. Topics in Developmental Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-301   EVOLUTIONARY PSYCHOLOGY   (3 cr.)

This course presents an exploration of human nature and human psychology from an evolutionary perspective. The general question to be discussed in it is: What is "human nature," and how did it evolve? Specifically, this course will apply an evolutionary analysis in attempting to develop a deeper understanding of selfishness and altruism, intergenerational conflict, parenting, sex differences, senescence, and death. Language, art, religion and mythology, self-destructive behavior, racism and genocide, cultural behavior, etc. will also be discussed.

PSY-310   GROUP DYNAMICS   (3 cr.)

This course reviews the major theories of group dynamics, their application in multicultural setting, and surveys the relevant literature, with the intent of exploring the ethics of micro-skills required in group processes.

PSY-311   INTERVIEWING TECHNIQUES   (3 cr.)

This course reviews the types and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored. An emphasis will be placed on culturally sensitive interview techniques.

PSY-313   PRINCIPLES OF BEHAVIOR   (3 cr.)

This course reviews the basic principles, practices and procedures of behavior theory and therapy, as well as their applications to the improvement and remediation of adaptive and maladaptive behaviors. Special emphasis will be placed on culturally sensitive behavioral themes.

PSY-314   COMMUNITY SERVICE SYSTEMS   (3 cr.)

This course serves to introduce the student to the community service network of agencies, which serve as support for individuals and families in need of assistance from society. Minority specific services will also be a topic of focus.

PSY-315   ETHICS AND PROFESSIONAL CONDUCT   (3 cr.)

The Ethical Principles and Guidelines for Psychologist, Mental Health Counselor and Marriage and Family Therapist will serve as the main references for discussion, including multicultural perspectives on ethical values.

PSY-318   EXPERIMENTAL, PERSONALITY, AND SOCIAL PSYCHOLOGY   (3 cr.)

Experimental analysis of the theories and literature pertaining to social influences on individual behavior, family, group and interpersonal dynamics. Readings, demonstrations on methodology, design implementation and interpretation of research will define the approach. Topics in Social

Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-319   PSYCHOLOGY OF LEARNING, MEMORY, AND COGNITION   (3 cr.)

This course presents an experimental and theoretical approach to the study of learning and cognition to include problems, methods and content in learning. Emphasis will be placed on attention, memory, organization of knowledge and problem solving across cultures.

PSY-322   PSYCHOLOGY OF CHILDREN   (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. Emphasis will be placed on the impact of culture on child development.

PSY-324   PSYCHOLOGY OF AGING   (3 cr.)

This course introduces the student to the field of aging studies and gerontology across cultures. The issues of ageism and stereotyping are discussed. Topics in Psychology of Aging, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-325   PSYCHOLOGY OF DEATH AND DYING   (3 cr.)

This course introduces the student to the field of death and dying, grief studies, and the related literature. Different cultural views on death, dying and grief will be discussed.

PSY-326   HUMAN SEXUALITY   (3 cr.)

This course introduces the student to the range of human sexual responses, as well as attitudes and behaviors across cultures. In addition, the anatomy and physiology of the human sexual system are reviewed.

PSY-327   SUBSTANCE ABUSE   (3 cr.)

This course introduces the student to the range of substance abuse issues, their impact on American as well as other societies, and various treatment issues and strategies for their management. Topics in Substance Abuse, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-330   MENTAL HEALTH IN AMERICAN MINORITIES   (3 cr.)

A cross-cultural perspective on mental health issues is presented. This course is designed to introduce mental health needs and utilization of mental health services in ethnic minorities. African American, Native American, Latino/Hispanic, and Asian American minorities are included.

PSY-332   FAMILY SYSTEMS   (3 cr.)

This course provides a review of the literature and findings in the development of family systems from multiple theoretical perspectives. A review of the family system within a multicultural society will be conducted.

PSY-338   PSYCHOLOGY OF INFANCY AND CHILDHOOD   (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality and social development. Topics in Psychology of Infancy and Childhood, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-339   PSYCHOLOGY OF ADOLESCENCE   (3 cr.)

A comprehensive review of the development of psychological, social and biological factors contributing to the change from childhood to adolescence and from adolescence to adulthood. Topics in psychology of Adolescence, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-341   INTERPERSONAL COMMUNICATION   (3 cr.)

This course introduces the student to effective interpersonal communication. This course will explore issues of communication between the self and others in small and large groups; emphasis is placed on the effects of cultural differences in communication practices.

PSY345   PSYCHOLOGY OF LEADERSHIP   (3 cr.)
Prerequisites: None

This course explores the psychological principles behind effective leadership. Students will study key topics such as motivation, decision-making, emotional intelligence, and the impact of personality and behavior on leadership styles. The course emphasizes understanding how leaders influence and inspire teams, manage conflict, and foster organizational culture.

PSY-350   CAREERS IN PSYCHOLOGY   (3 cr.)

This course will introduce students to the major career paths in psychology. Students will briefly review the components of the fields of neuropsychology, child psychology, industrial/organizational psychology, human resources, forensic psychology, and case management, as well as the employment requirements in these fields. Students will also begin to prepare for specialization in their chosen field through class exercises and practical research in these fields. The field of cross-cultural studies and their implications in mental health careers will also be addressed.

PSY-353   HISTORY OF PSYCHOLOGY   (3 cr.)

This course presents the evolution of theory and methods in psychology. An analysis of early philosophical roots as well as the bases and growth of psychology as a science are explored. Current psychological trends and fields of study are also examined. Cultural influences and contributions are incorporated.

PSY-406   ABNORMAL PSYCHOLOGY   (3 cr.)

Theories, classifications, and research issues relevant to understanding human Psychopathology, including clinical syndromes and theories of pathology. Topics in Abnormal Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their

multicultural views.

PSY-407   PHYSIOLOGICAL PSYCHOLOGY   (3 cr.)

In-depth analysis of the human nervous system, its subsystems, and the physiological bases of behavior.

PSY-408   STATISTICS IN PSYCHOLOGY   (3 cr.)
Prerequisites: MAT103

Review of the application of statistical concepts to psychological investigation. Basic descriptive and inferential statistics are reviewed. Topics in Statistics in Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-409   RESEARCH METHODOLOGY   (3 cr.)

Introduction to the principles, practices, and procedures in the conduct of scientific research. Statistics is recommended as a pre-requisite. Topics in Research Methodology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. (Prerequisite PSY408 – Statistics in Psychology)

PSY-412   PHILOSOPHY OF PSYCHOLOGY   (3 cr.)

This course investigates selected questions relating to the nature of man from a psychological framework. Topics include problems of knowledge and perception, free will, death and immortality from different cultural perspectives.

PSY-416   ANTHROPOLOGICAL PSYCHOLOGY   (3 cr.)

This course reviews the impact of anthropological factors, as demonstrated in other cultures, including a shared system of beliefs, practices and behavioral patterns and their contribution toward a theory of psychology.

PSY-417   SPECIAL TOPICS IN PSYCHOLOGY   (3 cr.)

This course provides students with an opportunity to explore selected psychological topics, from a multicultural perspective, of variable interest under the direction and guidance of a member of the faculty. Prerequisite: 18 credits in psychology.

PSY-418   INTRODUCTION TO FORENSIC PSYCHOLOGY   (3 cr.)

This course serves to introduce the student to the field of forensic psychology. Topics include a review of the relationship between the legal and psychological professions, theories of criminality, corrections, and the etiogenesis of criminal behavior from a familial, environmental and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

PSY-419   INTRODUCTION TO NEUROPSYCHOLOGY   (3 cr.)

This course serves to introduce the student to the field of Neuropsychology. Neuroanatomy, structure and function are reviewed. Emphasis on higher cortical functions.

PSY-422   EDUCATIONAL PSYCHOLOGY   (3 cr.)

The theoretical foundations of teaching are explored through the study of the traditional theories of learning, motivation, and child development. Expanded coverage of psychological theories related to learning processes and psychological factors affecting early childhood development are presented. The importance of these theories for planning and implementation of classroom instruction for culturally diverse students will also be discussed.

PSY-428   INTRODUCTION TO INDUSTRIAL PSYCHOLOGY   (3 cr.)

This course discusses the basic elements of industrial psychology. Issues related to the psychology of work and motivation are developed and discussed. Emphasis will be placed on the impact of culture in the process of worker motivation, in a growing global economy.

PSY-430   PRACTICUM IN PSYCHOLOGICAL SERVICES   (3 cr.)

This course serves as an introductory field experience to the operations and procedures of a community mental health facility. Prerequisite: 12 credits in major concentration. Laboratory course.

PSY-431   PRACTICUM IN PSYCHOLOGICAL RESEARCH   (3 cr.)

This course serves as an introductory field experience to the design and execution of psychological research projects with an emphasis on cross-cultural norms. Prerequisite: P. 408, P. 409 and 6 credits in major concentration. Laboratory course.

PSY-440   HEALTH PSYCHOLOGY   (3 cr.)

A survey of applied psychology in the medical field. Includes stress and disease etiology, psychosomatics, health benefits from a multi-cultural viewpoint, adherence to therapeutic regimes, emotional adjustments to illness and rehabilitation

PSY447   HUMAN PERCEPTION AND SENSATION   (3 cr.)

This course examines present theoretical models of human perception and sensation. Topics will include visual sensory systems, perceptual learning, and information processing. Topics in Human Perception and Sensation, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY-448   PSYCHOLOGY OF MOTIVATION AND HUMAN EMOTION   (3 cr.)

An examination of theory and psychological research in motivation and emotion is presented. A multicultural approach to the role of motivation and human emotion as a mechanism for understanding human behavior is the focus of this course.

PSY-451   COGNITIVE PSYCHOLOGY   (3 cr.)

This course will introduce current views of cognitive psychology and will examine theoretical models explaining cognition and its developmental and social aspects. Topics include attention, human learning, organization of knowledge, perception, problem solving, and decision making. Special emphasis will be placed on memory processes and cognitive mapping. The course will

also analyze various models of information processing and will include the development of artificial intelligence. The effects of cultural and ethnic differences will be discussed.

PSYD

PSDC-700   CLINICAL INTERVIEWING   (3 cr.)

This course provides instruction in clinical and diagnostic interviewing skills necessary to develop rapport with clients, extract clinical data from them, and develop diagnostic impressions. The course also covers skills in conducting suicide and violence risk assessment and skills in dealing with resistance and other challenging client behaviors. Cultural considerations as well as considerations when working with special populations and specific disorders are also discussed.

PSYD-701   COGNITIVE-AFFECTIVE BASES OF BEHAVIOR   (3 cr.)

This course will examine the cognitive and affective processes that influence human behavior and how abnormalities in these processes can lead to psychopathology. Emphasis is placed on the connection between cognition and emotion and how these two areas of human functioning influence one another. Selected key topics will include the influence of emotion on memory formation, attention, judgment, decision making, information processing, and the self-regulation of behavior. We will also discuss how cognitive factors such as memory and cognitive bias modulate the experience of emotion and influence behavior. The interface of cognition and affect will be examined in relation to normal and abnormal human behavior and clinical disorders.

PSYD-703   INTELLECTUAL AND COGNITIVE ASSESSMENT   (3 cr.)

The focus of this course will be on the administration, scoring, interpretation, and communication of results of the Wechsler Intelligence measures (i.e., WAIS- IV and WISC-V). Students will also review cognitive theories and their application to measurement of intellectual functioning and will begin to develop skills in test integration and integrated report writing. Additional measures of cognitive functioning will be explored, and diversity factors influencing psychological assessment will be discussed.

PSYD-705   ETHICS, LAWS, AND PROFESSIONAL CONDUCT   (3 cr.)
Clinical Course

Topics related to ethical issues, laws, and professional conduct in the practice of psychology will be considered. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of professional standards, confidentiality, and standards for human research, are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements will be reviewed.

PSYD-708   BIOLOGICAL BASES OF BEHAVIOR   (3 cr.)

Introduction to the physiological basis of behavior. This course will cover structure and function of cells and cellular communication, sensory systems, control of movement, sleep, psychiatric disorders, learning and memory, and human communication.

PSYD-709   PERSONALITY ASSESSMENT I   (3 cr.)

This course covers the administration, interpretation, and reporting of findings of the MMPI-2, MMPI-A, MMPI-RF, MCMI III, PAI and 16 PF. Application of objective personality assessment to clinical and non- clinical settings will be reviewed and use with diverse populations addressed. At the conclusion of this course, students will understand the technical, historical, ethical and legal foundations of Objective Personality tests. Emphasis is placed on the ability to critique psychometric instruments with respect to normative data provided in technical manuals, awareness of multicultural concerns related to testing, and the ability to integrate test scores into a meaningful communication in the form of a psychological report.

PSYD-710   PERSONALITY ASSESSMENT II (3 cr.)

This course covers the administration and clinical interpretation of the Rorschach using the Exner scoring system. A critical discussion of the utility of psychodiagnosis in clinical practice, including reference to cross-cultural research and its application to diverse populations will be considered. This course also covers the administration and interpretation of projective techniques and tests commonly utilized in current clinical practice including projective drawings (House-Tree-Person, Kinetic Family Drawing), Thematic Apperception Test (TAT), Roberts Apperception Test, and the Bender Visual-Motor Gestalt Test as a projective tool. A critical review of the theoretical foundations of these techniques/tests and their utility in clinical practice, including reference to their applicability and effectiveness with diverse populations will be considered.

PSYD-711   APPLIED STATISTICS AND PSYCHOMETRICS (3 cr.)

This course is designed to teach both basic and advanced statistical methods and their application to the field of psychological research. Topics covered in this course range from descriptive statistics to advanced inferential statistics (both parametric and nonparametric); statistical analysis using SPSS is included. A brief overview of the principles of test construction as well as reliability and validity will be discussed. Ethics in test administration and diversity factors (e.g. test bias and selection bias) will also be covered.

PSYD-712   HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

This course will offer a comprehensive review of the systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

PSYD-736   PSYCHOPATHOLOGY (3 cr.)

This course covers psychopathology and the wide range of psychiatric disorders with an emphasis on assessment and diagnosis. The focus of the course is on the competent use of the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR, APA, 2022), differential diagnosis, and methods of assessment. An additional emphasis is the identification of sources of bias and the use of logical inference, deduction, and induction to maximize the accuracy of diagnoses. The etiology of the disorders will be discussed and the effects of culture, co-morbid conditions, gender, clinical population, and situational or environmental correlations impacting clinical presentation and manifestations of psychopathology will be considered at length. Although treatment will be peripherally discussed, the primary focus of this course is on assessment.

PSYD-740   LIFE-SPAN DEVELOPMENT (3 cr.)

This course will provide an overview of developmental theories as they relate to lifespan development. Focus will be placed on biological, physical, cognitive, social, and emotional development. Risk and protective factors as they relate to individual development will be examined. An exploration of multicultural approaches to development will be conducted.

PSYD-746   EVIDENCE-BASED PRACTICE I: CBT (3 cr.)

This course reviews the application of cognitive and behavioral sciences to the treatment of clinical disorders and behavioral problems. The course covers the historical, theoretical, and empirical foundations of cognitive-behavior therapy as well as the major evidence-based cognitive and behavioral interventions. Trans-diagnostic approaches to treatment and multicultural applications are also discussed.

PSYD-747   EVIDENCE-BASED PRACTICE II: PSYCHODYNAMIC AND HUMANISTIC THERAPY (3 cr.)

Training in the origins, applications, and techniques emphasizing the humanistic-existential approach of psychotherapeutic intervention as well as contemporary dynamic models, structural models, object relations, ad interpersonal approaches will be reviewed. Empirical evidence related to these approaches will be considered. Diversity factors that may play a part in determining the acceptability and effectiveness of a treatment approach and its implications for treatment planning will be discussed.

PSYD-749   PSYCHOPHARMACOLOGY (3 cr.)

This course will cover the pharmacological treatment of the major psychological disturbances. The scientific bases for this treatment modality as well as the rationale for treatment strategies will be reviewed and discussed. Attitudes and compliance with this treatment modality among diverse populations will be considered.

PSYD-777   SOCIAL PSYCHOLOGY (3 cr.)

This course addresses the impact of the real or imagined influence of others on individuals and their attitudes, feelings, behaviors, and perceptions. The pressures of socio-cultural forces and factors in these areas will be explored. A review of theory and research on social cognition, attitude structure and change, interpersonal and group processes, violence, etc. will be conducted.

PSYD-789   DIVERSITY AND CULTURE IN CLINICAL PRACTICE (3 cr.)

This course will examine the various theoretical and practical therapeutic approaches and identify techniques that are culturally sensitive to the major ethnic groups in the United States, including Hispanics, Africa Americans, Asians, and American Indians. There will also be a broader understanding with current trends focused on contextual factors and intersectionality regarding ability status, sexual orientation, gender, gender identity, age, language, culture, race, socioeconomic status, religion, spirituality, immigration status, education, and employment, among other variables. A critical review of the relevant research in the area will be conducted.

PSYD-810   RESEARCH METHODS (3 cr.)

This course will review and discuss the methodology and different research designs in clinical psychology. Topics include types of variations on true experimental, quasi-experimental, single case, and qualitative research designs, as well as strengths and limitations of all of these different designs. Threats to validity -internal, external, construct, and data evaluation - will be discussed in detail. Considerations related to choosing measures and including and defining control/comparison groups will also be discussed. The role, limitations, and controversies of statistical significance testing will be discussed, as well as the importance of considering clinical significance in outcome measures. This course includes instruction on how to interpret the numerical results of several types of statistical analyses as they are presented in Results sections: correlation, chi-square, hierarchical and logistic regression, t-test, and analysis of variance. Cultural considerations in research and ethics will be interwoven into all topics in this course. Finally, the course will include a discussion of how research informs clinical work; that is, how treatments become "evidence-based".

PSYD-817   INTEGRATIVE ASSESSMENT   (3 cr.)

This course is designed to refine three interrelated skills required of clinical psychologists: (1) the ability to design a battery of evaluative procedures (interviewing, testing, informant data collection, etc.), appropriate to address the referral questions, (2) the interpretation of the data and its integration into a coherent conceptualization of the relevant characteristics of the client, and (3) the crafting of the conceptualization and recommendations into a written report which is clear, precise, and maximally useful. Samples of full battery reports will be collectively analyzed. Individually, students will design, administer, interpret, integrate, and write up 1 full battery assessment and orally present in class a 2nd full battery assessment. Emphasis will be placed on the need to base assessments on the best possible data as provided by the most modern, culturally appropriate, and scientifically validated instruments and procedures. Students will be expected to defend choices of assessment procedures through reference to empirical studies.

PSYD-840   GROUP THERAPY   (3 cr.)

This course will discuss the essential theories of group dynamics and review relevant literature. The various types of groups such as closed and open-ended groups, family groups, and special purpose groups as well as the various techniques that may be employed in group psychotherapy will be explored. Diversity factors that may play a part in determining the acceptability and effectiveness of this treatment approach and its implications for treatment planning will be discussed. Experiential exercises will be conducted.

PSYD-862   COUPLES AND FAMILY THERAPY   (3 cr.)

This course will examine major and evolving theoretical models of couples and family therapy, their techniques, and applications. Specific contextual issues affecting family functioning, including issues of gender sexual orientation, race and culture, will be explored.

PRAC701-707 CLINICAL PRACTICUMS I-VII AND PRACTICUM SEMINAR
(Practicum I = 1 cr. - Practicum I-VII = 3 cr. Each)

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings, including several sessions with clients from culturally and individually diverse populations. Students will attend practicum seminars as scheduled by the Practicum Coordinator/Assistant Director of Clinical Training.

PSYD-880   CLINICAL SUPERVISION AND PROFESSIONAL CONSULTATION   (3 cr.)

This course is designed to introduce doctoral level students with basic theories, research, techniques of clinical supervision, professional consultation, and inter-professional/interdisciplinary interactions. The roles accomplished by supervisors and consultants and the ethical and legal issues of supervision are explored. Emphasis will be placed on diversity as it relates to clinical supervision and professional consultation. The purpose of this course is to develop and build upon the knowledge, skills, and attitudes of the pre-internship student as they relate to the core competencies of Supervision and Consultation.

PSYD-890   CLINICAL INTERNSHIP   (3 cr.)

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to pre-doctoral psychology students. Interns re expected to complete a one calendar year full-time internship. In exceptional cases two years of half-time internship may be approved. Completion of the internship requires a minimum of two thousand (2000) hours of supervised clinical experience.

PSYD-900   DOCTORAL PROJECT   (1 cr.)

The Doctoral Project is the culmination of the educational experience leading to the Psy.D. degree and reflects the candidate's mastery of competencies involved in the conceptualization, planning, execution, critical analysis, and written and oral presentation of a formal research or professional project. The
Doctoral Project also demonstrates that the student is capable of the scholarship, intellectual sophistication, and psychological insight expected of a professional at the doctoral level.

PSYD-901   DOCTORAL PROJECT SEMINAR   (1 cr.)

The seminar involves familiarizing students with the different options for doctoral project, explaining what is expected of students, and educating students on the steps necessary to research and write a scientific document. The seminar is also designed to help students choose a topic that will enhance their professional development.

PSYM

PSYM-501   COUNSELING THEORIES AND PRACTICE   (3 cr.)

Clinical course. This course focuses on discussion and integration of the major concepts and theories in individual counseling with emphasis on utilizing culturally empathic interviewing and counseling skills.

PSYM-507   SUBSTANCE ABUSE   (3 cr.)

This course will present theories pertaining to the etiology of alcoholism and drug addiction, and current models for prevention of such conditions. The focus will be the acquisition of skills to conduct assessments and implement relevant treatment models in a variety of multi-cultural and diverse settings. Individual, family, and group therapy modalities will be examined.

PSYM-510   HUMAN GROWTH AND DEVELOPMENT   (3 cr.)

The historical, cultural, theoretical, and research contributions to the understanding of biological, cognitive, social, and emotional aspects of human development are covered in this course.

PSYM-513   CAREER DEVELOPMENT AND ASSESSMENT   (3 cr.)

This course covers theories, concepts, and skills related to vocational choice processes. The use of tests and other appraisal procedures in career counseling and development with diverse populations is addressed.

PSYM-520   GROUP COUNSELING   (3 cr.)

Clinical course. This course covers theoretical approaches, techniques and methods, leadership styles, multi-cultural perspectives, and developmental stage theories. Research pertinent to growth enhancing group dynamics is discussed.

PSYM-523   CROSS-CULTURAL COUNSELING   (3 cr.)

This course focuses on the acquisition of multi-cultural competencies essential to counseling, assessment, and consultation with African American, American Indian, Asian American, Hispanic, the disabled, and alternative lifestyles populations.

PSYM-525   RESEARCH METHODOLOGY AND PROGRAM EVALUATION   (3 cr.)

This course covers the basic principles of research methodology and statistical analyses as applied to needs assessment, the proposal and implementation of research, report development, and program evaluation. Ethical and multi-cultural issues pertaining to these topics are addressed.

PSYM-530   PROFESSIONAL IDENTITY AND PRE-PRACTICUM SKILLS   (1 cr.)

This course offers an opportunity to develop interpersonal skills and self- awareness through the mechanisms of self- disclosure and feedback in a supportive group setting. Opportunities to interact with individuals from culturally diverse backgrounds and to explore attitudes which may affect the counseling situation are provided.

PSYM-531   ETHICAL, LEGAL, AND PROFESSIONAL CONDUCT FOR COUNSELOR (3 cr.)

This course covers ethical standards, legal issues, and codes of conduct that form the basis of professional behavior of counseling professionals. Guidelines established by professional organizations such as ACA, AMHCA and AAMFT are discussed. Emphasis is placed on multicultural counseling and addressed through case vignettes.

PSYM-541   THEORIES OF PERSONALITY   (3 cr.)

This course presents a comparative study of the major scientific and philosophical explanations of personality and their application to the counseling process. The influence of socio-cultural variables on the development of personality and behavioral characteristics are considered.

PSYM-562   FAMILY THERAPY: THEORY AND PRACTICE   (3 cr.)

Clinical course. This course focuses on discussion of theories and techniques of major and evolving models of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives are emphasized. The clinical aspects of cultural and ethnic values in family and personal development are also reviewed.

PSYM-563   HUMAN SEXUALITY AND SEXUAL DYSFUNCTIONS   (3 cr.)

This course reviews the biological and psychological determinants of psychosexual dysfunction, the anatomy and physiology of human reproductive systems, and psychosexual development from infancy through old age. Cultural variations in sexual beliefs, practices, homosexuality, heterosexuality, bisexuality, transsexuality, AIDS and sexually transmitted diseases are discussed.

PSYM-564   PSYCHOLOGICAL ASSESSMENT AND EVALUATION   (3 cr.)

This course covers the concepts and skills related to the administration and interpretation of methods of appraisal across interest, aptitude, and personality domains and their utility in culturally diverse school counseling situations.

PSYM-569   ADVANCED ABNORMAL PSYCHOLOGY   (3 cr.)

Clinical course. This course covers psychophysiological, psychosocial, and cross-cultural approaches to models of deviant behavior. Major categories of disorders as well as strengths and weaknesses of the DSM classification system are discussed.

PSYM-599   MENTAL HEALTH CARE SYSTEMS   (3 cr.)

This course surveys the historical, economic, and political aspects of public and private mental health care systems. Treatment formats and philosophies, procedures for accountability, and role functions of managed care service providers are reviewed. Legal, ethical and professional guidelines to operate in current health care environments are discussed. Multicultural contexts are highlighted.

PSYM-604   NATURE AND NEEDS OF EXCEPTIONAL CHILDREN   (3 cr.)

Clinical Course. This course covers the basic concepts and skills related to the identification and educational adaptation of children who differ significantly from the normal child in their physical, psychosocial, mental, sensory, or communication abilities. Cultural and social implications are also discussed.

PSYM-607   PRINCIPLES, PHILOSOPHY, ORGANIZATION,AND ADMINISTRATION OF GUIDANCE   (3 cr.)

This course provides an integration of theory and organization of guidance functions in the school system. Emphasis is placed on the professional counselor's roles and accountability, individual and group work, consultation, and crisis intervention with diverse populations.

PSYM-608   CONSULTATIVE INTERVENTIONS   (3 cr.)

This course focuses on concept and skill development for general intervention strategies, direct and indirect intervention practices, and preventive services for diverse populations. The integration of theory, psychopathology, techniques, and research into effective consultation reports and intervention plans is stressed.

PSYM-624   COUNSELING CHILDREN AND ADOLESCENTS   (3 cr.)

Clinical Course. This course covers the major theoretical approaches, assessment techniques, and interventions with diverse child and adolescent populations. Research concerning the efficacy of sampled interventions is reviewed.

PSYM-653   GENERAL THEORY OF FAMILY SYSTEMS & PSYCHOLOGY   (3 cr.)

This course covers theoretical approaches to family dynamics, structure, and change with consideration of cross-cultural variations in interaction patterns and processes. An examination of general system theory with emphasis on dysfunctional behavior and its homeostatic role in the psychosocial system of the family is presented.

PSYM-657   INDIVIDUAL ASSESSMENT AND APPRAISAL   (3 cr.)

This course covers diagnostic interviewing, the identification of dysfunctional behavior through the use of a variety of techniques and measures, and the translation of findings into DSM classifications. Assessment, treatment planning, strategic interventions, and cultural considerations are also reviewed.

PSYM-658   THEORIES AND TECHNIQUES IN MARITAL THERAPY   (3 cr.)

Clinical course. This course covers therapeutic techniques drawn from theoretical models in the field of marital therapy. Emphasis is placed on developing a practical framework for understanding couple relationships and intervening to effect changes. Postmodern concepts and cultural issues are explored.

PSYM-661   INDIVIDUAL AND FAMILY ASSESSMENT AND APPRAISAL   (3 cr.)

This course focuses on the use of formal assessment measures to appraise familial parameters including behavioral problems, developmental impasses, cultural contexts, economic and social influences, individual dynamics, interactional patterns and structures.

PSYM-678   THE INDIVIDUAL AND FAMILY LIFE CYCLE   (3 cr.)

This course examines transactions in individual and family development from physiological, psychological, socio-cultural and research perspectives. The application of developmental theory to therapeutic practice is emphasized.

PSYM-682   COUNSELING IN COMMUNITY SETTINGS   (3 cr.)

This course will provide an overview of community psychology and general principles that apply to community intervention models, education and prevention, consultation, and outreach programs. The roles and functions of counselors in interdisciplinary teamwork in a variety of public and private practice settings will be examined. Social, cultural, and diversity factors relevant to

the delivery of community counseling services will be reviewed.

PYIO

PYIO-328 INTRODUCTION TO INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3 cr.)
Prerequisites: None

This course explores workplace behavior, focusing on motivation, group dynamics, and the psychological principles that influence individual and team performance. Students will analyze strategies to enhance organizational productivity, foster collaboration, and improve employee satisfaction.

PYIO-500   RESEARCH METHODS   (3 cr.)

This course is a pre-requisite of PYIO596 I/O Statistics. This course provides the student with an overview of the fundamental concepts that are necessary to critically analyze research and begin their understanding of statistical methods and more advanced research methodology. Topics include scientific method, independent and dependent variables, ethics in research, validity, reliability, measurement reliability, qualitative and quantitative methodologies, and cross sectional and longitudinal methodologies.

PYIO-502   ATTITUDE THEORY   (3 cr.)

This course provides an overview of the role of attitudes, opinions and beliefs in organizational settings with a culturally diverse population and their importance in diagnosing organizational problems, with an emphasis on theory and research.

PYIO-571   FOUNDATIONS OF INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY   (3 cr.)

This course is an introduction to Industrial and Organizational Psychology. It provides an overview of the major findings and methods I/O psychologists use in understanding and solving problems in organizational settings.

PYIO-594   SMALL GROUP THEORY AND PROCESS   (3 cr.)

This course draws upon theory and research from social psychology, organizational psychology, sociology, and organization behavior in exploring the behavior of people from culturally diverse backgrounds in social groups. The course will provide a review of theories in leadership and power, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PYIO-595   ADVANCED RESEARCH METHODS   (3 cr.)

This course provides an overview of the methods, procedures, and techniques used in the conduct of empirical research on issues of interest in I/O psychology. Topics will include: the scientific method, problem statements and research questions, hypotheses, study designs, the nature and definition of constructs, the manipulation of variables, the concepts underlying and methods used for the assessment of the reliability and validity of measures, the use of various ethical standards that govern the conduct of all research involving human participants.

PYIO-596   I/O STATISTICS   (3 cr.)

This is an applied course. This course is a prerequisite for PYIO 595 Advanced Research Methods. The student will become familiar with various statistical techniques. Topics include measures of central tendency; measures of variability; sampling distributions; inferences about the differences between means, proportions, etc.; univariate analysis of variance; linear regression and correlation. The course includes an introduction to and use of the statistical software program, SPSS as well as Excel.

PYIO-631, 632 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PRACTICA (I, II)   (3 cr. Each)

The practica in Industrial/Organizational Psychology provide students with the opportunity to integrate theoretical knowledge with the organizational realities that are confronted by the I/O practitioner, including practice in multicultural settings. Students develop practical skills through placements in identified organizations. Both field-based and classroom-based supervision are components of practicum.

PYIO-672   EMPLOYMENT LAW   (3 cr.)

This I course will provide an overview of the major federal, state, and local laws that regulate fair employment practices in the United States. Workplace decisions such as hiring, promotion, and termination practices will be examined from such perspective. Security and privacy issues, labor relations, and other related subjects will also be discussed.

PYIO-674   PERSONNEL PSYCHOLOGY   (3 cr.)

This course provides an overview of the theories, methods, and practices of personnel psychology with culturally diverse populations, including job analysis, recruitment, selection, performance appraisal, and training. Particular emphasis is given to legal issues.

PYIO-676   ORGANIZATIONAL TRAINING AND DEVELOPMENT   (3 cr.)

This course will provide students with training tools to promote learning in organizational settings. Training is a process of continuous development for individuals, groups, and organizations. The functions of training and the ways in which industrial and organizational psychology practitioners may contribute to the achievement of organizational goals through this process will be discussed. The students will also learn about the five training phases: assessment, design, development, instruction, and evaluation.

PYIO-683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION   (3 cr.)

This course presents an analysis of methods used in personnel decision-making with culturally diverse populations; in particular, the assessment methods used in organizations and the social and legal environment in which I/O psychologists must work.

PYIO-689   WORK MOTIVATION   (3 cr.)

This course surveys theories and research in motivation and in particular, the central issues in motivation in a work environment with a culturally diverse population. Students are provided with an understanding of the general applications of motivational perspectives, for example, job design, goal setting, and incentive systems.
PYIO-698   ORGANIZATIONAL PSYCHOLOGY   (3 cr.)

This course provides an overview of topics in organizational psychology including theories of organization; organizational behavior; stress and well- being at work; work motivation; and leadership. The focus is on both classical and contemporary theories of organizations and organization behavior.

PYIOV

PYIOV-696   APPLIED RESEARCH AND CAPSTONE PROJECT I   (3 cr.)

Students will apply theoretical knowledge to address professional practice issues in the field of industrial and organizational psychology through an applied research or capstone project. Students who choose an applied research project will work on the application of psychological research and will be responsible for the planning, implementation of the research, and dissemination of the findings. Students who choose a capstone project will develop or improve a system or product relevant to I/O practice. Students may continue to work on their projects, as approved by their professor, in the following course, Applied research and Capstone Project II.

PYIOV-697   APPLIED RESEARCH AND CAPSTONE PROJECT II   (3 cr.)

Students will continue their work on the project that they selected in Applied Research and Capstone Project I or pursue a project in a related or new area as approved by their professor. Students may be enrolled in this course in subsequent sessions to complete their projects within their degree time limitation terms. Continuous enrollment is required until all requirements have been met.

PYMH

PYMH-631, 632, 633 MENTAL HEALTH COUNSELING CLINICAL PRACTICA (I, II, III)
(3 cr. each)

The clinical practica in Mental Health Counseling provide an opportunity to integrate and apply theories, models, and skills through the provision of mental health services. The role functions of the mental health counselor will be performed under supervision in multi-cultural human services settings in the community. Both field-based and program-based supervision are components of the practicum experiences. Program-based supervision (PYMH631, PYMH632, PYMH633) is provided by a faculty member during the field experiences.

PYMF

PYMF-631, 632 MARRIAGE AND FAMILY THERAPY CLINICAL PRACTICA (I, II)   (3 cr. each)

The clinical practica in Marriage and Family Therapy provide an opportunity for the integration of theories, models, techniques, and strategies through the provision of supervised therapeutic services to individuals, couples, and families in multi-cultural human services settings in the community. Both field- based and program-based supervision are components of the practicum experiences. Program-based supervision (PYMF631 and PYMF632) is provided by a faculty member during the field experiences.

PYSC-631, 632   SCHOOL COUNSELING PRACTICA (I, II)   (3 cr. each)

The school counseling practica provide an opportunity to perform the role functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experiences. Program-based supervision (PYSC631 and PYSC632) is provided by a faculty member during the field experiences.

REA

REA-301   READING IN ELEMENTARY SCHOOLS I   (3 cr.)

This course covers the current views, experiences, and general principles of the reading process as it relates to education, learning and child development. Given the culturally diverse constituency of public schools' classrooms, students will acquire an understanding of phonological vs. idiographic languages. How children in early childhood become literate and techniques for aiding children to become both motivated and involved in their own learning are integral topics in the course. Discussions on effective teaching methods to enable children to communicate appropriately using reading and writing will also take place as well as an overview of current practices and materials for use in reading classes. This program will place emphasis on the use of phonics and whole word reading as a means of acquiring proficient decoding skills. The principal objective of this course is to provide students with a conceptual framework of cortical organization. The model will incorporate principles of neuroscience theory and research, as they relate to the science of reading.

REA-302   READING IN ELEMENTARY SCHOOLS II   (3 cr.)
(Comprehension)

This course is an expansion of REA301. This course is required for anyone seeking reading endorsement. Current views and general principles of reading as a process related to education, learning and child development are presented. The importance of understanding reading as a process of engagement in decoding of words and comprehension or construction of meaning is stressed. The use of phonics and whole word reading as a means of acquiring proficient decoding, fluency and comprehension skills is presented. The effects of cultural diversity and learning styles on reading performance are emphasized.

REA-303   READING PERFORMANCE: METHOD AND EDUCATIONAL MATERIALS   (3 cr.)

This course emphasizes the utilization of scientifically based reading research to address prevention, identification and remediation of reading performance problems. A major objective of the course is to identify appropriate methods/techniques and materials to enhance reading performance and comprehension and remediate reading problems in a culturally diverse classroom. Prescription and the utilization of these techniques and materials are the focus of this course.

REA-304   DIAGNOSIS AND REMEDIATION FOR READING   (3 cr.)

This course is designed to aid future educators in the recognition, assessment, and diagnosis of reading problems. Neuroanatomical correlates and areas of cortical disturbance, based on radiological studies will be presented. A review of child sequential development skills and the use of appropriate techniques and materials to increase reading abilities and comprehension will also be a major objective of this course. Emphasis will be placed on the recognition and remediation of reading problems in children from different cultural backgrounds. Common learning disorders encountered in classroom teaching will be covered. These disorders include communication disorders, dyslexia, dysgraphia, and dyscalculia. Students will also acquire an understanding of the problems presented by communication disorders in special populations (e.g., children, bilinguals). The concept of cerebral asymmetry and its importance in cognitive processing and language functioning.

REA-430   PRACTICUM FOR READING ENDORSEMENT   (3 cr.)

A field experience in a multi-cultural classroom environment for students completing the Reading Endorsement requirements. Under the supervision of a qualified instructor, students will obtain practical experience in increasing reading performance of students. Appropriate strategies and educational resources to address prevention, identification and remediation of reading difficulties are emphasized (45 hours of field experience required).

REL

REL-101   INTRODUCTION TO WORLD RELIGIONS   (3 cr.)

Investigates the associated traditions, customs and ceremonies of world acknowledged religions. Judaism, Christianity, Hinduism, Buddhism and Islam are among the major religions that will be surveyed in this reading intensive course.

REME

REME-700   MIXED AND APPLIED RESEARCH METHODS   (3 cr.)
Prerequisites: RSHUM-801 Research Methods, RSHUM-802 Advanced Research Methods, STHUM- 800 Statistics, and STHUM-801 Advanced Statistics.

This course will allow students to apply 'hands-on" research knowledge (quantitative, qualitative, and mixed methods), to formulate and conduct independent research. In a stepwise progression, the course will detail primary data collection strategies, as well as how to utilize secondary data resources.

Philosophical assumptions, theoretical underpinnings, fundamental issues about validity and reliability, and the advantages, disadvantages, and limitations of various applied research methods will be discussed. Students will learn to select appropriate research methods to define scientific problem statements, formulate research questions/hypotheses, collect and analyze data, write and present a research report in different formats (written, presentations, posters) and ultimately work on the selection of scientific journals for publication.

REME-701   APPLIED TEST CONSTRUCTION & META-ANALYSES   (3 cr.)

Prerequisites: RSHUM801 Research Methods, RSHUM802 Advanced Research Methods, STHUM800 Statistics, and STHUM801 Advanced Statistics.

This course will allow students to explore and apply advanced statistical techniques needed for the development, evaluation, and application of tests in the human services field. Factor analyses -- exploratory and confirmatory--will be conducted to analyze tests constructed by students. The course also will cover discriminant analysis, as well as meta-analysis, to assess their usefulness and application in research. The course will include hands-on exercises for hypotheses testing, statistical analyses, and interpretation of research results.

RES

RES-300   RESEARCH METHODS IN SPORTS SCIENCE   (3 cr.)
Prerequisites: PSY408 & SPTDA300

This course introduces students to fundamental research methodologies used in sports science, including experimental design, data collection, statistical analysis, and interpretation of results. Students will explore qualitative and quantitative research techniques, ethical considerations, and the application of evidence-based practices in sports psychology, biomechanics, and performance optimization. Emphasis is placed on developing critical thinking skills and the ability to assess scientific literature to enhance athletic performance and sports technology innovations.

RGL

RGL-700   WORLD RELIGIONS   (3 cr.)
Pre-requisites: All courses through Block 6

This course will review the historical origins, teachings, and devotional practices of the world's religions, including but not limited to Christianity, Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism. Similarities and differences will be explored relating to the human experience of what is considered holy or sacred love and compassion, wisdom and justice, evil ad suffering, and death and deliverance.

RGL-701   PSYCHOLOGY OF RELIGION & SPIRITUALITY   (3 cr.)
Pre-requisites: All courses through Block 6

This course reviews the empirical psychology of religion and spirituality. It will explore how religion and spirituality can influence one's cognition, motivations, emotions, attitudes, coping, and behaviors. Scales of measurement and development of faith will be examined along with religious coping styles, conversion, religious experiences, and how these can have an effect on health and at-risk behaviors.

RGL-702   PSYCHOLOGY AND SPIRITUALITY INTEGRATED PSYCHOTHERAPY   (3 cr.)
Pre-requisites: All courses through Block 6

This course will review the controversy of the peculiar tension between psychology and spirituality. Evidence-based practices and spiritually integrated psychotherapy will be provided.

RSHUM-801   RESEARCH METHODS (3 cr.)

In this course students will explore the research methods utilized in human services research in multicultural contexts. It critically analyzes basic assumptions of science observation and inference, conceptual models, inductive and deductive thinking models, as well as philosophies and theories of science. Topics include scientific method, independent and dependent variables, ethics in research validity, reliability, measurement reliability, qualitative and quantitative methodologies, and cross-sectional and longitudinal methodologies. Ethical considerations in research will be discussed.

RSHUM-802   ADVANCED RESEARCH METHODS (3 cr.)
Prerequisite: RSHUM801 Research Methods.

This course will provide students with an overview and opportunity to apply the methods, procedures, and techniques used in the conduct of empirical research on issues of interest in human services in multicultural contexts, including advanced quantitative, qualitative and mixed method approaches. Topics will include: the scientific method, problem statement and research questions, hypotheses/research questions, study designs, the nature and definition of constructs, the manipulation of variables, the concepts underlying and methods used for the assessment of the reliability and validity of measures, and the use of various ethical standards that govern the conduct of all research involving human participants.

RSHUM-803   QUALITATIVE RESEARCH (3 cr.)
Prerequisites: RSHUM801 Research Methods.

In this course students will explore the constructivist philosophical research approach, evaluating a variety of qualitative research methods, their theoretical perspectives and their philosophical assumptions and implications for research development. The process of developing a qualitative study will be analyzed with applied examples in the human services field. Students will be able to ethically design and apply data collection and analyses in a qualitative study, and discuss its uses, advantages, and limitations. Students will use Hyper Research software in their projects.

RSHUM-806   GRANT WRITING AND PROGRAM EVALUATION (3 cr.)
Prerequisite: RSHUM801 Research Methods.

This course will prepare doctoral students in grantsmanship, specifically knowledge regarding the process of seeking funding and grant evaluation. Students will complete all aspects of the grant proposal development process up to the submission stage; they will learn to manage and develop a grant budget, reporting mechanisms, and the overall program management of funding. Students will also obtain knowledge on the grantmanship aspect of grant evaluation and the mechanisms utilized to critically evaluate grants.

SCE-302   SCIENCE IN ELEMENTARY SCHOOLS (3 cr.)

Application of techniques and methods of instruction in an elementary science curriculum. Students will cover such topics as educational philosophies, methods that children from different

cultural backgrounds prefer in learning science, through hands on activities and thinking skills for improved interest in science and a discussion on science resources available to educators. A heavy emphasis will be placed on laboratory activities to promote experimentation in the scientific method. Modern techniques for accelerated learning based on psychological theories will be presented.

SEMM

SEMM-705, SEMM710. SEMM715, SEMINAR I-III PROFESSIONAL DEVELOPMENT   (3 cr.)

These seminars provide a broad understanding of the profession of psychology, the competencies that are essential for professionals in the field and the various requirements of the Doctor of Psychology in Clinical Psychology program. Emphasis is placed on professional values, attitudes and behaviors; relational skills; development of a professional identity; and overall professional development. Ethical practices, foundational clinical skills, and multicultural considerations will also be explored.

SLS

SLS-101   INTRODUCTION TO COLLEGE LIFE SKILLS   (3 cr.)

This course will provide skills and knowledge to students entering college level education. It is intended to provide students with an orientation to the University, including its unique mission. Emphasis will be placed on increasing and improving students' study habits and general academic skills. The course will also provide information regarding students' rights and responsibilities and CAU policies and disciplinary procedures.

SLS-102   GRADUATE SKILLS PREPARATION   (3 cr.)

Verbal, analytical and quantitative skills necessary for graduate school. The course also focuses on the overall mastering of key academic areas in Psychology as a preparation for the GRE-Psychology.

SPC

SPC-102   PROFESSIONAL SPEAKING   (3 cr.)
A speech course designed to enhance the student's professional speaking skills. Topic choice, organization, and presentation skills are highlighted with an emphasis on creativity, cultural sensitivity, cultural diversity, and individual style. Focus on experiential learning. Cultural sensitivity and cultural diversity to be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC-103   PUBLIC SPEAKING   (3 cr.)
Prerequisites: None

Application of current global concepts in oral expression and persuasion in public forums. Students will learn to reason logically, present their ideas in a coherent and organized fashion, and learn the basics of informative and persuasive speaking. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPN-101   ELEMENTARY SPANISH I   (3 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN-102   ELEMENTARY SPANISH II   (3 cr.)
Prerequisite: SPN101 Spanish I

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course.

SPTDA

SPTDA-300   ADVANCED DATA ANALYTICS IN SPORTS PERFORMANCE   (3 cr.)
Prerequisite: PSY408

Explores advanced statistical modeling, performance tracking, and data visualization techniques to analyze and improve athletic performance.

SPTDA-310   SPORTS TECHNOLOGY AND SMART EQUIPMENT   (3 cr.)
Prerequisites: SPTPO130

Emerging technologies in sports, wearable devices, and integration of IoT for performance tracking.

SPTDA-320 MACHINE LEARNING FOR SPORTS PERFORMANCE OPTIMIZATION   (3 cr.)
Prerequisites: SPTPO270

Introduces AI and machine learning techniques used to optimize training, predict injuries, and enhance game strategy through data-driven decision-making.

SPTDA-330   REAL TIME PERFORMANCE MONITORING SYSTEMS   (3 cr.)
Prerequisites: SPTPO130 & SPTDA310

Focuses on real-time analytics, wearable sensor applications, and live monitoring tools for adjusting training and game-time decisions.

SPTDA-340   DATA DRIVEN STRATEGIES FOR INJURY PREVENTION   (3 cr.)
Prerequisites: PSY408, SPTDA300, & SPTAH450

Covers the use of data analytics in injury prevention, recovery strategies, and athlete health assessments to minimize risks and enhance longevity.

SPTDA-350   PREDICTIVE ANALYTICS FOR SPORTS PERFORMANCE   (3 cr.)
Prerequisites: PSY408, SPTDA300, RES300, & SPTPO120

Teaches the application of predictive modeling to forecast performance trends, recovery timelines, and game outcomes based on historical data.

SPTAH

SPTAH-400   SPORTS NUTRITION: ADVANCED TOPICS   (3 cr.)
Prerequisites: None

Macronutrient requirements, hydration strategies, and nutrition plans for various sports. Explores in-depth nutritional strategies, including macronutrient balance, hydration, and sport-specific diet planning to optimize athletic performance.

SPTAH-410   RECOVERY STRATEGIES AND REHABILITATION TECHNIQUES   (3 cr.)
Prerequisites: None

Covers evidence-based rehabilitation methods, modern recovery technologies, and therapy techniques for injury prevention and athletic longevity.

SPTAH-420   STRESS MANAGEMENT AND MENTAL WELLNESS FOR ATHLETES   (3 cr.)
Prerequisites: SPTPO220

Examines stress reduction strategies, mindfulness training, and coping mechanisms tailored to high-performance sports environments.

SPTAH-430   BIOMECHANICS AND PERFORMANCE ENHANCEMENT   (3 cr.)
Prerequisites: SPTPO240

Focuses on advanced movement analysis, injury prevention techniques, and biomechanical improvements for peak performance.

SPTAH-440   HOLISTIC APPROACHES TO ATHLETIC RECOVERY   (3 cr.)
Prerequisites: SPTAH 410

Introduces integrative wellness practices, including meditation, yoga, and alternative therapies, to support recovery and overall health.

SPTAH-450   PREVENTATIVE MEASURES FOR ATHLETE HEALTH   (3 cr.)
Prerequisites: SPTAH410

Course covers screening techniques, health monitoring strategies, and proactive interventions to prevent injuries and maintain peak physical condition.

SPTPO

SPTPO-110   INTRODUCTION TO SPORTS PSYCHOLOGY   (3 cr.)
Prerequisites: None

This course introduces the psychological principles that influence athletic performance, including motivation, mental preparation strategies, and cognitive-behavioral techniques to enhance focus, confidence, and resilience in athletes.

SPTPO-120   SPORTS PERFORMANCE DATA ANALYTICS   (3 cr.)
Prerequisites: PSY408, SPTDA300, & RES300

Introduction to performance metrics, statistical methods, data visualization, and interpretation of sports data to improve performance outcomes.

SPTPO-130   WEARABLE TECHNOLOGY IN SPORTS   (3 cr.)
Prerequisites: None

This course examines the role of wearable devices such as fitness trackers, heart rate monitors, and motion sensors in optimizing athletic performance, monitoring health metrics, and preventing injuries.

SPTPO210   FOUNDATIONS OF ATHLETE RECOVERY   (3 cr.)
Prerequisites: SPTAH410 & SPTPO220

Covers injury prevention, rehabilitation techniques, and mental recovery strategies, emphasizing the integration of physical and psychological approaches to support athletes' long-term performance and well-being.

SPTPO-220   MENTAL WELLNESS IN ATHLETICS   (3 cr.)
Prerequisites: PSY200 & SPTPO110

Students learn to recognize and address mental health challenges in sports, including stress, anxiety, and burnout, while developing strategies for mindfulness, resilience, and emotional well-being.

SPTPO-225   ATHLETIC NUTRITION   (3 cr.)
Prerequisites: SPTAH400

Focuses on the impact of nutrition, hydration, and supplementation on athletic performance, recovery, and overall health, with an emphasis on evidence-based dietary planning for athletes.

SPTPO-230   RESILIENCE TRAINING FOR ATHLETES   (3 cr.)
Prerequisites: None

Develops psychological resilience, mental toughness, and adaptive strategies to help athletes overcome setbacks and maintain performance under pressure.

SPTPO-240   BIOMECHANICS AND MOVEMENT SCIENCE   (3 cr.)
Prerequisites: BSC130

Examines the principles of biomechanics, movement efficiency, and injury prevention, providing students with tools to analyze and optimize athletic performance through motion analysis.

SPTPO-250 LEADERSHIP IN SPORTS ORGANIZATIONS   (3 cr.)
Prerequisites: None

Leadership theories and practices, management of sports teams, fostering collaboration, ethical decision-making, and conflict resolution in sports organizations. This course covers leadership principles, team management, ethical decision-making, and conflict resolution within sports

organizations, preparing students for leadership roles in athletic settings.

SPTPO-260 SPORTS ETHICS AND LEGAL ISSUES (3 cr.)
Prerequisite: HUM115

Examines ethical dilemmas, athlete rights, contract law, and liability issues in sports, equipping students with knowledge of the legal frameworks governing athletic competition and management.

SPTPO-270   ARTIFICIAL INTELLIGENCE IN SPORTS (3 cr.)
Prerequisites: None

Explores how AI-driven technologies such as machine learning and computer vision are used in performance optimization, injury prevention, and predictive analytics in sports.

SPTPO-310   ADVANCED SPORTS PSYCHOLOGY: TEAM DYNAMICS & COACHING STRATEGIES (3 cr.)
Prerequisites: SPTPO110

Focuses on team psychology, communication, and motivation strategies, equipping students with coaching techniques to enhance team cohesion and athlete performance.

SPTPO-312 GROUP DYNAMICS AND TEAM PSYCHOLOGY (3 cr.)
Prerequisites: SPTPO110 & SPTPO310

Examines the psychological aspects of teamwork, leadership, and conflict resolution in athletic environments, fostering effective communication and collaboration.

SPTPO-315   INTERNSHIP IN SPORTS PERFORMANCE (3 cr.)
Prerequisites: None

Offers hands-on experience in sports psychology and performance optimization through internships in professional teams, wellness programs, or research settings.

SPTPO-498   CAPSTONE PROJECT IN SPORTS PSYCHOLOGY (3 cr.)
Prerequisites: SPTPO310, SPTPO312, SPTPO320, & SPTPO330

A culminating project where students apply their knowledge to solve real-world challenges in sports psychology and performance technology through research or practical implementation.

SSE

SSE-301   SOCIAL STUDIES IN ELEMENTARY SCHOOLS (3 cr.)

This course provides a strong foundation in the development and instructional methods included in building an effective social studies program geared towards an appreciation of human interactions in the global community. Cultural situations and the development of cooperative strategies will enable future teachers to convey appropriate information about social factors and changes to young students. The effect of social factors affecting children's academic achievement and interpersonal relationships are presented.

STA-321   RESEARCH METHODS AND ANALYSIS USING STATISTICS   (3 cr.)
Prerequisites: MAT101 or MAT103

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem in their work or a vocational environment, which they have selected for a research project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, and analyzing variance.

STHM

STHUM-800   STATISTICS   (3 cr.)

This course will introduce students to descriptive and inferential statistics in multicultural contexts. Topics include measures of central tendency, measures of variability, sampling distributions, inferences about the differences between means, proportions, etc., univariate analysis of variance, linear regression, and correlation. The ethics of conducting research and using appropriate analyses will be discussed. The course includes an introduction to and use of the statistical software program, SPSS as well as Excel. Prerequisite: RSHUM801 Research Methods.

STHUM-801   ADVANCED STATISTICS   (3 cr.)
Prerequisite: STHUM800 Statistics.

This course introduces advanced statistical techniques and methods for data analysis. Topics include bivariate relationships, matrix algebra, review of multiple regression and correlation, part and partial correlations, canonical correlations, discriminant analysis and classification, cluster analysis, and factor analysis. Methods of measurement and test construction will be covered, as well as meta-analysis approaches. Students will apply the techniques discussed to data drawn from actual research. The course includes an introduction to and use of the Comprehensive Meta-Analysis V3 software.

SYG

SYG-101 INTRODUCTION TO SOCIOLOGY   (3 cr.)
Prerequisites: None

Survey of the scientific study of society. This course stress's societal structure, the role of the individual within society, and the ramifications of social change. Obstacles encountered by minority groups in the United States will also be discussed in regard to housing, unemployment, education, crime and access to mental health and medical services. Cultural sensitivity and cultural diversity discussions are designed to broaden students' multicultural views.

TESL

TESL-500   ADVANCED THEORIES AND PRACTICE OF TESOL   (3 cr.)

An advanced level course that further develops students' abilities to apply special techniques,

including cultural sensitivity, and unique events that are involved in teaching English to speakers of other languages. Practical experiences will be an essential component of the course in understanding TESOL in the classroom setting. Psychological and social factors affecting the acquisition of a new language in non-native speakers of English are presented.

TESL-502   APPLIED CURRICULUM & MATERIALS DEVELOPMENT IN TESOL   (3 cr.)

This course develops future teachers' curriculum development abilities through the use of theories and principles in second language acquisition. Instructional strategies, techniques and materials that are crucial for the design, development and implementation of a curriculum that addresses the needs of students that are speakers of other languages and are Limited English Proficient (LEP) will be addressed. Sociological, psychological and cultural factors that affect the students' academic performance are discussed.

TESL-501   APPLIED LINGUISTICS   (3 cr.)

This course further enhances future ESOL teachers' development of their instructional strategies to facilitate learning within the Limited English Proficient student populations. Linguistic variations of syntax, semantics, phonology and morphology are presented. The importance of first and second language acquisition principles is emphasized through the analysis of current research findings on linguistically and culturally diverse instructional methods.

TESL-504   TESTING & EVALUATION OF ESOL   (3 cr.)

The essential principles of evaluation that prepares future teachers with the knowledge and skills necessary to select, develop and modify assessment instruments will be the focus of this course. Students will apply techniques that target the needs of linguistically and culturally diverse students through in class exercises. Theories, principles and current trends related to second language acquisition are discussed. Emphasis is placed on culturally sensitive evaluation tools that assess both the development of English skills and readiness of the ESOL student for the transition into a regular classroom.

TESL-503   FOUNDATIONS OF TESOL TECHNOLOGY   (3 cr.)

The exploration of the wide variety of educational technologies and specialized technological aids that can be applied to students with Limited English Proficiency (LEP). Multi-sensory strategies in learning technologies will be emphasized in order to enhance the learning experience of students with language acquisition difficulties as well as various communication disorders. Prospective teachers will discuss the improvement of student self-esteem by learning through technological methods and provide examples of how students from various cultural backgrounds can improve overall learning through technology.

TESL-505   CROSS CULTURAL COMMUNICATION AND UNDERSTANDING   (3 cr.)

This course presents a thorough examination of theories, principles and current trends research in second language acquisition. The emphasis of the course will be on cross-cultural awareness, focusing on linguistically diverse minorities within the United States and especially South Florida. Future teachers will be able to design a culturally sensitive curriculum to meet the needs of Limited English Proficient students by incorporating instructional strategies, techniques and assessment tools.

TESL-600 TESOL RESEARCH PROJECT: INSTRUCTIONAL DESIGN AND ASSESSMENT (3cr.)

This course provides an analysis and synthesis of theoretical and research issues in TESOL education. Through the development of a comprehensive portfolio, future teachers will research the needs of students with Limited English Proficiency (LEP) and design a curriculum that is appropriate for a given grade level, subject area and sensitive to cultural/ethnic backgrounds. This curriculum will include an analysis of learning styles, language acquisition strategies and methods and assessment techniques. Students will be provided with didactics in experimental design and methodology to become an educated consumer of research. Students will be guided by a faculty member in their portfolio development process.

VCYBP

VCYBP-100   INTRODUCTION TO CYBERPSYCHOLOGY   (3 cr.)
Prerequisites: None

This course addresses the foundations of digital technologies across the lifespan, exploring psychological implications of cyberspace and emerging technologies. Students will explore what literature tells us about our wired world, the use of smart phones, the internet, and the virtual world. Topics will include identity, attention, addiction, cyber-bullying, learning, and relationships. This course will draw on multiple areas of psychology, including social, developmental, cognitive, educational, and neuroscience, and will involve critical analysis of research in cyberpsychology.

VCYBP-101   INTRODUCTION TO COMPUTER SCIENCE   (3 cr.)
Prerequisites: None

This course offers an introduction to computer science. Students will learn about the importance of solving computational problems. Students learn about logic, algorithms, computer systems, system software, virtual machines, computer network, cloud computing, information security, high-level programming languages, models of computation, computer graphics, and the process of decision making about computers, information, and society.

VCYBP-200   HUMAN-COMPUTER INTERACTION   (3 cr.)
Prerequisites: VCYBP-100

In this course, students are introduced to the fundamental theories and concepts of human computer interaction (HCI). HCI is an interdisciplinary field that integrates theories and methodologies across many domains including cognitive psychology, neurocognitive engineering, computer science, human factors, and engineering design. Students will gain theoretical knowledge of and practical experience in the fundamental aspects of human perception, cognition, and learning as it relates to the design, implementation, and evaluation of interfaces. Topics covered include what is the interaction design, cognitive aspects of HCI, social interactions, emotional interactions, interfaces, data collection, analysis, and design, prototyping, and construction.

VCYBP- 300   PSYCHOLOGY OF SOCIAL NETWORKING AND VIDEOGAMES   (3 cr.)
Prerequisites: VCYBP-100

Social media and video games have become a central feature of our everyday lives. How is our

use of social media impacting our well-being? How do video games help us learn? This course will tackle these complex questions by evaluating psychological research on these topics. Through lectures, discussion, and interactive assignments, students will learn about current evidence, theory, and controversies in the field, and will consider the role of social media and video games in their own lives. This course will provide an overview of research on social media and video games, with an emphasis on the psychosocial implications of use. Relevant theories from developmental psychology will provide a starting point for engaging with this material.

VCYBP-301   CYBERSECURITY   (3 cr.)
Prerequisites: VCYBP-101

This course offers an introduction to cybersecurity. Students will learn about cyberattacks, threats and defenses, social engineering, hackers, malware, computer security, password management, prevention of attacks, wireless network security, mobile security, and general cybersecurity standards. In this course students will get theoretical and practical knowledge to identify cyberattacks and how to properly act to attacks or to prevent them.

VCYBP-302   FORENSIC CYBERPSYCHOLOGY   (3 cr.)
Prerequisites: VCYPS-306, VCYBP-100

This course offers an introduction to Forensic Cyberpsychology and will provide an overview of cyber deviant behavior, explore emerging cybercrimes, and cyber enabled crimes. From the forensic psychology perspective, the course will examine the mind of cyber deviant perpetrators and strategies for assessment, prevention, and interventions. Some of the trends discussed in this course include digital self-harm, stalker ware usage, livestreaming of crimes, online expression of hate and rebellion, attacks via smart devices, COVID-19 related frauds and cyber vigilantism. Such insights would enhance our awareness about the growing pervasiveness of cyber threats and display how behavioral sciences is a force-multiplier in complementing the existing technological solutions.

VCYBP-303   PSYCHOLOGY OF VIRTUAL REALITY AND ARTIFICIAL INTELLIGENCE (3 cr.)
Prerequisites: VCYBP-100

This course addresses how virtual reality (VR), artificial intelligence (AI) and other disruptive technologies shape new media experiences and transform the behaviors of human society. With billions being invested into companies like Oculus Rift, HoloLens, Magic Leap, and others, we witness the birth of a new revolution in immersive content platforms. Each day a different area of innovative technology will be examined as we explore its impact across conventional media industries including television, film, games, education, and mental health. The course is intended to offer students exposure to innovative technologies using a scientific approach to understand the impact of virtual reality and artificial intelligence in human behavior and social interaction.

VCYBP-304   INTRODUCTION TO TELEHEALTH   (3 cr.)
Prerequisites: None

This course introduces students to key concepts related to the use of electronic information and telecommunication technologies in advancing the provision of health-related services. Among the topics explored are historical development of telehealth, ethical and legal implications related to telehealth integration, best practices for telepresence, and current practices in telehealth.

VCYBP-400   CYBERPSYCHOLOGY SPECIAL TOPICS   (3 cr.)
Prerequisites: None

In this course students will learn many core knowledge and applications for cyberpsychology including topics such as online behaviors and personality, social media use and psychological functioning, games and gaming, telepsychology, augmented reality, and artificial intelligence applications, body image and technology, and empathy behaviors in telecommunications. This course will also discuss how to enhance resilience, application, and research skills necessary to thrive in cyberpsychology. Finally, this course will provide actual knowledge and experience from professionals from the field that would be presenting and participating as guest speakers in class meetings.

VCYBP-401   CYBERPSYCHOLGY SENIOR PROJECT   (3 cr.)
Prerequisites: VCYBP-401

The Cyberpsychology Senior project's purpose is to increase research and understanding of the main topics that encapsulate cyberpsychology discipline and their impact on mental health and behavior. The senior project will consist of fifteen weeks of guided and individual research on a topic selected by the students. This topic will be developed into a research proposal by groups of at least three students. Moreover, this research proposal must be alienated from the main research areas that are studied in the discipline. The topics will be selected in the first two weeks and will be worked on throughout the semester. The students will be submitting drafts of the research proposal every two weeks via Blackboard. At the end of the semester, the students will present their research proposals to the class.

VCYEN

VCYEN-125   INTERDISCIPLINARY STUDIES IN LITERATURE I   (3 cr.)
Prerequisites: None

This course integrates the study of several literary genres to develop reading, writing, and oral communication skills as well as critical thinking skills. A thematic approach is used to engage students in interdisciplinary discussions. Topics covered during the first term include gender equity and racial discrimination. The course requires the preparation of an annotated bibliography as part of a literature revision.

VCYEN-126   INTERDISCIPLINARY STUDIES IN LITERATURE II   (3 cr.)
Prerequisites: VCYEN –125

Several literary genres are studied to develop reading, writing, and oral communication skills, and critical thinking skills. A thematic approach is used to stimulate the participation of students in interdisciplinary discussions. Topics covered during the second term are "writing the journey" and migration. The course requires drafting a research essay based on the literature revision prepared during the first term.

VCYGL

VCYGL-220   CONTEMPORARY GLOBAL PROCESSES   (3 cr.)
Prerequisites: None

The most important phenomena, transformations, and participants in the contemporary globalized world are studied. The main global developments in economics, politics, society, and culture are studied from an interdisciplinary and historical perspective using case study discussions and official documents, among other resources. The course requires a research project.

VCYHI

VCYHI-120   CYBERWORLD   (3 cr.)
Prerequisites: None

The course covers the elements of the cyberworld and the relationship to psychology.

VCYHU

VCYHU-125   INTRODUCTION TO HUMANITIES I   (3 cr.)
Prerequisites: None

The course covers representative aspects of Western civilization and culture, taking into consideration its Oriental, Greek, Roman, and Medieval roots through the critical analysis of great literary, philosophical, artistic, and religious works. The course requires a field research project.

VCYIB

VCYIB-100   ALBIZU FIRST YEAR SEMINAR   (3 cr.)
Prerequisites: None

The course focuses on providing and introduction to the field of cyberpsychology.

VCYIN

VCYIN -321   INTERCULTURAL DEVELOPMENT   (3 cr.)

The purpose of this course is to develop intercultural competence in undergraduate students. The student will explore the essential knowledge, skills, and attitudes necessary to communicate and interact effectively with diverse people from diverse or different cultures and national backgrounds. Also, the student will design and engage in a culminating intercultural experience.

VCYMA

VCYMA-125   MATHEMATICAL REASONING   (3 cr.)
Prerequisites: None

Discussion of different applications to develop student skills in logical mathematical reasoning and quantitative analysis. Historical, philosophical, and developmental aspects of mathematics are considered to perceive its nature as a formal discipline. Elements of logic, set theory, numerical systems, consumer mathematics, probability, and data analysis are presented to facilitate the comprehension of the singularity of mathematics and its relationship with other disciplines. The course requires the preparation of a research project.

VCYNS-125   BIOLOGY AND CONTEMPORARY SOCIETY I   (3 cr.)
Prerequisites: None

Basic biological concepts and research methodologies are studied, such as cellular organization, the cell, energy, continuity of life, and evolution. Biotechnology and other topics that illustrate the applicability and impact of biological knowledge in contemporary society are studied. Also discussed are the connections and relationships between biological concepts and knowledge in other disciplines such as physical sciences, medicine, technology, social sciences, and ethics. The course is not intended for students who are planning future studies in biology. The course requires a research project and a final essay explaining the findings.

VCYNS-126   BIOLOGY AND CONTEMPORARY SOCIETY II   (3 cr.)
Prerequisites: VCYNS-125

Basic biological concepts related to the functioning of the organs of the human body are studied. Also discussed are the connections and relationships between biological concepts and knowledge in other disciplines such as physical sciences, medicine, technology, social sciences, and ethics. Cases that illustrate the applicability and impact of biological knowledge in contemporary society are discussed. The course requires a research project and a final essay explaining the findings.

VCYNS-225   PHYSICAL SCIENCES I   (3 cr.)
Prerequisites: None

The fundamental concepts of physics and chemistry are studied. Applications of science to everyday situations are studied. Emphasis is placed on the relationship between the physical sciences and other disciplines. The course requires a research project and a final essay explaining the findings.

VCYNS-226   PHYSICAL SCIENCES II   (3 cr.)
Prerequisites: VCYNS-225

The fundamental concepts of astronomy and earth sciences are studied. Applications of science to everyday situations are studied. Emphasis is placed on the relationship between the physical sciences and other disciplines. The course requires a research project and a final essay explaining the findings.

VCYPS

VCYPS-300   FUNDAMENTS OF PSYCHOLOGY   (3 cr.)
Prerequisites: None

Introduction to the historical and theoretical principles of psychology as a social and behavioral science.

VCYPS-301   THEORIES OF LEARNING   (3 cr.)
Prerequisites: None

Review of the major historical schools of thought and approaches to the study of human learning,

including behavioral, cognitive, and neuropsychological theories.

VCYPS-305   THEORIES OF PERSONALITY   (3 cr.)
Prerequisites: None

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass psychoanalytic, socio-cultural, trait, learning, behavioral, existential, and humanist paradigms.

VCYPS-306   PSYCHOPATHOLOGY   (3 cr.)
Prerequisites: None

Theories, classifications, and research issues relevant to understanding human psychopathology, including clinical syndromes and theories of pathology.

VCYPS-307   EXPERIMENTAL PSYCHOLOGY   (3 cr.)
Prerequisites: VCYMA 125, VCYPS 308

Experimental analysis of theories and literature pertaining to social influences on individual behavior and on family, group, and interpersonal dynamics. Readings, demonstrations on methodology, design implementation, and interpretations of research are studied.

VCYPS-308   STATISTICS FOR PSYCHOLOGY   (3 cr.)
Prerequisites: VYCMA 125

This course introduces students to the basic concepts of statistics. Their importance and practical use will be studied by introducing methods and techniques used in the field of statistics. The course will reference the relationship of statistics with other disciplines and introduce the concepts of descriptive and inferential statistics. The limitations that can be found in such applications will also be referenced.

VCYPS-403   DEVELOPMENTAL PSYCHOLOGY   (3 cr.)
PREREQUISITES: none

Review of the major theories and approaches to an understanding of the life span. Factors such as cognitive development, neurological development, social, cultural and intellectual influences are explored. Topics in Developmental Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

VCYPS-408   PHYSIOLOGICAL PSYCHOLOGY   (3 cr.)
Prerequisites: None

Introduction to the human nervous system, its subsystems, and the physiological bases of behavior.

VCYPS-443   PROFESSIONAL WRITING   (3 cr.)
Prerequisites: None

This is a writing course designed to enhance the student's professional writing skills. Writing for psychological reports, APA format style, literature review techniques, and computerized applications are introduced to the student. In the Library Orientation, the student would be

exposed to psychological journals and psychological abstracts. Cultural sensitivity and cultural diversity shall be emphasized to help students develop writing skills oriented to a multicultural professional audience.

VCYSE

VCYSE-424   SEMINAR ON INTERDISCIPLINARY RESEARCH   (3 cr.)
Prerequisites: VCYMA

This is the first part of the Interdisciplinary Research Seminar, which is a capstone seminar taken during the last year of studies. The main goal of the seminar is to develop research competencies within an interdisciplinary approach that presumes the integration of the theoretical and methodological perspectives of two or more disciplines. The course requires the preparation of an interdisciplinary research proposal for either an individual or collaborative project.

VCYSE-426   SEMINAR ON INTERDISCIPLINARY RESEARCH II   (3 cr.)
Prerequisites: VCYSE-424

This is the second part of the Seminar on Interdisciplinary Research, which is a capstone seminar taken during the last year of studies. The main goal of the seminar is to develop research competencies within an interdisciplinary approach that presumes the integration of the theoretical and methodological perspectives of two or more disciplines. During this part of the seminar, theoretical and methodological problems as well as different thinking and research models related to interdisciplinary research are discussed. The course requires the completion of a publication-quality research paper based on the proposal presented in VCYSE -424.

VCYSS

VCYSS-125   THEORIES AND METHODOLOGIES OF THE SOCIAL SCIENCES I
      (3 cr.) Prerequisites: None

Introduction to the theories and methodologies to the study of human behavior and society.

VCYSS-126   THEORIES AND METHODOLOGIES OF THE SOCIAL SCIENCES II   (3 cr.)
Prerequisites: VCYSS –125

This is the second part of the Theories and Methodologies of the Social Sciences

VMSLP

VM   SLP-540   ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISM   (3 cr.)

Study of the anatomy and physiology of the speech and hearing mechanism including respiratory, phonatory, articulatory, nervous, and hearing systems.

VMSLP-541   BASIC AUDIOLOGY   (3 cr.)

Overview of the audiology profession, its historical background, physical properties of the sound, ear anatomy, physiology of the auditory system, common disorders and administration and interpretation of hearing tests.

VMSLP-542   NORMAL SPEECH AND LANGUAGE DEVELOPMENT (3 cr.)

Study of the normal speech and language acquisition process. Distinctions between speech and language are established. Terminology and speech and language characteristics according to developmental stages are explained. The course includes the analysis of sound acquisition and most common speech and language disorders.

VMSLP-543   ETHICS AND LEGAL ASPECTS IN HEALTH PROFESSIONS (3 cr.)

This course discusses the ethical and legal principles applied to the Speech/Language Pathology Profession. American Speech-Language-Hearing Association (ASHA) Code of Ethics is studied. Study of the responsibilities and professional omissions of legal or ethical nature are revised.

VMSLP-545   LANGUAGE DISORDERS IN CHILDREN (3 cr.)

Overview of the normal and atypical language development in children. Study of the factors that might affect communicative development. Methods of evaluation and intervention related to each disorder are studied.

VMSLP-546   FLUENCY DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

Study of the characteristics of the typical fluency and pathological disfluencies. Evaluation processes including standardized tests, structured observations, data collection, and differential diagnosis and treatment in children and adults are studied.

VMSLP-547   VOICE DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

Study of voice disorders, treatment techniques and role of the Speech/Language Pathologist and other professionals in the management of such pathologies. The course emphasizes the differential diagnosis of voice disorders in children and adults and treatment as well.

VMSLP-548   LANGUAGE DISORDERS IN ADULTS (3 cr.)

Study of the nature and etiology of language disorders in adults. The course emphasizes the administration and interpretation of assessment instruments used for determining appropriate intervention methods.

VMSLP-549   DYSPHAGIA IN CHILDREN AND ADULTS (3 cr.)

The course emphasizes the identification, diagnosis and treatment of swallowing disorders in children and adults. Discussion of the assessment strategies and therapeutic approaches for treatment of dysphagia in children and adults. The course emphasizes the interdisciplinary intervention and role of the Speech/Language Pathologist that work with this population.

VMSLP-550   ARTICULATORY DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

Study of the anatomical, acoustic and perceptual aspects related to the articulatory mechanism. The course emphasizes in the typical and atypical articulatory development of the Spanish and English sounds. Cultural variations and different types of disorders are considered. The course also emphasizes the assessment and differential diagnosis of such disorders and other conditions. The clinical management and treatment techniques used in intervention are

discussed.

VMSLP-551   PHONOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT   (3 cr.)

This course describes the phonological system considering the theories and phonological perspectives. It emphasizes in the description of the typical and atypical phonological development of the Spanish and English language sounds. The study of the criteria for determining differential diagnosis of organic and functional disorders is also considered. The course also emphasizes clinical management of such disorders.

VMSLP-650   AURAL REHABILITATION   (3 cr.)

Study of the habilitation and rehabilitation processes including auditory training, lipreading, total communication in theory and methodology.

VMSLP-651   AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION   (3 cr.)

Discussion of the historical background of the AAC and its impact in the life of people with severe communication impairments. Study of the equipment used, its characteristics and uses. Discussion of strategies for implementation of the effective use of AAC to meet communicative needs. The course
requires laboratory experiences and building of low-cost communication boards and adaptations for equipment's.

VMSLP-652   ASSESSMENT AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 cr.)

Study of different clinical procedures used in evaluations of patients with speech and language disorders. The student will learn and develop assessment tools for evaluation and diagnosis of language disorders in children and adults.

VMSLP-653   NEUROGENIC DISORDERS IN ADULTS   (3 cr.)

The course presents the etiology, diagnostic and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with right hemisphere, cranial traumas and degenerative disorders.

VMSLP-654   EARLY INTERVENTION IN SPEECH AND LANGUAGE   (3 cr.)

The theoretical model focus of this course is the transactional model for communication development. The course emphasizes in the influence of environment and linguistic competence of the child.

VMSLP-655   SUPERVISION, CONSULTATION, AND ADMINISTRATION OF CLINICAL SERVICES   (3 cr.)

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies and service programs design are studied. The course analyzes different models of supervision and consultation.

VMSLP-657   RESEARCH METHODOLOGY IN COMMUNICATION DISORDERS   (3 cr.)

Research design, statistical analysis and dissemination of data with emphasis in clinical research. Discussion of topics related to statement of the research problem, justification, theoretical model, research hypothesis, variables, and quantitative, qualitative designs, collection and data analysis.

VMSLP-661 MULTICULTURAL PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY (3 cr.)

Study of multicultural issues and effect of sociolinguistics, psycholinguistics and multicultural perspectives in the education of children with communication disorders; assessment and intervention techniques for various communication disorders in multicultural populations, team approach, consultation, collaboration, and counseling techniques for communication disorders in multicultural contexts; understanding relevant policies and laws for multicultural speech-language pathology.

VMSLP-662 READING AND WRITING DISORDERS: ASSESSMENT AND INTERVENTION (3 cr.)

Considerations about concepts involved in reading and written communication; definition of concepts involved: speech, language, reading and writing. Writing: definitions, pre-requisites, classification, typical development, teaching methods and pathologies. Evaluation strategies in reading and written disorders. Strategies and remediation intervention in reading and written disorders. Roles and responsibilities of the Speech/Language Pathologist in the intervention in reading and written disorders. Teamwork in the intervention in reading and written disorders.

VSSPN

VSSPN-101-Español I: Gramática & Composición I (composition courses delivered in Spanish)

Este curso se enfoca en el desarrollo de habilidades fundamentales en gramática y sintaxis aplicadas a la redacción, con énfasis en la creación de ensayos argumentativos, expositivos y narrativos sobre una variedad de temas. Además, promueve el fortalecimiento de competencias en investigación ética y responsable, preparándolos para desenvolverse eficazmente en entornos profesionales

VSSPN-102-Español I: Gramática & Composición II (composition courses delivered in Spanish)

Este curso de Literatura en español para estudiantes ofrece una exploración de los principales géneros literarios (poesía, narrativa y teatro) y sus características, así como un análisis de obras representativas de la literatura española e hispanoamericana en distintos contextos históricos. El curso fomenta el desarrollo de habilidades en lectura crítica, análisis literario y apreciación de la diversidad temática y estilística de la literatura. Además, busca fortalecer las competencias en las artes del lenguaje, aprendiendo a argumentar.