



Academic Catalog

Miami Campus

Spring 2024 - Fall 2024

Volume 23
Effective January 8, 2023

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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 time 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.

About Albizu

Introduction

Albizu University 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 is 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 IPES of 3,323 students. 864 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 back 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 recognized the need to view psychological assessment and intervention from the perspective of the population it serves. He is renowned as an educator, the founder of the university that bears his name, and the first president of the National Latinx Psychological Association (formerly known as the National Hispanic Psychological Association).

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:
- At Albizu, “love reaches beyond knowledge”
- Excellence in academic programs and services
- The integral and humanistic development of the student is essential at Albizu
- Respect for diversity
- Commitment to social responsibility
- Updating and integration of knowledge with technological advances
- Ethical behavior at all organizational levels
- Commitment to the development of our human resources
- Openness to academic community participation
- Operational transparency and administrative efficiency
- Albizu University seeks to train professionals in a manner that enables them to:
- Integrate theory and practice in their chosen fields
- Be sensitive to the cultural realities of different ethnic groups
- Understand and put into practice ethical norms and professional standards
- View personal growth and development as a lifelong process

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.”

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 the 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 matter.
7. Promote social conscience, responsible participation in social and economic affairs, and be able to lead in 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.

Board of Trustees

The Board of Trustees is the governing body of Albizu University, composed of a maximum of 18 external members, one of them alumni of the institution. 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.

Executive Committee

Antonio E. Puente, Ph.D., Chair
 Maribel Del Río-Roberts, Psy.D., Chair Elect
 Ana M. Bonilla Davila, CPA, Treasurer
 Annette Montoto, M.B.A., Secretary

Members

Jaime L. Albors Bigas, M.B.A.

Maritza Arizmendi Díaz, CPA, Esq.
 Teresita M. Bolívar
 José M. Fernández, PE
 Ileana Fernández Buitrago, Esq.
 Ruth González, Psy.D., M.B.A.
 Jose A. Medina Talavera, Ed.D.
 Adalberto Ramírez, M.B.A.
 Jaime Plá Cortés, M.H.S.A.
 Jorge González Monclova, Ph.D.
 Ruth C. Prevor, Ph.D., ABPP
 Magda Rodríguez Rivera, Psy.D.

Emeritus Member

Gualberto Rodríguez

Administration

Central Administration/Shared Services

Nelson E. Soto, Ph.D. President
 Berta Rios, Ph.D., Chief Academic Officer
 Rosa Belvis, Chief Enrollment Officer and University Registrar
 Nancy González, Esq., Chief Human Resources Officer
 Antonio Llorens, Ph.D., Chief Information Officer
 Ramón Menéndez, CPA, Chief Financial Officer
 Karla L. Talero, 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

Nelson E. Soto, Ph.D. President
 Berta Rios, Ph.D. Interim Chancellor
 Alice Casanova, Ph.D.
 Interim Dean of Academic Affairs for Online Academic Programs
 Joselyn López, Ed.D.
 Interim Dean of Academic Affairs for Campus-based Programs
 Sharrie R. Dean, Ph.D., Dean of Student Affairs

Academic Program Directors

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

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

Jose Miranda, Psy.D., ABPP
 Director of Goodman Psychological Services Center

Rafael Martinez, Ed.D.
 Director of the Doctor of Philosophy in Human Services Program

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

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

Lizzette Román, S.L.P.D., CCC-SLP
Director of the Speech and Language Pathology Programs

Tonya White, D.B.A.
Director of the MBA in Healthcare Management Program

Ramón Sánchez, Ph.D. (ABD),
Director of Undergraduate and Graduate Programs in Education
and the ESOL Programs

RaShai Reynolds, Ph.D., BCBA-D, LBA
Director of the Graduate Certificate in Applied Behavior Analysis

Stella Marrie, Psy.D.
Director of the Undergraduate Psychology Program

Service Directors

Luis Barreto, M.A., Director of Finance
Debra Bartkowski, M.S., Director of Recruitment and Admissions
Nicole Bartolomei-Lluch, J.D, Human Resources Luis M. Barreto, M.A. Director of Finance
Raymi Fernandez, Director of Information Technology Services
Carmen Garcia, M.B.A., Director of Human of Administration
Lilianne Martinez, M.B.A., M.E.M., Director of Financial Aid
Michelle Sánchez, M.S., Associate University Registrar
Ramón Sánchez, Ph.D. (ABD), Project Director, Title V PPOHA Grant
Juan Zaragoza, M.L.I.S., Library Director

Academic Board

The Institutional Academic Board is made up of nine 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 Provost), 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 Provosts and the President.

Campus Information

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, 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

Albizu University is authorized by the Florida Commission on Independent Education to offer the following degree offerings:

Program Title	Credential	Clock Hours	Credit Hours
---------------	------------	-------------	--------------

Early Childhood Education	College Credit Certificate		18
Autism Spectrum Disorder	College Credit Certificate		12
Science Education (Grades 5-9)	College Credit Certificate		20
Mathematics Education (Grades 5-9)	College Credit Certificate		18
Exceptional Student Education	Bachelors		132
Elementary Education	Bachelors		124
Applied Behavior Analysis	Graduate Certificate		21
Speech and Language Pathology	Masters		60
Teaching English to Speakers of Other Languages (TESOL)	Masters		30
Exceptional Student Education	Masters		36
Psychology	Masters		61
Industrial & Organizational Psychology	Masters		48
Counseling	Masters		60
Clinical Psychology	Doctoral		109
Human Services	Doctoral		57
Clinical Psychology	Doctoral		99
Business Administration	Masters		36
Business Administration in Healthcare Management	Masters		36
ESOL	Diploma	1080	
Criminal Justice	Bachelors		121
Psychology	Bachelors		120
General Education	Associate in Arts		60
Business Administration	Bachelors		120

The following programs are not enrolling students:

Program Title	Credential
Early Childhood Education	College Credit Certificate
Autism Spectrum Disorder	College Credit Certificate
Science Education (Grades 5-9)	College Credit Certificate
Mathematics Education (Grades 5-9)	College Credit Certificate
General Education	Associate in Arts
Criminal Justice	Bachelors
Business Administration	Bachelors
Teaching English to Speakers of Other Languages (TESOL)	Masters
Exceptional Student Education	Masters
Business Administration	Masters
Psychology (Mental Health, Marriage and Family Therapy, and School Counseling)	Masters
Clinical Psychology (Ph.D.)	Doctoral

The following graduate degrees are under teach out plans: Teaching English to Speakers of Other Languages (MS in TESOL) and Psychology (MS in Mental Health, Marriage and Family Therapy, and School Counseling).

The following two programs are only offered in online modality: Industrial & Organizational Psychology (MS) and Human Services (PhD).

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 Goodman Psychological Services Center, the 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. Proficiency in the English language is measured during the interview process and at the request of the Program Director, 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 Calendar section at the end of the catalog for the current one.

Course Numbering System

The course numbering system employed by Albizu University uses three digits for all courses and prefixes of three 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 identify the content of the course or discipline.

Undergraduate level	
ABA	Applied Behavior Analysis

CMP	Applied Behavior Analysis
EEX	Exceptional Student Education
LGBT	Gay and Lesbian Studies
HUM	Humanities
MAT	Mathematics
LIT	Literature
PSY	Psychology
REA	Reading
CMP	Case Management

Graduate level	
COUN	Counseling
EAB	Applied Behavior Analysis
EEXX	Exceptional Student Education
FORE	Forensic
HUMN	Human Services
PYIO	I/O Psychology
PSYM	Psychology
PSYD	Psychology
SLP	Speech and Language Pathology

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, practica, 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 course syllabi meet this regulation and are available at the Chancellor’ s Office, the Registrar’ s Office, and the offices of the Academic Program Directors.

The table below aligns the 15-week semester of instructional time ad 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	1 hour 40 minutes	1500	1500
3	2 hours 30 minutes	2250	2250
4	3 hours 20 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 of 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
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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
3. any course was repeated.

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, Procedures, and Consumer Information

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 timetable and the process for students to add/drop classes.
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CAAE-03 Non-Degree Requirements Policy

This policy is primarily intended for individuals who wish to study at the University either for personal or professional enrichment, but who do not intend to obtain an academic degree.

<u>CAAE-04 No Show Policy</u>
This policy is designed mainly for students who fail to attend the first two classes of the academic session.
<u>CAAE-05 No Grade Policy</u>
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.
<u>CAAE-06 Graduate Program Readmission Policy</u>
This policy is designed principally to establish the timetable and process whereby a student may reapply to his/her original program of studies.
<u>CAAE-07 Official Transcripts Policy</u>
This policy is designed mainly to request an official transcript.
<u>CAAE-08 Incomplete Grades Policy</u>
This policy is designed mainly to establish the criteria for the awarding and removal of an incomplete grade
<u>CAAE-09 Extension for Degree Completion - Time Limitation Policy</u>
This policy is designed mainly to establish a time limitation to complete each degree.
<u>CAAE-10 Intercampus Transfer Policy</u>
This policy is designed mainly for students to transfer from one campus to another within the University.
<u>CAAE-11 Change of Grades Policy</u>
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.
<u>CAAE-12 Comprehensive Qualifying or Degree Examinations Requirements Policy</u>
This policy is designed mainly for enrolled students in graduate levels programs which require a comprehensive or degree examination.
<u>CAAE-13 Institutional Policy on Assessment of Student Learning</u>
This policy is designed to establish the process and framework of the assessment of student learning throughout the institution.
<u>CAAE-14 - Policy on Academic Travel</u>
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.
<u>CAAE-17 Undergraduate Program Readmission Policy</u>
This policy is designed principally to establish the timetable and process whereby a student may reapply to his/her original program of studies.
<u>CAAE-18 Academic Dismissal Policy</u>
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

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.

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

Effective January 8, 2024, 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.

For students enrolled before January 8, 2024, the transfer credit policy that was effective when they enrolled applies.

The convalidation 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.

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 listed in this catalog under the section for each academic program. 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 seven steps. The first three steps are specific to the degree level. The last four steps are the same for undergraduate and graduate students. The seven 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 4 to 7 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.

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 a Virtual Setting

Albizu University will monitor compliance with clock hours through distance 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 the 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 the 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 publication 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.

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 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 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 general 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 session and part-time is equivalent from six (6) to eleven (11) credits per session.

Exception: Undergraduate students enrolled in the Fast Track component of the Bachelor of Business Administration program and 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 to 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 session and part-time from three (3) to five (5) credits per session. 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 in light of 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 section 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 Usc 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.

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 practica 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 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

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 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. Students also have access to career-related documents and field-specific information.

At the Career Services Center, students work with a career specialist who will help them perform effective job searches and develop skills to succeed in their chosen careers. Services offered include 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:

- 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 permit 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 listing 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. An international student applicant must obtain an approved visa, appropriate for study, prior to their arrival in the United States.
2. An international student must submit an application and present a valid I-94 form, a current passport, economic sponsor, evidence of current health insurance, and any other required documents by USCIS (U.S. Customs and Immigration Service).
3. The application for admission will be processed by AU and upon admission, the I-20 AB form will be processed for F-1 students.
4. The F-1 applicant will not be allowed to register until the I-20 AB form is approved by USCIS.
5. International students, who transfer to AU from another university in the United States, must provide copies of any I-20 forms from those universities attended. The student must submit a completed “Transfer Eligibility Form,” to the Office of Enrollment Management.
6. International students who are changing status to F1-Visa must submit an application and present a valid I-94 form, a current passport, economic sponsor, evidence of current health insurance, and any other documents required by USCIS (U.S. Customs and Immigration Service).
7. While in the United States, F-1 international students must:
 - a. Pursue a 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
8. 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.

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 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:

- a. School officials and professors within the educational institution who have legitimate educational interests.
- b. 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.
- c. 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).
- d. 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.
- e. Other individuals, agencies or organizations as authorized by the Family Educational Rights and Privacy Act (FERPA).

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.

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.

Family Policy Compliance Office
U.S. Department of Education 600 Independence Avenue, SW
Washington, DC 20202-4605

Financial Information

Financial Aid

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.

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.

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.

The following information presents a general 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:

- 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.

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. 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.
3. 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. The amount of an award depends on the student’ s financial need and the funding level of the University.
4. 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.
5. 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.
6. 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.
7. 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 prior to repayment, or during authorized periods of deferment, is subsidized by the federal government.
 - b. 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 it is disbursed until it is repaid in full, including in-school, grace and deferment periods. Eligibility is not need-based.

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

- 1. 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 President of Albizu University.

Institutional Discount Program

- 1. 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 in Business Administration degree, only.
- 2. 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 Exceptional Student Education degree programs, only (graduate and undergraduate students).
- 3. 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.
- 4. 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.
- 5. 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.
- 6. 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 PhD in Human Services Program.

7. 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 PhD 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. 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, 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 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 applying 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.
8. Mail in Registration does not ensure enrollment.
9. 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.
10. 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.
11. 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 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 PhD 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 nonrefundable \$10-fee is required for each course 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 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 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 incurred institutional charges.

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.

Resources

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.

Goodman Psychological Service Center

The 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.

Academic Programs Diploma Program

English for Speakers of Other Languages Program

General Description

The ESOL Program provides the English language instruction and cultural 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.

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 students' 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. They will attain editing skills and strategies as well.
4. 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.
5. Demonstrate a basic understanding of and sensitivity towards cultural differences.

Admission Requirements

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.

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 an interview and 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

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.

A student placed in the first level should expect to spend a minimum of nine (9) academic sessions to complete the ESOL Program.

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

ESOL courses will not be offered as independent study unless approved as an exception by the Chancellor and the Chief Academic Officer).

4. Residency Requirement
5. 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 students' 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.

Curricular Sequence

Level I - Novice I, II, III

Courses: ESOL101; ESOL102; ESOL103

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

1. Understand English when it is spoken at a normal rate of speed.
2. Speak English as demonstrated by their ability to:
 - a) Pronounce words and phrases pronounced by the teacher.
 - b) Respond in a word or phrase to simple questions.
 - c) Describe familiar situations in simple terms.
3. Acquire an undergraduate functional oral vocabulary.
4. Develop skills to read what has been learned orally.
5. 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:

1. Continue to gain proficiency in English oral language production and comprehension as demonstrated by their ability to:
 - a. Orally respond using a full sentence or explanation.
 - b. Orally respond to questions related to a short selection narrated by teacher or on tape.

- c. Orally describe an experience, situation or picture.
- 2. Continue to read in English those materials that are based on their oral language experiences.
- 3. Continue to read books, magazines, and other materials appropriate to their interests and abilities.
- 4. Write in English
 - a. Simple structures based on their oral language experiences.
 - b. 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:

- 1. Demonstrate an understanding of English as spoken on the radio, television, and in normal flow of conversation.
- 2. Demonstrate the ability to express ideas in English with fluency and accuracy.
- 3. Demonstrate the ability to read materials used in their school in classes at their grade level.
- 4. 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:

- 1. Interact with multiple interlocutors.
- 2. Read complex texts.
- 3. Demonstrate the ability to express ideas in English with fluency and accuracy to a varied audience.
- 4. 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:

1. Use listening comprehension and oral communication strategies to identify and discuss various themes that promote cross-cultural awareness and understanding.
2. Apply writing strategies and peer-editing techniques to produce reaction papers and formal written exposes.
3. Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
4. 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:

1. Use listening comprehension, oral communication, and writing strategies to identify and discuss cross-cultural awareness and understanding.
2. Apply grammar rules, writing strategies, and peer-editing techniques to produce reaction papers and formal written exposes.
3. Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
4. 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:

1. Apply reading strategies to successfully analyze and synthesize printed and digital materials from media sources.
2. Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
3. Demonstrate the ability to use media sources to support their personal opinion, judgment or ideas.
4. 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.

or

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:

1. Use the grammatical forms and verb tenses, as well as the new medical vocabulary studied, in relation to their studies and professional practices.
2. Demonstrate the ability to express, orally and in writing, their opinions in relation to the cases presented or in similar professional experiences.
3. Explain causes, procedures, techniques, and management of conditions to solve different health problems.
4. Give a well-supported oral presentation on a specific medical topic.
5. 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:

1. Use listening comprehension and oral communication strategies to identify and discuss themes in cinema that promote cross-cultural awareness and understanding.
2. Apply writing strategies and peer-editing techniques to produce reaction papers and formal written exposes.
3. Demonstrate the ability to express (both orally and in writing) personal opinion, judgment or ideas with fluency and accuracy to a varied audience.
4. 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.

or

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:

1. 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.
2. Demonstrate the ability to express, orally and in writing, their opinions in relation to the cases presented or in similar professional experiences.
3. Explain causes, procedures, techniques, and management of conditions to solve different health problems.
4. Give a well-supported oral presentation on a specific medical topic.
5. 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:

1. Use reading and comprehension, and oral communication strategies to identify and discuss American culture through literature to promote cross-cultural awareness and understanding.
2. Apply writing strategies and peer-editing techniques to produce reaction papers and formal written exposes.
3. 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.
4. 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.

or

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:

1. 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.
2. Demonstrate the ability to express, orally and in writing, their opinions in relation to the cases presented or in similar professional experiences.
3. Explain causes, procedures, techniques, and management of conditions to solve different health problems.

4. Give a well-supported oral presentation of a medical case or case study.
5. 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.

Course Descriptions

ESOL101 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.

ESOL102 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.

ESOL103 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.

ESOL104 INTERMEDIATE LOW I (4 cr.)

Prerequisite: 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.

ESOL105 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.

ESOL106 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.

ESOL107 INTERMEDIATE HIGH I (4 cr.)

Prerequisite: 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

ESOL108 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.

ESOL109 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.

ESOL110 ADVANCED I (4 cr.)

Prerequisite: 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.

ESOL111 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.

ESOL112 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.

ESOL113 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.

ESOL114 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.

ESOL115 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.

ESOL116 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.

ESOL117 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.

ESOL118 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 their 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.

ESOL201 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.

ESOL202 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.

ESOL203 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.

ESOL204 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.

ESOL205 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.

ESOL206 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.

ESOL207 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.

ESOL208 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.

ESOL209 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 theater 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.

ESOL301 ENGLISH FOR HEALTH PROFESSIONALS LOW I

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 student academic and professional success in their lives.

ESOL302 ENGLISH FOR HEALTH PROFESSIONALS LOW II

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 some body 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.

ESOL303 ENGLISH FOR HEALTH PROFESSIONALS LOW III

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 student 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 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.

ESOL304 ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE I

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 student academic and professional success in their lives.

ESOL305 ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE II

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 student academic and professional success in their lives.

ESOL306 ENGLISH FOR HEALTH PROFESSIONALS INTERMEDIATE III

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 examination, taking a history, discussing treatment, explaining diagnosis and management, and writing a personal statement. This session also emphasizes critical thinking to promote student 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 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.

ESOL307 ENGLISH FOR HEALTH PROFESSIONALS ADVANCED I

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 student academic and professional success in their lives.

ESOL308 ENGLISH FOR HEALTH PROFESSIONALS ADVANCED II

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.

ESOL309 ENGLISH FOR HEALTH PROFESSIONALS ADVANCED III

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 this 5-week session is to familiarize students with the most frequent questions, requisites, ad demands of an interview for a job. This session also emphasizes critical thinking to promote student 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.

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 requested 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 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.

Lab Requirement for non-International Students:

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.

Faculty

Barros, Mario	B.A. 1976, University of Havana, Cuba, English Teaching; M.A. 2001, University of Massachusetts, Applied Linguistics. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; English literature.
Diaz, Haydee	B.A. 1992, Rafael Maria de Mendive Pedagogical Institute. English; M.S. 2011, University of Pedagogical Sciences of Pinar del Rio, Education. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; education.
Gomez, Viviana	B.A. 1996, Enrique Jose Varona Higher Pedagogical Institute, Havana, Cuba, Education; M.S. 2006, Enrique Jose Varona Higher Pedagogical Institute, Havana, Cuba. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; education.

Moldes, Esperanza	B.A. 1977, Maximo Gorki Higher Institute of Foreign Languages, Havana, Cuba, TESOL; M.S. 1984, University of Havana, Education, English Language Specialty. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; education.
Rodriguez, Raul	B.A. 1980, Rafael Maria de Mendive Pedagogical Institute, Pinar del Rio, Cuba, English; M.S. 2004, National School of Health, Medical Education. ESOL Program Coordinator RESEARCH INTERESTS: Methodology of language teaching; teaching English for health/medical purposes.
Truillo, Jorge	B.A. 1996, Business Administration, Florida International University, Miami, FL M.S. 2009, Educational Leadership, Universidad del Este, Miramar, FL Adjunct Professor RESEARCH INTERESTS: TESOL Methodology, English for Business
Vazquez, Ludys	B.S. 1977, Higher Pedagogical Institute of Matanzas, Cuba, Education, TESOL Adjunct Professor. RESEARCH INTERESTS: ESOL methodology; psychology; mental health counseling.

Undergraduate Degrees

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

General 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 and may also be utilized as preparation for advanced graduate training in a number of other fields. The program is designed as a major in psychology and consists of 120 credits of coursework. The program's ample course selection is tailored with a unique culturally diverse sensitivity, incorporating multicultural competencies.

Students in the program can chose to minor in Applied Behavior Analysis or Speech Language Pathology. Minorng in one of these two areas is optional. A student is not required to pursue a minor to obtain the bachelor's degree. Effective January 8, 2024, Albizu University is not offering the minor in Case Management.

Students are required to complete a minimum of 30 credits from the Miami Campus in order to meet graduation requirements. In addition, a grade point average of 2.0 on a scale of four points must be maintained in the major in order for a student to meet graduation requirements. A faculty advisor 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:

1. Provide a quality educational opportunity in undergraduate psychological training for its students.
2. Conduct an academic program in psychology that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in the solution of human problems.
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. Provide students with multicultural competencies which will allow them to effectively work with individuals from diverse cultural backgrounds.
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. Instill in students those skills, attitudes and values necessary to be successful in graduate work.

Transfer of Credit

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.

Change of Program or 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 concentrations.
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

Undergraduate students must complete one full-year residency to meet graduation requirements.

General Degree Requirements

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

1. A grade point average (GPA) of 2.00 or higher on a 4.00 scale.
2. Completion of a minimum of one year of full-time residency in the Program.
3. Satisfactory completion of the required academic courses and laboratories or practica, as applicable.
4. A grade of "C" or higher in all major courses.
5. Good standing in the Program i.e., no disciplinary action pending or academic probation.
6. Recommendation from the program faculty for the bachelor's degree. Students seeking the bachelor's degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

Curricular Sequence

The 120-credit program consists of 48 credits in Foundation Courses, 45 credits in the Major Concentration courses, and 27 credits in Electives.

The 16 Foundation Courses are:

	Course Title	Credits
1	English Composition I	3
2	English Composition II	3
3	Oral Communication	3
4	Introductory Algebra/Math	3
5	Intro. Beh. Science I	3
6	Intro. Beh. Science II	3
7	Intro. Life/Phys. Sci. I	3
8	Intro. Life/Phys. Sci. II	3
9	Humanities I	3
10	Humanities II	3
11	Cross Cultural Studies I	3
12	Cross Cultural Studies II	3
13	Literature	3
14	Critical Thinking	3
15	Professional Writing	3
16	Introduction to Computers	3
	Total credits	48

The 15 courses in the Major Concentration are:

	Course Title	Credits
1	Foundations of Psychology	3
2	Psychology of Personality	3
3	Developmental Psychology	3
4	Ethnopsychology & Individual Differences	3
5	Learning, Memory & Cognition	3
6	Experimental, Personality & Social Psychology	3
7	Physiological Psychology	3
8	Abnormal Psychology	3
9	Statistics in Psychology	3
10	Research Methodology	3
11	Ethics & Prof Conduct	3
12	Intro to Industrial Psychology	3
13	Careers in Psychology	3
14	Group Dynamics	3
15	Interviewing Techniques	3

Program Course Sequence

Courses must be taken in sequence. Changes to this sequence will be made at the discretion of the academic program director.

Session	Course Sequence
1	English Composition I
	Introductory Life/Physical Science I
	Introductory Algebra/Math
	Humanities I
2	English Composition II
	Humanities II
	Introductory Life/Physical Science II
	Cross Cultural Studies I
3	Literature
	Cross Cultural Studies II
	Introductory Behavioral Science I
	Professional Writing
4	Foundations of Psychology
	Psychology of Personality
	Introductory Behavioral Science II
	Oral Communication
5	Introduction to Computers
	Developmental Psychology
	Abnormal Psychology
	Ethics & Professional Conduct
6	Psychology of Learning, Memory and Cognition
	Physiological Psychology
	Experimental, Personality and Social Psychology
	Critical Thinking
7	Statistics
	Ethnopsychology and Individual Differences
	Introduction to Industrial/ Organizational Psychology
	Elective of Minor Concentration Course 1
8	Research Methodology
	Careers in Psychology
	Elective or Minor Concentration Course 2
	Elective or Minor Concentration Course 3
9	Group Dynamics
	Interviewing Techniques
	Elective of Minor Concentration Course 4
	Elective or Minor Concentration Course 5
10	Elective Course
	Elective Course
	Elective Course
	Elective Course
	Total Credits: 120

Minor in Applied Behavior Analysis

The minor in Applied Behavior Analysis is designed to provide students with the 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. The program aims to meet the requirements for certification as an Assistant Behavior Analyst through the Board of Behavior Analysis.

The minor consists of five courses (each one is three credit hours). Therefore, the minor consists of 15 credit hours. The five courses are offered online. The five courses in the minor concentration are: Functional Principles of Behavior Analysis (EAB300); Applied Behavior Analysis (EAB302); Ethical and Professional Conduct in Behavior Analysis (EAB301); Functional Assessment & Functional-based Interventions (EAB303); and Research Methods in Behavior Analysis (EAB304).

The program's courses have been infused with concepts in working with diverse populations under the framework of behavior analysis. Courses are conducted by certified professors with theoretical and practical expertise in the field of behavior analysis.

Minor 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.

Student Responsibilities

Students who are planning to pursue certification from the Behavior Analysis Certification Board (BACB) are responsible for keeping themselves updated with eligibility requirements (e.g., degree, behavior-analytic coursework, supervised fieldwork), examination, and certification maintenance requirements. Students are strongly encouraged to read the BCaBA handbook, refer to the BACB Newsletters and Oncoming Changes web page for the most updated information on certification requirements, and contact the Verified Course Sequence (VCS) Coordinator for any questions.

Minor In Speech Language Pathology

The minor in Speech Language Pathology is intended for students interested in pursuing a career in this field.

Additionally, those completing the 24 elective credits of the minor, and other courses included in the Bachelor of Science in Psychology curriculum, comply with the required coursework, as established by the Florida Board of Speech-Language Pathology & Audiology. Among the requirements for the Speech and Language Pathology Assistant Certification (SLPA) in the State of Florida, students must comply with the Florida Board of Speech-Language Pathology & Audiology application process.

The minor consists of nine courses with a total of 24 credit hours. The eight courses are offered online. The eight courses in the minor concentration are:

1. Introduction to Communication Disorders (BSLP340) (3 credits)
2. Cognitive and Speech-Language Development in Children (BSLP370) (3 credits)
3. Introduction to Phonetics (BSLP311) (1 credit)
4. Introduction to Speech Sound Disorders (BSLP347)
5. Clinical Processes of Speech Language Pathologist Assistant (BSL445) (3 credits)
6. Anatomy and Physiology of the Speech, Language and Hearing Mechanism (BSLP310) (3 credits)
7. Aural Rehabilitation (BSLP432) (2 credits)
8. Basic Audiology, Acoustics and Psychoacoustics Aspects of Sound and Voice Reception and Perception (BSLP312) (3 credits)
9. Language Disorders of Children (BSLP440) (3 credits)

In addition to the nine minor courses, students in this minor are required to enroll in the following two elective courses: Developmental Psychology (PSY203) and Psychology of Children (PSY 322).

Minor Goals and Objectives

Consistent with the goals, philosophy and objectives of Albizu University, the minor in Case Management Studies seeks to accomplish the following objectives:

1. Provide students with a foundation on speech language pathology on the field of case management through an examination of best practices in speech language interventions.
2. Conduct 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 SLP field.
4. Provide a forum for the acquisition of knowledge and skills dealing with language disorders in adult and children.
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.

Course Descriptions

Foundation Courses (48 credits)

Written Communication

ENC101 ENGLISH COMPOSITION I (3 cr.)

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.

ENC102 ENGLISH COMPOSITION II (3 cr.)

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. (Prerequisite ENC101)

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, 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 shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

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.

PSY341 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.

Introductory Algebra/Math

MAT102 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.

MAT103 BASIC ALGEBRA & ARITHMETIC (3 cr.)

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.

Introductory Behavioral/Science I & II

PSY313 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

PSY448 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.

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses 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 designed to broaden students' multicultural views will be provided.

PSY322 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. Course will also discuss how different cultures affect child development.

PSY338 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 enlarge their multicultural views.

PSY339 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 enlarge their multicultural views.

PSY332 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.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

This course explores the application of psychologically derived principles to the multicultural classroom environment. Topics in educational psychology, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY418 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 etiology of criminal behavior from a familial, environmental, and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

FOR200 INTRODUCTION TO CRIMINOLOGY (3 cr.)

This course presents a comprehensive survey of the world of criminology. It will introduce the student to the field of criminology: its nature, area of study, methodologies, and historical development. It will define crime, its prevalence, and its trends and patterns in the crime rate. It will discuss how people fall victim to crime and who is likely to become a crime victim. It will review how our system of criminal law developed and describe the basic elements of crimes. It will introduce the student to the science of criminology by reviewing the theories of crime to include theories based on individual traits, which holds that crime is either a free-will

choice made by an individual, a function of personal psychological, or biological abnormality, or both, and theories based on sociology and political economy. The course will present an overview of crime patterns that will be clustered into four typologies: violent crime, common theft offenses, enterprise crimes, and public order crimes.

FOR201 JUVENILE DELINQUENCY (3 cr.)

This course presents a comprehensive survey of the world of juvenile delinquency. The student will be introduced to the nature and extent of delinquency, the causes of delinquency, environmental influences on delinquency in the United States, prevention, diversion, and treatment of delinquency, and the social control of delinquency. The course will present how delinquent behavior affects the larger society, and measures the nature and extent of delinquency by examining the available statistical tools. Review explanations of delinquent behavior, individual causes ranging from free will to biological and psychological positivism, social structural factors, social process factors, and social reaction theories. It will examine the relationship between delinquency and gender, problems in the family, such as child abuse, experiences in the school, peers and gang delinquency, and drug abuse. It will also examine primary, secondary, and tertiary prevention of delinquency. The course will present the student with an overview of the justice process, the police-juvenile relation, the juvenile court, community based corrections, and institutions for juveniles.

FOR400 CRIMINAL JUSTICE (3 cr.)

This course provides an examination of the history, organization, and function of the various local, state, and federal agencies that compose the criminal justice system. It focuses on the development of justice and law, crime, and punishment, the administration of laws, the agencies' functions, career orientation, and public relations. This survey is organized around the three major components of the criminal justice system: police, courts, and corrections.

FOR420 ADVANCED TOPICS IN FORENSIC PSYCHOLOGY (3 cr.)

This course introduces the student to the roles and responsibilities of the forensic psychologist. Topics will include law enforcement selection, profiling, sanity, competence, assessment of dangerousness, sexual abuse, custody evaluations, eyewitness evidence, jury selection, trial consultation, and sentencing issues. The student will be exposed to psychological procedures and the range of psychotherapeutic interventions in forensic psychology, and will gain familiarity with test administration. Cross cultural perspectives will be discussed to help students enlarge their multicultural views.

Introductory Life/Physical Science I & II

BSC200 BIOLOGICAL SCIENCE (3 cr.)

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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships 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.

BSC201 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.

CHM101 CHEMISTRY FOR HEALTH SCIENCES (3 cr.)

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.

PSY419 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.

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 enlarge their multicultural views.

Humanities I & II

POS300 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. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

AMH200 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, will be discussed to help students enlarge their multicultural views.

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

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.

REL101 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.

PSY412 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.

Cross Cultural Studies I & II

AMH201 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.

AMH202 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.

AMH203 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.

PSY102 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.

PSY330 MENTAL HEALTH IN AMERICAN MINORITIES . (3 cr.)

A cross-cultural perspective in 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.

PSY416 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.

Literature

LIT201 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.

LIT202 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.

LIT303A 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 analyses 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.

Foundation Courses - Required

PHI300 CRITICAL THINKING (3 cr.)

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.

EAP300 PROFESSIONAL WRITING (3 cr.)

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 the 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.

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

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 academic databases for use in academic and multicultural research.

Core Area II: Major Concentration Courses (45 credits) PSY200 and PSY202 are prerequisites for all Major Concentration courses

PSY200 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

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.

PSY202 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.

PSY319 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 the area of learning. Emphasis will be placed on attention, memory, organization of knowledge and problem solving across cultures.

PSY300 ETHNOPSYCHOLOGY AND INDIVIDUAL DIFFERENCES (3 cr.)

Introduction to the influence of cultural factors, which serve as independent variables in the dynamic process of personality formation and interpersonal exchange. This course is designed to develop multicultural awareness and sensitivity of future elementary teachers. (Prerequisite- any cross-cultural studies course, e.g., AMH202 - Multicultural America; PSY33 - Mental Health in American Minorities, etc.)

PSY203 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.

PSY318 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.

PSY406 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.

PSY407 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

In depth analysis of the human nervous system, its subsystems, and the physiological bases of behavior.

PSY408 STATISTICS IN PSYCHOLOGY (3 cr.)

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. (Prerequisite any algebra/mathematics course: e.g., MATH102 - Intermediate Algebra, etc.)

PSY409 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)

PSY315 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The Ethical Principles and Guidelines for Psychologists, Mental Health Counselors and Family Therapists will serve as the main references for Discussion, including multicultural perspectives on ethical values.

PSY428 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.

PSY350 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.

PSY310 GROUP DYNAMICS (3 cr.)

This course reviews the major theories of group dynamics in multiple cultures and surveys the relevant literature, with the intent of exploring the ethics of micro-skills required in group processes. Topics in group dynamics, from a multicultural perspective, will be discussed to help students enlarge their multicultural views.

PSY311 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 interviewing techniques.

Note: Prerequisite courses may be taken conjointly, at the discretion of the Program Director.

Core Area III: Elective Courses (27 credits) plus 1 credit for SLS101 course

POS300 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. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

AMH200 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, will be discussed to help students enlarge their multicultural views.

CLP105 ESSENTIALS 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.

PSY301 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.

PSY412 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.

PSY314 COMMUNITY SERVICE SYSTEMS (3 cr.)

This course serves to introduce the student to the community service network of agencies, which serve as a support for individuals and families in need of assistance from society. Minority specific services will also be a topic of focus.

PSY416 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.

PSY417 SPECIAL TOPICS IN PSYCHOLOGY (3 cr.)

This course provides students an opportunity to explore selected multicultural topics, from a multicultural perspective of variable interest under the direction and guidance of a member of the faculty. Prerequisite: 18 credits in psychology.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

This course explores the application of psychologically derived principles to the multicultural classroom environment. Topics in Educational Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY322 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. Course will also discuss how different cultures affect child development.

PSY324 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.

PSY325 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.

PSY326 HUMAN SEXUALITY (3 cr.)

This course introduces the student to the range of human sexual response, as well as attitudes and behaviors across cultures. In addition, the anatomy and physiology of the human sexual system are reviewed.

PSY327 SUBSTANCE USE, ABUSE, AND DEPENDENCE (3 cr.)

This course introduces the student to the range of substance use, abuse and dependence issues, and their impact on American as well as other societies. Various interventions and treatment issues, and strategies for their management will be discussed. Topics in Substance Use, Abuse and Dependence, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY430 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.

PSY332 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.

PSY338 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 enlarge their multicultural views.

PSY339 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 enlarge their multicultural views.

PSY440 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

PSY451 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 the information processing and will include the development of artificial intelligence. The effects of cultural and ethnic differences will be discussed.

PSY353 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.

SLS101 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.

LGBT101 INTRODUCTION TO LGBT STUDIES (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to issues impacting gay, lesbian, bisexual, transgender, questioning, intersex and two-spirits (LGBTQI2-S) individuals. The course will also discuss how different cultures affect gay and lesbian individuals.

LGBT105 SPECIAL TOPICS: LGBTQI2-S ADVOCACY AND
COMMUNITY INVOLVEMENT (3 cr.)

This course presents an overview of topics and issues impacting the LGBT community and the strategies utilized to effect cultural changes at the local, state and federal levels. A brief history of LGBT advocacy efforts will be presented structured around the following topics: homophobia, adoption of children by gay couples, gay marriage, same-sex partner work benefits, and other areas of social life. A cross-cultural overview of change efforts will be presented by analyzing European and non-Western approaches to human rights and advocacy of LGBT causes.

**LGBT106 SOCIO-CULTURAL AND HISTORICAL DIMENSIONS
OF THE LGBTQI2-S COMMUNITY (3 cr.)**

This course presents a cultural and historical overview of the Gay/Lesbian Community. The history of homophobia will be presented, discussed and explained. A cross-cultural overview of attitudes and beliefs encountered throughout recent history will be covered. This course places past and current LGBT issues in a socio-historical context to help students understand the dynamics of this community. The course will explore economic, political, religious, and societal issues and trends impacting LGBT individuals.

Minor in Applied Behavior Analysis (15 credits)

EAB300 FUNDAMENTAL PRINCIPLES OF BEHAVIOR ANALYSIS (3 cr.)

This course provides students with a foundational knowledge of the history, concepts, principles, and philosophical assumptions associated with behavior analysis. Students will be introduced to the behavioral terminology and to the various dimensions of applied behavior analysis used for developing and evaluating interventions. Prerequisites: PSY200.

EAB302 APPLIED BEHAVIOR ANALYSIS (3 cr.)

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. Prerequisites: PSY200, EAB300, and EAB301.

**EAB301 ETHICAL AND PROFESSIONAL CONDUCT
FOR BEHAVIOR ANALYSIS (3 cr.)**

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. Prerequisite: PSY200.

**EAB303 FUNCTIONAL ASSESSMENT AND
FUNCTIONAL - BASED INTERVENTIONS (3 cr.)**

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.

Prerequisites: PSY200, EAB300, and EAB301.

EAB304 RESEARCH METHODS IN BEHAVIOR ANALYSIS (3 cr.)

This course exposes students to the research methodology and techniques to evaluate behavioral interventions. Various experimental techniques will be reviewed, including single-subject 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. Prerequisites: PSY200, EAB300, and EAB301.

Minor in Speech Language Pathology (24 credits)

BSLP310 ANATOMY AND PHYSIOLOGY OF THE SPEECH, LANGUAGE AND HEARING MECHANISM (3 cr.)

Prerequisites: None

This course is designed to provide the undergraduate student 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.

BSLP311 INTRODUCTION TO PHONETICS (1 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.

BSLP312 BASIC AUDIOLOGY, ACOUSTICS AND PSYCHOACOUSTIC ASPECTS OF SOUND (3 cr.)

AND VOICE RECEPTION AND PERCEPTION
Prerequisite: BSLP310

Consideration of acoustic and human psychoacoustic processes and the acoustical management of intervention facilities.

BSLP340 INTRODUCTION TO COMMUNICATION DISORDERS (3 cr.)

Prerequisites: None

This course will explore theories and introduce communication disorders. The course will prepare students to identify characteristics, symptoms and etiologies of communication disorders. Also, provide information about prevention, syndromes associated with language disorders and multicultural practices. It will discuss effective intervention strategies for diverse individuals with communication disorders. The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

BSLP347 INTRODUCTION TO SPEECH SOUND DISORDERS (3 cr.)

Prerequisite: BSLP310 and BSLP311

This class will give students the foundations for understanding 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.

**BSLP370 COGNITIVE AND SPEECH-LANGUAGE DEVELOPMENT
IN CHILDREN** (3 cr.)
Prerequisite: None

Comprehensive look at the study of language acquisition by studying the process of typical communication development in children, including the major components of language, language development theories, factors which affect language development, and clinical application

BSLP432 AURAL REHABILITATION (2 cr.)
Prerequisite: BSLP312

This course will give the student the knowledge and skills needed to work with the challenges associated with their hearing impaired patients. Students will learn the process and methods for aural rehabilitation, how to identify and establish goals which can improve communication, and how to minimize the negative impact of the hearing loss and provide culturally sensitive intervention strategies which are tailored to the needs of individuals and their families.

BSLP440 LANGUAGE DISORDERS OF CHILDREN (3 cr.)
Prerequisites: BSLP340 and BSLP370

Introduction to language disorders in children. An introduction to foundational concepts associated with childhood language impairment, the diagnostic categories and approaches to effective assessment and intervention.

**BSLP445 CLINICAL PROCESSES OF SPEECH LANGUAGE
PATHOLOGIST ASSISTANT** (3 cr.)
Prerequisites: BSLP340, BSLP347, BSLP370, BSLP440

Introduction to language disorders in children. An introduction to foundational concepts associated with childhood language impairment, the diagnostic categories and approaches to effective assessment and intervention.

Faculty

Aguilar, Martha	B.S. 1987, University of Havana, Chemistry; M.S. 1997, Florida International University, Chemistry. Adjunct Professor RESEARCH INTERESTS: Chemistry.
Alvarez, Elvin	B.S. 2006, Universidad Tecnologica de Bolivar, Psychology; M.S. 2013, Albizu University, General Psychology; PsyD. 2018, Albizu University, Clinical Psychology. Assistant Professor RESEARCH INTERESTS: Applied Behavior Analysis.
Ashdown, Brien K.	B.S. 2003, Weber State University, Psychology & Spanish M.S.(R) 2006, Saint Louis University, Developmental & Cultural Psychology; Ph.D. 2009, Saint Louis University, Developmental & Cultural Psychology Professor RESEARCH INTERESTS: Adolescent and Emerging Adult Social Development; Identity Development; Romantic Relationships and Infidelity; International Community Development/ Psychology.

- Belokon, Igor Eric
A.A. 1990, Tallahassee Community College, General Education;
B.A. 1992, Florida International University, Psychology; Ph.D. 2001, Carlos Albizu University, Clinical Psychology; Psy.D. 2001, Carlos Albizu University, Clinical Psychology. Adjunct Professor
RESEARCH INTERESTS: Neuropsychology.
- Bello, Nathalie
B.S. 2002, University of Florida, Psychology/ Secondary Education;
M.S. 2004, Nova Southeastern University, Marriage and Family Therapy;
Ph.D. 2015, Nova Southeastern University, Marriage and Family therapy Adjunct Professor, Clinical PsyD and Undergraduate Psychology Program
RESEARCH INTERESTS: The effects of internalized pressures on the mental health of mental health professionals
- Fernandez, Laura
B.A. 2006, St. Thomas University, Psychology;
M.S. 2010, Albizu University, General Psychology; Psy.D. 2017, Albizu University, Clinical Psychology. Adjunct Professor
RESEARCH INTERESTS: Neuropsychology; clinical psychology.
- Frigerio, Ailema
B.S. 1997, Florida International University, Psychology;
M.S. 2001, Carlos Albizu University Psychology;
Psy.D. 2010, Carlos Albizu University, Clinical Psychology. Adjunct Professor
RESEARCH INTERESTS: Child psychotherapy methods, school phobia, psycho-educational assessment.
- Gueits, Robert
A.A. 2008, Miami Dade College, History;
B.A. 2009, Florida International University, History;
M.A. 2011, Florida International University, History. Adjunct Professor
RESEARCH INTERESTS: History and education.
- Hirko, Carol
B.A. 1990, West Chester University, Psychology;
M.S. 2005, Capella University, Industrial/ Organizational Psychology;
Ph.D. 2009, Capella University, Industrial/ Organizational Psychology
RESEARCH INTERESTS: Women in the workforce and Leadership.
- Hollinger, Barbara
B.A., 1977, Alabama State University, Bachelor of Arts, Elementary Education
M.S., 1979, Alabama State University, Early Childhood Education
Ed.S., 1989, Nova Southeastern University, Educational Media
Ed.D., 1998, Nova Southeastern University, Specialization: Instructional Technology and Distance Education (ITDE)
RESEARCH INTERESTS: Instructional Technology, Media Relations, Community Building

- Lyn, Robyn K. B.S. 2007, Florida International University, Psychology;
M.S. 2011, Florida International University, Counselor Education;
Psy.D. 2017, Carlos Albizu University, Clinical Psychology
Adjunct Professor
RESEARCH INTERESTS: Psychology, Applied Behavior Analysis;
Counselor Education.
- Martínez, Rafael B.A. 1972, University of Florida, Anthropology/Psychology;
M.A. 1979, University of Florida, Psychological Anthropology;
M.S. 1990, Florida International University, Adult Education and Human
Resources Development;
Ed.D. 1996, Florida International University, Adult Education and Human
Resources Development.
Associate Professor and Director of Ph.D. Human Services
RESEARCH INTERESTS: Cross-cultural issues.
- Perez-Borroto, Sergio B.S. 1997, Florida International University, Biology;
M.S. 1999, Florida International University, Science Education.
Adjunct Professor
RESEARCH INTERESTS: Science education; biology.
- Picañol, Alfredo A.A. 2000, Miami Dade College, Education;
B.S. 2002, D' Youville College, Philosophy;
M.S. 2005, Carlos Albizu University, Psychology. Assistant Professor
RESEARCH INTERESTS: Philosophy; criminology.
- Ruan, Wandarece B.A. 1989, Florida International University, English;
M.S. 2000, University of Miami, TESOL; Certificate, 2001, Florida
Atlantic University.
Educational Leadership.
Adjunct Professor
RESEARCH INTERESTS: English language and literature.
- Sanchez, Ramon B.S. 2005, Barry University, Professional
Administration;
M.S. 2006, Barry University, Human Resources Development and
Administration.
Adjunct Professor
RESEARCH INTERESTS: Human resources; cultural studies; world
religions.
- Sharif, Shakira B.A. 2010, The University of Illinois at Chicago, Psychology;
M.S. 2012, DePaul University, Public Administration;
M.A. 2015, Saint Xavier University, Community Counseling;
Ed.D. 2022, The Chicago School of Professional Psychology,
Educational Psychology and Technology
RESEARCH INTERESTS: Mindfulness, Stress Management,
Multicultural/ Social Justice in Counseling. Counseling in Higher
Education.

- Stephenson, Edward B.A. 1979, Queens College, Psychology/Sociology;
M.S. 1984, Caribbean Center for Advanced Studies, Psychology;
Ph.D. 1987, University of California, Social/Personality Psychology.
Adjunct Professor
RESEARCH INTERESTS: Cross-cultural psychology and race and psychopathology.
- Vila-Perez, Juan B.A. 2001, University of Miami, Religious Studies;
M.S. 2005, Carlos Albizu University, Psychology;
Psy.D. 2013, Carlos Albizu University, Clinical Psychology. RESEARCH INTERESTS: Social psychology; individual therapy modalities.
- Sredni, Alexandra B.A. 2005, Tufts University, Child Development;
M.A. 2009, Ferkauf Graduate School of Psychology, Mental Health Counseling;
M.S. 2013, Nova Southeastern University, Clinical Psychology;
Psy.D. 2016, Nova Southeastern University, Clinical Psychology
- Mcnealy, Hu-Ann S. B.S. 2011, University of Central Florida, Interdisciplinary Studies-Physical Sciences, Life & Biomedical Sciences
M.S. 2015, Kaplan University, Psychology
- Lezcano, Yamila B.S. 1994, Nova Southeastern University, Psychology;
M.S. 2008, Nova Southeastern University, Science in Psychology.
- Fortin, Michael B.A. 2012, Florida State University, Psychology;
M.A. 2023, Florida Atlantic University, Psychology.

Bachelor of Arts in Elementary Education

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.

General 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 in order 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 in order 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 to:

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.

Transfer of Credits

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. Students can earn 6 credits in the area of Humanities if they pass the Spanish CLEP test.

Practicum/Internship Placement

Practicum and Internship Placement is a required component of the Bachelor of Arts in Elementary Education Program. The Miami-Dade County School Board or the Broward County School Board, with the Program Director's approval, will determine placement in practicum/internship sites.

Student Evaluation

Undergraduate Education Students are evaluated on a regular basis by the faculty. Students must maintain a cumulative Grade Point Average (GPA) of 2.5 or higher. In order to graduate from the Miami Campus, students must be in good academic standing.

Change of Program/Major

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 concentrations.
2. A change of major is not automatic and will be considered on a case-by-case basis. A change of program/major form must be obtained from the Registrar's Office, completed and signed by both corresponding Program Directors.

Residency Requirement

Undergraduate students must complete one full-year residency to meet graduation requirements.

General 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 2.5 or higher on a 4.00 scale is required.

Completion of a minimum of one year of full-time residency in the Program.

Satisfactory completion of the required academic courses and laboratories or practice, 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.

Recommendation from the program faculty for the bachelor's degree. Students seeking the bachelor's degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

Curriculum Requirements and Transfer Evaluation of Credits

B.A. in Elementary Education with ESOL & Reading Endorsement Courses

Name _____	SS# _____	Student ID _____	Date _____
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CORE AREA I. FOUNDATION COURSES (39 Credits)

¹ Cross Cultural ESOL Endorsement Course Suggested ² Reading Endorsement Courses Suggested ³ General Knowledge Prep. Course suggested

CORE AREA II. PROFESSIONAL EDUCATION (24 Credits)

1	Intro to Education	3		
2	Teaching Diverse Populations	3		
3	Intro to Educational Technology	3		
4	Psych. Foundations of Teaching	3		
5	Educational Measurement & Eval.	3		
6	Classroom Behavioral Mgmt.	3		
7	Intro to Exceptional Child	3		
8	Curriculum Development	3		

CORE AREA III. SPECIALIZATION – ELEM. EDUCATION (49 Credits)

Students enrolled in each of the following courses are required to complete 10 hours of clinical field observation in their respective subject areas under the supervision of a K-6 classroom teacher in a public school setting.

1	Teaching Methods in Elem Sch	3		
2	* Reading in Elem Schools I	3		
3	Reading in Elem Schools II	3		
4	* Read Perf: Methods & Ed Mater.	3		
5	* Diagnosis & Remed for Reading	3		
6	* Science in Elem School	3		
7	* Social Studies in Elem School	3		
8	* Health & Phys Ed in Elem Sch	3		
9	* Art and Music in Elem School	3		
10	* Mathematics in Elem School	3		
11	* Lang. Arts/Writ. in Elem. School	3		
12	* Liter.& Instr Tools in Elem. Sch.	3		
13	Practicum for Reading Endorsement	3		
14	Internship/Sem. Student Teach.	10		

* All these courses will require 10 hours of field experience, beyond their classroom time, as co-requisite.
 ** Students enrolled in Internship/Sem. Student Teaching must have completed all coursework in Core Areas I, II and III and the Endorsement Area.

ENDORSEMENT AREA: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (15 Credits)

1	Intro to Theories /Pract of TESOL	3		
2	TESOL Curr/Material Dev	3		
3	Applied Linguistics	3		
4	Testing & Eval of ESOL	3		
5	Course # 12 on the Foundation Courses Area will complete the 15 credits required for endorsement.			

Total Credits: 124

****NOTE: Courses above must be taken in accordance with the program's course sequence. Changes to this sequence will be made at the Director's discretion.**

Program Director

Registrar

Curricular Sequence

Session	Courses
1	English Composition I Oral Communication Introductory Behavioral Science I EDF101 Introduction to Education
2	English Composition II EDF102 Teaching Diverse Populations Introductory Behavioral Science II Literature

3	Liberal Arts Elective EDF103 Introduction to Educational Technology Introductory Life/Physical Science I Introductory Algebra/Math
4	EDP104 Psychological Foundations of Teaching FLE301 Introduction to Theories and Practices of TESOL Liberal Arts Elective Introductory Life/Physical Science II Humanities I
5	FLE305 Cross Cultural Communication and Understanding EDF202 Educational Measurement and Evaluation EDE201 Teaching Methods in Elementary School Humanities II
6	SSE301 Social Studies in Elementary School REA301 Reading in Elementary School EDE221 Art and Music in Elementary School FLE304 Testing & Evaluation of ESOL
7	HLP218 Health and Physical Ed. in Elementary School EED301 Introduction to Exceptional Child EDP301 Classroom Behavioral Management EDE302 Lit. & Instr. Tools in Elem. School
8	REA303 Read Perf.: Methods & Ed. Material LAE301 Language Arts/Writing in Elem. School FLE302 TESOL Curriculum/Material Development EDF201 Curriculum Development
9	REA305 Diagnosis and Remediation of Reading
	SCE302 Science in Elementary School
	FLE303 Applied Linguistics
	MAE303 Mathematics in Elementary
	REA430 Practicum for Reading Endorsement
10	EDE450 INTERNSHIP – Student Teaching (15 weeks)

NOTE: Pre-requisite courses may be taken co-jointly, or in preferred order, at the discretion of the Program Director.

Courses Descriptions

CORE AREA I: FOUNDATION COURSES (42 CREDITS)

Written Communication

ENC101 ENGLISH COMPOSITION I (3 cr.)

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.

ENC102 ENGLISH COMPOSITION II (3 cr.)

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. (Prerequisite ENC101)

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, 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 shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

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.

Introductory Algebra/Math

MAT102 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. MAT103

BASIC ALGEBRA AND ARITHMETIC (3 cr.)

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.

*MAT103 is a Mathematics requirement for students who have not demonstrated proficiency in mathematics as measured by passing an objective competency examination.

Introductory Behavioral/Science I & II

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses 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 designed to broaden students' multicultural views.

Introductory Life/Physical Science I & II

BSC200 BIOLOGICAL SCIENCE (3 cr.)

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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships 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.

BSC201 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.

Humanities I & II

HUM200 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.

REL101 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.

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

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.

PHI300 CRITICAL THINKING (3 cr.)

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 concerning cultural issues. Through this course, students will also become aware of common errors in informal reasoning and learn to correct such errors.

Cross Cultural Studies I & II

EDF204 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 shall also be considered.

AMH202 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.

AMH203 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.

Literature

LIT201 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.

LIT303 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 analyses 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.

LIT202 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.

Liberal Arts/Elective

AMH200 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.

POS300 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.

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Students will learn the theory and practice of computer and printer maintenance, operating systems 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 on-line academic databases for use in academic and multicultural research.

CORE AREA II: PROFESSIONAL EDUCATION CORE (24 credits); EDF101, EDF102, EDF103 are prerequisites for professional education core courses.

EDF101 INTRODUCTION TO EDUCATION (3cr.)

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.

EDF102 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.

EDF103 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.

EDP104 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.

EDF202 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 the further understandings 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.

EDP301 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.

EED301 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 technique 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.

EDF201 CURRICULUM DEVELOPMENT

(3 cr.)

This course reviews the organization, construction and supervision of the learning process in regards to 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.

CORE AREA III: SPECIALIZATION-ELEMENTARY EDUCATION (43 CREDITS)

EDE201 TEACHING METHODS IN ELEMENTARY EDUCATION

(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.

REA301 READING IN ELEMENTARY SCHOOLS I

(3cr)

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 school 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. A 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.

REA302 READING IN ELEMENTARY SCHOOLS II (Comprehension)

(3cr)

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 as 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.

SCE302 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.

SSE301 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.

**HLP218 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.

MAE303 MATHEMATICS IN ELEMENTARY SCHOOLS (3 cr.)

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 for 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 accelerated learning based on psychological theories will be presented. (Prerequisite any algebra/mathematics course: e.g., MAT300 – Mathematics for Health Professionals; MAT102 – Intermediate Algebra, etc.)

REA304 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.

**REA303 READING PERFORMANCE: METHODS
AND EDUCATIONAL MATERIALS (3cr)**

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.

LAE301 LANGUAGE ARTS/WRITING IN ELEMENTARY SCHOOL (3cr)

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.

EDE221 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 in order 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.

**EDE301 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.

REA430 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).

**EDE450 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.

Internship will be conducted in a multi-cultural setting (e.g. an inner city classroom) to help students to develop their multicultural teaching skills. Students will also participate 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.

ENDORSEMENT AREA (15 CREDITS)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

**FLE301 INTRODUCTION TO THEORIES AND
PRACTICES OF TESOL (3cr.)**

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.

**FLE302 TESOL CURRICULUM AND MATERIALS
DEVELOPMENT (3 cr.)**

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,

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.

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. (Prerequisite – FLE301)

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.

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.

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.

This course reviews all new developments in education in regards to 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.

LAE303 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 the 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.

LAE302 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.

EED302 INTERVENTIONS FOR CHILDREN WITH SPECIAL NEEDS 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.

ECE302 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.

ECE303 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.

ECE304 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

ECE305 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.

ECE301 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.

ELD304 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.

EDF204 TEACHING IN AN INCLUSIVE DIVERSE ENVIRONMENT (3 cr.)

Prepares future teachers to meet unusual situations and the specific needs of students that are at-risk, with disabilities, or both, that have been mainstreamed into a general Education classroom. Multi-cultural differences and influences will be addressed.

Psychology Electives

SLS102 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.

PSY310 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 process.

PSY311 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.

PSY412 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.

PSY313 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.

PSY314 COMMUNITY SERVICE SYSTEMS (3 cr.)

This course serves to introduce the student to the community service network of agencies, which serve as a support for individuals and families in need of assistance from society. Minority specific services will also be a topic of focus.

PSY315 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.

PSY416 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.

PSY417 SPECIAL TOPICS IN PSYCHOLOGY (3 cr.)

This course provides students 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.

PSY418 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 etiology of criminal behavior from a familial, environmental and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

PSY419 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.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

This course explores the application of psychologically derived principles to the multicultural classroom environment. Topics in Educational Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY322 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.

PSY324 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.

PSY325 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.\

PSY326 HUMAN SEXUALITY (3 cr.)

This course introduces the student to the range of human sexual response, as well as attitudes and behaviors across cultures. In addition, the anatomy and physiology of the human sexual system are reviewed.

PSY327 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.

PSY428 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.

PSY430 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.

PSY431 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.

PSY332 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.

PSY338 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.

PSY339 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.

PSY440 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.

PSY341 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.

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

Faculty

Dean, Sharrie	<p>A.A. 1981, Miami Dade Community College; B.A. 1985, Barry University, Professional Studies; M.S. 1990, Nova Southeastern University, Advancement in Education; Ph.D. 1997, Union Institute & University, Educational Leadership; FLDOE Certificate, ESOL Endorsement, Educational Leadership. Dean of Student Affairs Associate Professor RESEARCH INTERESTS: Cultural Competence; Diversity and Educational Equity; Generational Poverty</p>
Ferrer, David	<p>B.A. 1992, Florida International University, History; M.S. 1996, Nova Southeastern University, Emotionally Handicapped Education/ESOL Endorsement; Ed.S. 1998, Nova Southeastern University, Educational Administration Adjunct Professor RESEARCH INTERESTS: Exceptional student education, educational leadership and policy.</p>
Morales, Ruben	<p>B.S. 2000, Nova Southeastern University, Elementary Education; M.S. 2005, Nova Southeastern University, Language Arts and Reading. Adjunct Professor RESEARCH INTERESTS: Education; leadership; reading.</p>
Perez-Borroto, Sergio	<p>B.S. 1997, Florida International University, Biology; M.S. 1999, Florida International University, Science Education. Adjunct Professor RESEARCH INTERESTS: Science education, biology.</p>
Ruan, Wandarece	<p>B.A. 1989, Florida International University, English; M.S. 2000, University of Miami, TESOL; Certificate, 2001, Florida Atlantic University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: English language and literature.</p>

- Sanchez, Ramon
 B.S. 2005, Barry University, Professional Administration;
 M.S. 2006, Barry University, Human Resources Development and Administration.
 Adjunct Professor
 RESEARCH INTERESTS: Human resources; cultural studies; world religions.
- Suarez, Jr, Pedro
 B.A. 1990, University of South Florida, Foreign Language Education;
 M.S. 1998, Florida State University, Mathematics In Elementary Education
 M.S. 2000, Nova Southeastern University, TESOL.
 Adjunct Professor
 RESEARCH INTERESTS: Behavioral management.
- Suarez, Sarah
 B.S. 2009, University of Florida, Community Health Education;
 M.P.H 2012, University of Florida, Social and Behavioral Science
 Pd.D. 2021, Florida International University, Health and Disease Prevention Adjunct Professor.
 RESEARCH INTERESTS: Monitoring and Evaluation; HIV, Hispanic Health, Capacity Building
- Hollinger, Brabara W.
 A.A. 1975, Patrick Henry Jr. College, Education
 B.S. 1977, Alabama State University, Elementary Education
 M.S. 1979, Alabama State University, Early Childhood Education
 Ed.D. 1997, Nova Southeastern University, Instructional Technology and Distance Education
- Gueits, Robert
 A.A. 2008, Miami Dade College, History;
 B.A. 2009, Florida International University, History;
 M.A. 2011, Florida International University, History;
- Morales, Ruben.
 B.S. 2000, Nova Southeastern University, Elementary Education;
 M.S. 2005, Nova Southeastern University, Reading;
 Ed.S. 2009, Nova Southeastern University, Educational Leadership.

Bachelor of Arts in Exceptional Student Education

General 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 ultimately 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 in an effort to purposely address the growing critical need for ESE, and specifically ASD professionals.

Students must enter the program with a cumulative grade point average (GPA) of 2.5 (on a 4.0 scale) or above from previous institutions. Students applying with a GPA lower than 2.5 will be granted provisional acceptance into the degree program, contingent upon completing the provisional acceptance period in the program with a GPA of 2.5 or above. Under these circumstances, students will meet on a monthly basis with their academic advisor to assess academic progress.

A maximum of sixty credits (60 cr.) from a two-year accredited program, or a maximum of ninety credits (90 cr.) from a four-year accredited program may be transferred toward the Bachelor of Arts. Students who are transferring must have an overall grade point average of 2.5 on a scale of four points. Only courses which have been passed with a grade of “C” or above will be transferred.

A cumulative grade point average of 2.5 or higher must be maintained in the degree program. Additionally, an average GPA of 2.5 or higher in the major is required in order for a student to be eligible for graduation.

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 his/her academic requirements and curriculum.

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 augmenting socio-emotional interactions and communication systems, all of which accompany a series of field-based experiences necessary to perform teaching duties.
3. 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 as to ultimately achieve the proper state credentials.
4. 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.
5. 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.

Minor in Autism Spectrum Disorder

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.

Transfer of Credits

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. Students can earn 6 credits in the area of Humanities if they pass the Spanish CLEP test.

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 concentrations.
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

Undergraduate students must complete one full year residency in order to meet graduation requirements.

SESSION	COURSE SEQUENCE
1	English Composition I Oral Communication Introductory Behavioral Science I EDF101 Introduction to Education
2	English Composition II EDF102 Teaching Diverse Populations Introductory Behavioral Science II Literature
3	Cross Cultural Studies I EDF103 Introduction to Educational Technology Introductory Life/Physical Science I Introductory Algebra/Math
4	PSY422 Educational Psychology Cross Cultural Studies II FLE301 Introduction to Theories and Practices of TESOL Humanities I
5	Liberal Arts Elective I EDF202 Educational Measurement and Evaluation Introductory Life/Physical Science II Humanities II
6	EEX201 Teaching in an Inclusive Diverse Environment EDF201 Curriculum Development ESE301 Introduction to Exceptional Student Education Liberal Arts Elective II FLE305 Cross Cultural Communication and Understanding
7	EEX303 Curricular Development in Exceptional Student Education Liberal Arts Elective III EEX302 Progress Monitoring in Exceptional Student Education EEX301 Instructional Practices in Exceptional Student Education
8	EEX400 Assessment, Evaluation and Interventions for Children with Special Needs and their Families REA304 Diagnosis and Remediation for Reading EDP301 Classroom Behavioral Management EEX304 Nature of Autism Spectrum Disorder FLE302 TESOL Curriculum/Material Development
9	EEX403 Transitional Processes in Special Needs Populations EEX404 Methods of Communication, Consultation and Collaboration in Exceptional Student Education EEX401 Diagnosis and Remediation of Language, Communication and Reading Disorders EEX402 Teaching Life Skills in Exceptional Student Education FLE303 Applied Linguistics
10	EEX406 Assistive and Instructional Technology in Autism Spectrum Disorder EEX306 Culture and Exceptionalities FLE304 Testing & Evaluation of ESOL EEX305 Behavior Management and Support in Autism Spectrum Disorder EEX405 Identification of ASD Signs & Symptoms for Educators

Course Descriptions

Core Area I: Foundation Courses (48 credits)

Written Communication

ENC101 ENGLISH COMPOSITION I (3 cr.)

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.

ENC102 ENGLISH COMPOSITION II (3 cr.)

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. (Prerequisite ENC101)

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, 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 shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

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.

PSY341 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.

Introductory Algebra/Math

MAT102 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.

MAT103 BASIC ALGEBRA & ARITHMETIC (3 cr.)

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.

Introductory Behavioral Science I & II

PSY203 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.

PSY318 EXPERIMENTAL, PERSONALITY, AND (3 cr.)
SOCIAL PSYCHOLOGY

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.

PSY448 PSYCHOLOGY OF MOTIVATION AND (3 cr.)
HUMAN EMOTION

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.

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses 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 designed to broaden students' multicultural views will be provided.

PSY451 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 the information processing and will include the development of artificial intelligence. The effects of cultural and ethnic differences will be discussed.

PSY406 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.

PSY322 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. The course will also discuss how different cultures affect child development.

PSY339 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 enlarge their multicultural views.

BSC200 BIOLOGICAL SCIENCE (3 cr.)

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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships 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.

BSC201 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.

CHM101 CHEMISTRY FOR HEALTH SCIENCES (3 cr.)

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.

PSY419 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.

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.

Humanities I & II

AMH200 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.

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

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.

REL101 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.

Cross Cultural Studies I & II

PSY330 MENTAL HEALTH IN AMERICAN MINORITIES (3 cr.)

A cross-cultural perspective in 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.

AMH202 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.

AMH203 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.

PSY102 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.

Literature

LIT200 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.

LIT202 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.

LIT303A 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 analyses 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.

**PHI300 CRITICAL THINKING (3 cr.)

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 to them.

**CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Students will learn the theory and practice of computer and printer maintenance, operating systems 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 on-line academic databases for use in academic and multicultural research

** These courses are required Foundation Courses for Core Area I.

CORE AREA II: PROFESSIONAL EDUCATION CORE (21 credits); (EDF101, EDF102, EDF103 are prerequisites for professional education core courses)

EDF101 INTRODUCTION TO EDUCATION (3cr.)

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.

EDF102 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.

EDF103 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.

PSY422 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.

EDF202 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 the further understandings 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.

EDP301 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.

EDF201 CURRICULUM DEVELOPMENT (3 cr.)

This course reviews the organization, construction and supervision of the learning process in regards to 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.

Core Area III: Major Concentration (33 credits)

ESE301 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 technique 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 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.

**EEX301 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.

**EEX400 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.

**EEX401 DIAGNOSIS AND REMEDIATION OF
LANGUAGE COMMUNICATION AND READING DISORDERS (3 cr.)**

This course is designed to aid future educators in the 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 correlates 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.

**EEX201 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.

**EEX302 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 student 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.

EEX303 CURRICULAR DEVELOPMENT IN (3 cr.)
EXCEPTIONAL STUDENT EDUCATION

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.

EEX402 TEACHING LIFE SKILLS IN (3 cr.)
EXCEPTIONAL STUDENT EDUCATION

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.

EEX403 TRANSITIONAL PROCESSES IN SPECIAL (3 cr.)
NEEDS POPULATIONS

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 be key players in enhancing transition-focused programs.

EEX404 METHODS OF COMMUNICATION, (3 cr.)
CONSULTATION AND COLLABORATION
IN ESE

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.

REA304 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.

Minor in Autism Spectrum Disorders (15 credits)**EEX304 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.

**EEX305 BEHAVIOR MANAGEMENT AND SUPPORT (3 cr.)
IN AUTISM SPECTRUM DISORDERS**

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.

**EEX405 ASSESSMENT AND DIAGNOSIS OF AUTISM (3 cr.)
SPECTRUM DISORDERS**

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.

**EEX406 ASSISTIVE AND INSTRUCTIONAL TECHNOLOGY (3 cr.)
IN AUTISM SPECTRUM DISORDERS**

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, systematic structured learning environments, individualized supports and family involvement and integration.

EEX306 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 etic and emic approaches and the ways in which these different viewpoints can serve as a metaphor as 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.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Endorsement Courses (15 credits)

FLE301 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.

FLE302 TESOL CURRICULUM AND MATERIALS DEVELOPMENT (3 cr.)

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. (Prerequisite - TSOL101) FLE303 APPLIED LINGUISTICS (3cr.)

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.

FLE304 TESTING AND EVALUATION OF ESOL (3 cr.)

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. (Prerequisite - FLE301)

FLE305 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.

Faculty

Dean, Sharrie	<p>A.A. 1981, Miami Dade Community College; B.A. 1985, Barry University, Professional Studies; M.S. 1990, Nova Southeastern University, Advancement in Education; Ph.D. 1997, Union Institute & University, Educational Leadership; FLDOE Certificate, ESOL Endorsement, Educational Leadership. Dean of Student Affairs Associate Professor RESEARCH INTERESTS: Cultural Competence; Diversity and Educational Equity; Generational Poverty</p>
Ferrer, David	<p>B.A. 1992, Florida International University, History; M.S. 1996, Nova Southeastern University, Emotionally Handicapped Education/ESOL Endorsement; Ed.S. 1998, Nova Southeastern University, Educational Administration Adjunct Professor RESEARCH INTERESTS: Exceptional student education, educational leadership and policy.</p>
Morales, Ruben	<p>B.S. 2000, Nova Southeastern University, Elementary Education; M.S. 2005, Nova Southeastern University, Language Arts and Reading. Adjunct Professor RESEARCH INTERESTS: Education; leadership; reading.</p>
Perez-Borroto, Sergio	<p>B.S. 1997, Florida International University, Biology; M.S. 1999, Florida International University, Science Education. Adjunct Professor RESEARCH INTERESTS: Science education, biology.</p>
Ruan, Wandarece	<p>B.A. 1989, Florida International University, English; M.S. 2000, University of Miami, TESOL; Certificate, 2001, Florida Atlantic University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: English language and literature.</p>
Sanchez, Ramon	<p>B.D. 2005, Barry University, Professional Administration; M.S. 2006, Barry University, Human Resources Development and Administration. Adjunct Professor RESEARCH INTERESTS: Human resources; cultural studies; world religions.</p>
Suarez, Pedro	<p>B.A. 1990, University of South Florida, Foreign Language Education; M.S. 1998, Florida State University, Mathematics In Elementary Education M.S. 2000, Nova Southeastern University, TESOL. Adjunct Professor RESEARCH INTERESTS: Behavioral management.</p>

Suarez, Sarah

B.S. 2009, University of Florida, Community Health Education;
M.P.H 2012, University of Florida, Social and Behavioral Science
Pd.D. 2021, Florida International University, Health and Disease
Prevention Adjunct Professor.
RESEARCH INTERESTS: Monitoring and Evaluation; HIV,
Hispanic Health, Capacity Building

Graduate Degrees

Graduate Certificate in Applied Behavior Analysis (Online)

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.

General Description

This online graduate certificate provides students learning experiences to effectively address challenging behaviors and improve skill deficits using strategies rooted in the science of behavior.

Students will comprehensively learn about the science of behavior analysis as they explore and build upon foundational concepts. Students are equipped with the skills and knowledge to proficiently conduct functional assessments and design evidence-based treatment plans.

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 in applied behavior analysis.
3. Learn the content required to provide behavior-analytic services which includes foundation 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.
4. Provide students with knowledge and skills in cultural sensitivity that are required to work in ethnically diverse and inclusive environments.

Admission Requirements

1. A master's degree from an accredited institution of higher education institution 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 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 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. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.

Course Sequence

COURSE CODE	COURSE SEQUENCE	CREDIT HOURS
EAB602	Concepts and Principles of Behavior Analysis	3
EAB606	Measurement & Experimental Design in Behavior Analysis	3
EAB600	Ethics and Professional Conduct for Behavior Analysis	3
EAB604	Behavior Assessment and Treatment	3
EAB610	Functional Assessment and Treatment	3
EAB612	Supervision, Management, and Intervention	3
EAB608	Advanced Topics in Applied Behavior Analysis	3
	Total Credit Hours	21

Course Descriptions

EAB602 CONCEPTS AND PRINCIPLES OF BEHAVIOR ANALYSIS (3 cr.)
Prerequisite: None

Covers the basic concepts and principles of behavior analysis including experimental analysis of behavior and other mechanisms of behavior change.

EAB606 MEASUREMENT & EXPERIMENTAL DESIGN IN BEHAVIOR ANALYSIS (3 cr.)
Prerequisite: None

Overview of aspects related to behavioral measurement, data display and interpretation, experimental design, and ethical issues in research and clinical settings.

EAB600 ETHICS AND PROFESSIONAL CONDUCT FOR BEHAVIOR ANALYSIS (3 cr.)
Prerequisite: 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.

EAB604 BEHAVIOR ASSESSMENT AND TREATMENT (3 cr.)

Prerequisites: EAB602 and EAB606

Implementation of applied behavior analysis strategies to conduct descriptive and preference assessments, Also covers behavior change procedures and selection of target behavior and outcomes.

EAB610 FUNCTIONAL ASSESSMENT AND TREATMENT (3 cr.)

Prerequisite: EAB604

Assessment and treatment of target behaviors by establishing functional relations between behavior and environment. Also covers selection of behavior change procedures to address problem behavior and improve adaptive behaviors.

EAB612 SUPERVISION, MANAGEMENT, AND INTERVENTION (3 cr.)

Prerequisites: EAB602 and EAB606

Overview of professional guidelines to provide effective supervision in the field of behavior analysis and methods to assess the efficacy of behavioral interventions. Also covers management and supervision of personnel in individuals and groups. 2 EAB608 ADVANCED TOPICS IN APPLIED (3 cr.) BEHAVIOR ANALYSIS 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

EAB608 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.

Faculty

Alvarez, Elvin

B.S. 2006, Universidad Technologic de Bolivar, Psychology;
M.S. 2013, Albizu University, General Psychology, Mental Health Counseling Concentration;
Psy.D. 2018, Albizu University, Clinical Psychology
Assistant Professor
RESEARCH INTERESTS: Applied Behavior Analysis

Lyn, Robyn K.

B.S. 2007, Florida International University, Psychology;
M.S. 2011, Florida International University, Counselor Education;
Psy.D. 2017, Carlos Albizu University, Clinical Psychology
Adjunct Professor
RESEARCH INTERESTS: Psychology, Applied Behavior Analysis.

Reynolds, RaShai

B.S., Ball State University, Speech and Language Pathology;
M.A., Ball State University, Special Education;
MAE, Ball State University, Educational Administration and Supervision
Ph.D., Capella University, Psychology, Behavior Analysis

Master of Science in Teaching English to Speakers of Other Languages (TESOL) (Online)

General 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 at 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 in order 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.

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.

Curricular Sequence**CORE AREA I. FOUNDATION COURSES (21 credits)**

COURSE CODE	COURSE TITLE	PRE-REQUISITE COURSES
TESL500	Advanced Theories and Practice of TESOL (Core Area Pre- requisite)	
TESL501	Applied Linguistics	TESL500
TESL502	Applied Curriculum and Materials Development in TESOL	TESL500
TESL503	Foundations of TESOL Technology	TESL500
TESL504	Testing and Evaluation of ESOL Students	TESL500
TES505	Cross-Cultural Communication and Understanding	TESL500
TESL600	TESOL Research Project: Instructional Design and Assessment (Last Semester)	TESL500-TESL505, EEXX500, EEXX508, and EEXX511

CORE AREA II. MAJOR CONCENTRATION (9 credits)

EEXX500	Foundations of Exceptional Student Education (Core Area Pre-requisite)	
EEXX508	Learning Disabilities: Instructional Strategies	EEXX500
EEXX511	Assessment and Remediation of Communication Disorders	EEXX500

NOTE: TESL500 and EEXX500 may be taken concurrently with other courses (except TESL600) at the discretion of the Program Director.

Course Sequence***M.S. in Teaching English to Speakers of Other Languages (TESOL) Concentration: Exceptional Student Education***

SEMESTER	COURSE SEQUENCE
1	Advanced Theories & Practice of TESOL
	Applied Curriculum & Materials Development in TESOL
	Foundations of ESE Education
2	Testing & Evaluation of ESOL
	Foundations of TESOL Technology
	Applied Linguistics
3	Cross-Cultural Communication & Understanding
	Learning Disabilities: Instructional Strategies
4	TESOL Research Project: Instructional Design & Assessment
	Assessment & Remediation of Communication Disorders
	TOTAL CREDITS: 30

Course Descriptions for the Master of Science in TESOL

CORE AREA I. FOUNDATION COURSES (21 Credits)

TESL500 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.

TESL502 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.

TESL501 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.

TESL504 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.

TESL503 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.

TESL505 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.

TESL600 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 in order to become an educated consumer of research. Students will be guided by a faculty member in their portfolio development process.

CORE AREA II. EXCEPTIONAL STUDENT EDUCATION (9 Credits)

EEXX500 FOUNDATIONS OF EXCEPTIONAL
STUDENT EDUCATION (3 cr.)

This course provides students with an understanding of the philosophies and program models and available to students with exceptionalities. 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.

EEXX508 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.

EEXX511 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 a language deficiency due to ethnic background influence and a communication disorder.

Faculty

- Dean, Sharrie
 A.A. 1981, Miami Dade Community College;
 B.A. 1985, Barry University, Professional Studies;
 M.S. 1990, Nova Southeastern University, Advancement in Education;
 Ph.D. 1997, Union Institute & University, Educational Leadership;
 FLDOE Certificate, ESOL Endorsement, Educational Leadership.
 Dean of Student Affairs
 Associate Professor
 RESEARCH INTERESTS: Cultural Competence; Diversity and Educational Equity; Generational Poverty, Diversity and Educational Equity; Generational Poverty
- Ferrer, David
 B.A. 1992, Florida International University, History;
 M.S. 1996, Nova Southeastern University, Emotionally Handicapped Education/ESOL Endorsement;
 Ed.S. 1998, Nova Southeastern University, Educational Administration
 Adjunct Professor
 RESEARCH INTERESTS: Exceptional student education, educational leadership and policy.
- Suarez, Pedro
 B.A. 1990, University of South Florida, Foreign Language Education;
 M.S. 1998, Florida State University, Mathematics In Elementary Education;
 M.S. 2000, Nova Southeastern University, TESOL.
 Adjunct Professor
 RESEARCH INTERESTS: Behavioral management.
- Suarez, Sarah
 B.S. 2009, University of Florida, Community Health Education;
 M.P.H 2012, University of Florida, Social and Behavioral Science;
 Ph.D. 2021, Florida International University, Heald and Disease Prevention.
 Adjunct Professor
 RESEARCH INTERESTS: Monitoring and Evaluation; HIV,

Master of Science in Exceptional Student Education (online)

General 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 the area of 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 at 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.

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 student 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) in order 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.

Albizu University Curriculum Requirements M.S. in Exceptional Student Education Concentration: Varying Exceptionalities

Name _____ SS# _____ Student ID _____ Date _____

**Undergraduate Major: _____

CORE AREA I. FOUNDATION COURSES (24 Credits)

	Course Code	Course Title	Ses. Crs.	Course Title	Institution/Term	Grade
1	EEXX500	Foundations of Exceptional Student Education	3			
2	EEXX501	Foundations of ESE Technology	3			
3	EEXX502	Social and Personal Skills for the ESE Student	3			
4	EEXX503	Behavior Management for the ESE Student	3			
5	EEXX504	Transitional Interventions and Strategies	3			
6	EEXX505	Curriculum Development in ESE	3			
7	EEXX506	Educational Assessment of the ESE Student	3			
8	EEXX507	Research Project: Instr. Design & Assessment	3			

CORE AREA II. MAJOR CONCENTRATION (12 Credits)

1	EEXX508	Learning Disabilities: Instructional Strategies	3			
2	EEXX509	Mental Handicaps: Instructional Strategies	3			
3	EEXX510	Emotional Handicaps: Instructional Strategies	3			
4	EEXX511	Assessment and Remediation of Comm. Disorders	3			

Total Credits: 36

**** Courses above must be taken in sequence. Changes to this sequence will be made at the Director's discretion.**

Program Director / Date

Registrar / Date

Pre-Evaluator / Adm. Officer / Date

Albizu University
M.S. in Exceptional Student Education Concentration: Varying Exceptionalities
Course Sequence

SEMESTER	COURSE SEQUENCE
1	Foundations of Exceptional Student Education
	Foundations of Exceptional Student Educational Technology
	Social and Personal Skills for the ESE Student
2	Behavior Management for the ESE Student
	Learning Disabilities: Instructional Strategies
	Mental Handicaps: Instructional Strategies
3	Emotional Handicaps: Instructional Strategies
	Curriculum Development in Exceptional Student Education
	Transitional Interventions and Strategies
4	Assessment and Remediation of Communication Disorders
	Educational Assessment of the ESE Student
	Research Project: Instructional Design and Assessment

****Note:** Pre-requisite courses may be taken concurrently at the discretion of the Program Director

Course Descriptions

CORE AREA I. FOUNDATION COURSES (24 Credits) (EEX500 is a prerequisite to all other courses)

EEXX500 FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION (3cr.)

This course provides students with an understanding of the philosophies and program models and 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.

EEXX501 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 in order 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.

EEXX502 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, family support groups will also be explored.

EEXX503 BEHAVIOR MANAGEMENT FOR THE ESE STUDENT (3 cr.)

A survey of behavior modification principles as 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 redirecive 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.

EEXX504 TRANSITIONAL INTERVENTIONS AND STRATEGIES (3cr.)

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.

EEXX505 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 to 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.

EEXX506 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.

EEXX507 RESEARCH PROJECT: Instructional Design and Assessment (3 cr.)

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 in order 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.

CORE AREA II. MAJOR CONCENTRATION (12 Credits)

EEXX508 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.

EEXX509 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

EEXX510 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 the etiology, prevention and intervention of emotional handicaps and severe emotional disturbances. Counseling, and supportive services and parenting skills are incorporated.

EEXX511 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 a language deficiency due to ethnic background influence and a communication disorder.

Faculty

Master of Science in Exceptional Student Education Program Faculty

Dean, Sharrie	<p>A.A. 1981, Miami Dade Community College; B.A. 1985, Barry University, Professional Studies; M.S. 1990, Nova Southeastern University, Advancement in Education; Ph.D. 1997, Union Institute & University, Educational Leadership; FLDOE Certificate, ESOL Endorsement, Educational Leadership. Dean of Student Affairs Associate Professor RESEARCH INTERESTS: Cultural Competence; Diversity and Educational Equity; Generational Poverty</p>
Ferrer, David	<p>B.A. 1992, Florida International University, History; M.S. 1996, Nova Southeastern University, Emotionally Handicapped Education/ESOL Endorsement; Ed.S. 1998, Nova Southeastern University, Educational Administration Adjunct Professor RESEARCH INTERESTS: Exceptional student education, educational leadership and policy.</p>
Suarez, Pedro	<p>B.A. 1990, University of South Florida, Foreign Language Education; M.S. 1998, Florida State University, Mathematics In Elementary Education; M.S. 2000, Nova Southeastern University, TESOL. Adjunct Professor RESEARCH INTERESTS: Behavioral management.</p>

Suarez, Sarah

B.S. 2009, University of Florida, Community Health
Education;

M.P.H 2012, University of Florida, Social and Behavioral Science;

Ph.D. 2021, Florida International University, Health and Disease
Prevention

Adjunct Professor

RESEARCH INTERESTS: Monitoring and Evaluation; HIV,
Hispanic Health, Capacity Building

Master of Science in Speech and Language Pathology (Residential Program)

General 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 throughout the South Florida area. The program requirements comply with the Florida Board of Speech-Language Pathology and Audiology 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 knowledge base, appropriate attitudes, and clinical 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 for 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 in order to make appropriate referrals as necessary.
3. Use of assistive technology in order 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 underlie the practice of the profession.

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 in a professional and ethical manner.

Academic Progress and Graduation Requirements of the M.S. in Speech and Language Pathology

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

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 substitution of the Master Level Exam. Graduation candidates cannot have 4 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.

Admissions 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 with a grade of "C" or higher the following prerequisites either at the undergraduate or graduate level:
 - a. Physics/Physical Science/Chemistry
 - b. Biology/Biological Science/Human Anatomy & Physiology/Human Genetics/Neuroanatomy & Neurophysiology
 - c. Statistics

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

- a. Human Growth and Development/Child Psychology
- b. Professional Writing or English Composition 1 & 2. All students must complete the APA Style Workshop at Albizu University before initiating the program.
- c. Introduction to Special Child Education/Communication Disorders/Children with Special Needs/Clinical Management in Communication Disorders
- d. Acoustic and Psychoacoustic Aspects of Sound/Hearing & Speech Science

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 (Official Form)
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 the time of the interview or as scheduled.
4. An article critique indicating the applicant's critical thinking, writing and communication abilities. The article critique is written at the time of the interview or as scheduled.
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 towards the M.S. in Speech and Language Pathology 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.

Schedule of Minimum Incremental Progress

The Miami Campus establishes the following schedule designating the minimum number of earned credits that the student must successfully complete at the end of each year to complete the educational degree within the established maximum time frame.

	Academic Terms							
	1	2	3	4	5	6	7	8
Number of credits	12	12	6	12	12	6	0	0
Clinical Experiences	X	X	X	X	X	X		
Clinical Practicum							X	X
Comprehensive Exam							X	X
or Thesis Project						X	X	X

Student Evaluations

The Master of Science in Speech and Language Pathology Program faculty evaluate 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. However, students are permitted to retake a maximum of two different courses. The student must retake the courses the next session they are offered.

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

Residential Program

Students enrolled in the Master of Science in Speech and Language Pathology must complete one full year residency (minimum of 10 courses) 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.
4. Satisfactory completion of all required academic courses.
5. Satisfactory completion of the required hours of practicum.
6. Satisfactory completion of the Comprehensive Exam.
7. Demonstrated competence in APA style for publications and computer literacy.
8. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.
9. 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.

Students who take the exam must be registered during the session in which they schedule their examination. After successfully completing the Comprehensive Examination and completing all the master's degree requirements, the students may apply to receive an M.S. degree. To successfully complete the written comprehensive exams, students must pass all parts of the exams. The number of allowable attempts is four (4).

Students who take the exam must be registered during the session they schedule their examination. After completing the Comprehensive Examination and completing all the master's degree requirements, students may apply to receive an M.S. degree.

*Good standing is defined as having, at least, the minimum cumulative GPA required for the student's program, no No Passes in any practicums and no Incompletes.

Specific Requirements

1. Complete a minimum of 400 hours of supervised clinical practicum with children and adults.
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 hours of 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.

Master of Science in Speech-Language Pathology: 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 coach from the student services department.
2. 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.
3. Attend bi-weekly meetings with the assigned coach and mentor and complete mandatory designated workshops and activities.
4. 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.
5. 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
2. performance, if applicable, before making a recommendation.
3. Faculty will be prescriptive at the time of readmission regarding particular requirements to address prior performance challenges.
4. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.
5. Readmitted students will be subject to the time limitation policy as to courses, practice, and exams.
6. Credits previously accepted for transfer that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.

Curricular Sequence

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 (1 st Part)	0
MSLP606 Comprehensive Exam (2 nd Part)	0
MTES670 Thesis Project	0
TOTAL CREDITS	

Curricular Sequence - Fall Admission

Curricular Sequence	PREREQUISITES
MSLP540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP541 – Basic Audiology	
MSLP542 – Normal Speech & Language Development	
MSLP543 – Ethics & Legal Aspects in Health Professions	
Term 2 – FIRST YEAR (Spring)	PREREQUISITES
MSLP545 – Language Disorders in Children	MSLP542
MSLP546 – Fluency Disorders: Assessment & Treatment	MSLP542
MSLP547 – Voice Disorders: Assessment & Treatment	MSLP540
MSLP550 – Articulatory Disorders: Assessment & Treatment	MSLP540, 542
Term 3 – FIRST YEAR (Summer)	PREREQUISITES
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR (Fall)	PREREQUISITES
MSLP650 – Aural Rehabilitation	MSLP540, 541, 542, 550, 551
MSLP651 – Augmentative & Alternative Aids for Communication	MSLP545, 548, 550
MSLP652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP545, 546, 547, 550, 551
MSLP549 – Dysphagia in Children and Adults	MSLP540
Term 2 – SECOND YEAR (Spring)	PREREQUISITES
MSLP653 – Neurogenic Disorders in Adults	MSLP540, 547, 548, 651
MSLP654 – Early Intervention in Speech & Language	MSLP542, 545, 550, 551
MSLP655 – Supervision, Consultation & Administration of Clinical Services	MSLP543
MSLP657- Research Methodology in Communication Disorders	MSLP543, 545, 546, 547, 548, 549, 550, 551
Term 3-SECOND YEAR (Summer)	PREREQUISITES
MSLP661 – Multicultural Perspectives in Speech and Language Pathology	MSLP542, 543, 545
MSLP662- Reading and Writing Disorders: Assessment & Intervention	MSLP542
MTES670 –Thesis Project	MSLP657
Term 1 – THIRD YEAR (Fall)	PREREQUISITES
PRSP656- Advanced Clinical Practicum I	ALL COURSES
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657
Term 2 – THIRD YEAR (Spring)	PREREQUISITES
PRSP657 – Advanced Clinical Practicum II	PRSP656
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650

	651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657

Curricular Sequence – Spring Admission

	PREREQUISITES
MSLP540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP541 – Basic Audiology	
MSLP542 – Normal Speech & Language Development	
MSLP543 – Ethics & Legal Aspects in Health Professions	
Term 2 – FIRST YEAR (Spring)	PREREQUISITES
MSLP545 – Language Disorders in Children	MSLP542
MSLP546 – Fluency Disorders: Assessment & Treatment	MSLP542
MSLP547 – Voice Disorders: Assessment & Treatment	MSLP540
MSLP550 – Articulatory Disorders: Assessment & Treatment	MSLP540, 542
Term 3 – FIRST YEAR (Summer)	PREREQUISITES
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR (Fall)	PREREQUISITES
MSLP650 – Aural Rehabilitation	MSLP540, 541, 542, 550, 551
MSLP651 – Augmentative & Alternative Aids for Communication	MSLP545, 548, 550
MSLP652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP545, 546, 547, 550, 551
MSLP549 – Dysphagia in Children and Adults	MSLP540
Term 2 – SECOND YEAR (Spring)	PREREQUISITES
MSLP653 – Neurogenic Disorders in Adults	MSLP540, 547, 548, 651
MSLP654 – Early Intervention in Speech & Language	MSLP542, 545, 550, 551
MSLP655 – Supervision, Consultation & Administration of Clinical Services	MSLP543
MSLP657- Research Methodology in Communication Disorders	MSLP543, 545, 546, 547, 548, 549, 550, 551
Term 3-SECOND YEAR (Summer)	PREREQUISITES
MSLP661 – Multicultural Perspectives in Speech and Language Pathology	MSLP542, 543, 545
MSLP662- Reading and Writing Disorders: Assessment & Intervention	MSLP542
MTES670 –Thesis Project	MSLP657
Term 1 – THIRD YEAR (Fall)	PREREQUISITES
PRSP656- Advanced Clinical Practicum I	ALL COURSES
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657
Term 2 – THIRD YEAR (Spring)	PREREQUISITES
PRSP657 – Advanced Clinical Practicum II	PRSP656
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650

	651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657

Curricular Sequence – Extended Conditional Admission

Term 1 – FIRST YEAR (Spring)	PREREQUISITES
MSLP540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP541 – Basic Audiology	
MSLP542 – Normal Speech & Language Development	
MSLP543 – Ethics & Legal Aspects in Health Professions	
Term 2 – FIRST YEAR (Summer)	PREREQUISITES
MSLP545 – Language Disorders in Children	MSLP542
MSLP546 – Fluency Disorders: Assessment & Treatment	MSLP542
MSLP547 – Voice Disorders: Assessment & Treatment	MSLP540
MSLP550 – Articulatory Disorders: Assessment & Treatment	MSLP540, 542
Term 3 – FIRST YEAR (Fall)	PREREQUISITES
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR (Spring)	PREREQUISITES
MSLP650 – Aural Rehabilitation	MSLP540, 541, 542, 550, 551
MSLP651 – Augmentative & Alternative Aids for Communication	MSLP545, 548, 550
MSLP652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP545, 546, 547, 550, 551
MSLP549 – Dysphagia in Children and Adults	MSLP540
Term 2 – SECOND YEAR (Summer)	PREREQUISITES
MSLP653 – Neurogenic Disorders in Adults	MSLP540, 547, 548, 651
MSLP654 – Early Intervention in Speech & Language	MSLP542, 545, 550, 551
MSLP655 – Supervision, Consultation & Administration of Clinical Services	MSLP543
MSLP657- Research Methodology in Communication Disorders	MSLP543, 545, 546, 547, 548, 549, 550, 551
Term 3-SECOND YEAR (Fall)	PREREQUISITES
MSLP661 – Multicultural Perspectives in Speech and Language Pathology	MSLP542, 543, 545
MSLP662- Reading and Writing Disorders: Assessment & Intervention	MSLP542
MTES670 –Thesis Project	MSLP657
Term 1 – THIRD YEAR (Spring)	PREREQUISITES
PRSP656- Advanced Clinical Practicum I	ALL COURSES
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657
Term 2 – THIRD YEAR (Summer)	PREREQUISITES
PRSP657 – Advanced Clinical Practicum II	PRSP656
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657

Course Descriptions

MSLP540 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.

MSLP541 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.

MSLP542 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.

MSLP543 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 ethics nature are revised.

MSLP545 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.

MSLP546 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.

MSLP547 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.

MSLP548 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.

MSLP549 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

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.

MSLP657 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.

MSLP661 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.

MSLP662 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. Team work in the intervention in reading and written disorders.

Faculty

- Castro, Cristina
B.A. 2003, Florida International University, Exceptional Student Education;
M.S. 2010, Nova Southeastern University, Speech and Language Pathology.
Assistant Faculty and Clinical Education Coordinator
RESEARCH INTERESTS: Dysphagia; neurological rehabilitation
- Crosby, Tracy
B.A. 2007, University of Cincinnati, Communication Sciences and Disorders; Certificate in Deaf Studies;
M.A. 2009, University of Cincinnati, Speech and Language Pathology.
Ed.D., 2018, Nova Southeastern University, Education with Concentration in Speech-Language Pathology; Minor in Autism Spectrum Disorders
Associate Faculty
RESEARCH INTERESTS: Autism, AAC, Language disorders in children
- Cuellar, Megan
B.A. 2007, University of Tennessee, Audiology and Speech Pathology;
M.A. 2005, University of Memphis, Speech and Language Pathology.
Ph.D. 2014, University of Tennessee Health Science Center, Speech and Hearing Science
Associate Faculty
RESEARCH INTERESTS: Aphasia, Dysphagia, sensory motor integration, oral-motor, childhood Apraxia, Autism, TBI
- Fraga, Viviana
B.S. 2012, Florida International University, Early Childhood Education;
M.S. 2018, Nova Southeastern University, Speech-Language Pathology;
Clinical Practicum Coordinator and Assistant Professor
RESEARCH INTERESTS: Language disorders in children; early intervention, AAC; autism; dysphagia.
- Hamel, Francine
B.S. 1974, Hofstra University, Speech and Hearing Therapy;
M.S. 1976, Boston University, Speech and Language Pathology;
Certificate of Advanced Graduate Study 1979, Lesley College, Special Education;
Ed.D. 1987, Nova Southeastern University, Early Childhood Development.
Associate Faculty
RESEARCH INTERESTS: Articulation; language development and phonological processes.
- Herde, Cindy
B.A. 2003, University of Central Florida, Communicative Disorders;
M.A. 2005, University of Central Florida, Communicative Disorders.
Adjunct Professor
RESEARCH INTERESTS: Pediatrics; dysphagia; bilingualism.
- Hyter, Yvette
B.S. 1982, Western Michigan University, Speech Pathology & Audiology;
M.A. 1984, Western Michigan University, Speech- Language Pathology;
Ph.D. 1994, Temple University, Speech-Language Pathology with emphasis on Multicultural Populations.

Adjunct Professor

RESEARCH INTERESTS: Child language with concentration in social pragmatic communication with children and adolescents with histories of maltreatment and prenatal alcohol exposure; child language in children who speak language variations; child language in children who speak languages other than English, i.e., bilingual/multilingual; culturally responsive and globally sustainable practices in speech-language pathology.

Perez-Abalo, Maria

M.D. 1976, University of Havana; Doctor of Medicine;
1979, University of Havana, Neurophysiology Specialization;
Ph.D. 1988, Cuban National Research Center, Biomedical Sciences, Audiology/ Electro audiometry.
Research Fellow 2003, Neural Basis of Hearing & Language, Toronto, Canada
Adjunct Faculty
RESEARCH INTERESTS: Aural rehabilitation, electro audiometry

Piteo, Simone

B.S. 1996, Nova Southeastern University, Psychology;
M.S. 1998, Nova Southeastern University, Speech and Pathology;
SPL.D. 2001, Nova Southeastern University, Speech and Pathology.
Adjunct Professor
RESEARCH INTERESTS: Early intervention; apraxia; language disorders in children; aquatic therapy; Dysphagia.

Roman, Lizzette

B.S. 1986, Inter American University, San Juan, Puerto Rico, Special Education;
M.S. 1998, Syracuse University, Speech and Language Pathology;
SLP.D., 2011, Nova Southeastern University, Speech and Pathology.
Florida, Texas and Puerto Rico, Licensed Speech-Language Pathologist
Associate Faculty, Director of the M.S. in Speech and Language Pathology Program
RESEARCH INTERESTS: Dysphagia; speech and language pathologist's cultural competencies; adult language; cognitive-communication disorders in adults; early intervention.

Ross, David

B.S. 2002, Boston University, Hospitality Administration;
M.S. 2013, Idaho State University, Speech Language Pathology.
Adjunct Professor
RESEARCH INTERESTS: Speech language pathology; neurogenic disorders in adults.

Snider, Lauren

B.A., Drury University, Speech Communication;
M.S., Fontbonne University, Speech Language Pathology;
SLPD, Nova Southeastern University, Doctor of Speech-Language Pathology.
Associate Faculty
RESEARCH INTERESTS: neurogenic disorders in adults, Dysphagia, Aphasia

Valle-Riestra, Diana

B.A. 1987, University of Miami, Biology, Religion;
M.S. 1989, University of Miami, Learning Disabilities, Emotional Handicaps;
Ph.D. 1998, University of Miami, Education, Reading.. Associate Professor

RESEARCH INTERESTS: Early intervention; early childhood special education; postsecondary inclusive education; assessment, intervention and programming with young children; working with diverse families; leadership and advocacy issues within the context of special education.

Buchbinder, Rose

B.A. 2015, University of Florida, Linguistics;
 Au.D. 2019, Rush University;
 M.S. 2017, Nova Southeastern University, Clinical Psychology;
 Psy.D. 2020, Nova Southeastern University, Clinical Psychology.

Zelenke, Joseph

B.S. 1987, Ithaca College, Speech- Language Pathology and Audiology;

M.S. 1993, Northeastern University, Speech-Language Pathology; P

Ed.D. 2023, University of St. Augustine for Health Sciences, Teaching and Learning Specialty; T

Johnson, Kyerstyn

B.A., Hampton University, Psychology;
 M.S., Howard University, Communication Sciences and Disorders; D
 Ph.D., Virginia Commonwealth University, Education.

John, Deborah R.

B.S. 1993, Bloomburg University, Communication Disorders;
 M.S. 1995, Bloomburg University, Audiology;
 Au.D. 2004, Pennsylvania College of Optometry

Master of Science in Speech and Language Pathology (Distance Program)

General 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 throughout the South Florida area. The program requirements comply with the Florida Board of Speech-Language Pathology and Audiology 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 knowledge base, appropriate attitudes, and clinical skills necessary to work in the prevention, assessment, and treatment of children and adults with communication and swallowing disorders.

Knowledge and Skills

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

Clinical Skills

8. Design and implement intervention techniques according to clients' level of functioning and needs.
9. Use of clinical procedures, strategies, and assessment tools in order to make appropriate referrals as necessary.
10. Use of assistive technology in order to provide services to clients with communication disorders.
11. Guide general population about prevention of communication disorders
12. Perform supervisory functions to include consulting services in various clinical settings.
13. 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.
14. Administer standardized and non-standardized tests and interpret their results in assessing children and adults with communication and swallowing disorders.

Attitudes

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

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:

5. Prepare competent clinical professionals in speech-language pathology to provide quality clinical services to children and adults with communication and swallowing disorders.
6. Prepare competent clinical professionals in speech-language pathology to work in activities related to direct patient care, supervision, and consultation.
7. Prepare competent clinical professionals in speech-language pathology to collaborate and work in multi- or inter-disciplinary teams.
8. Prepare competent clinical professionals in speech-language pathology to conduct themselves in a professional and ethical manner.

Academic Progress and Graduation Requirements of the M.S. in Speech and Language Pathology

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

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 substitution of the Master Level Exam. Graduation candidates cannot have 4 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.

Admissions Requirements

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

4. 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.
5. Bachelor's degree graduation index of 3.0 out of a 4.0 scale.
6. Students must have completed with a grade of "C" or higher the following prerequisites either at the undergraduate or graduate level:
 - a. Physics/Physical Science/Chemistry
 - b. Biology/Biological Science/Human Anatomy & Physiology/Human Genetics/Neuroanatomy & Neurophysiology
 - c. Statistics

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

- e. Human Growth and Development/Child Psychology
- f. Professional Writing or English Composition 1 & 2. All students must complete the APA Style Workshop at Albizu University before initiating the program.
- g. Introduction to Special Child Education/Communication Disorders/Children with Special Needs/Clinical Management in Communication Disorders
- h. Acoustic and Psychoacoustic Aspects of Sound/Hearing & Speech Science

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:

6. Two (2) letters of recommendation, preferably from past professors, employer or community leader (Official Form)
7. A current resume/curriculum vitae
8. 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 the time of the interview or as scheduled.
9. An article critique indicating the applicant's critical thinking, writing and communication abilities. The article critique is written at the time of the interview or as scheduled.
10. International students must submit an official evaluation of academic credentials by an authorized agency.

Transfer of Credits

Six (6) transferred credits may be applied towards the M.S. in Speech and Language Pathology 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.

Schedule of Minimum Incremental Progress

The Miami Campus establishes the following schedule designating the minimum number of earned credits that the student must successfully complete at the end of each year to complete the educational degree within the established maximum time frame.

	Academic Terms							
	1	2	3	4	5	6	7	8
Number of credits	12	12	6	12	12	6	0	0
Clinical Experiences	X	X	X	X	X	X		
Clinical Practicum							X	X
Comprehensive Exam							X	X
or Thesis Project						X	X	X

Student Evaluations

The Master of Science in Speech and Language Pathology Program faculty evaluate 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. However, students are permitted to retake a maximum of two different courses. The student must retake the courses the next session they are offered.

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

3. 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.
4. 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

Residential Program

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

Distance Education Program

The student must attend two weeks (separate weeks) in- person/ on campus for hands-on labs.

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:

10. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.
11. No grades of "C" or lower in any courses.
12. Completion of a minimum of one year of full-time residency in the program.
13. Satisfactory completion of all required academic courses.
14. Satisfactory completion of the required hours of practicum.
15. Satisfactory completion of the Comprehensive Exam.
16. Demonstrated competence in APA style for publications and computer literacy.
17. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation.
18. 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:

5. Satisfactory completion of the required master level academic courses.
6. Overall GPA of 3.00.
7. Good standing*.
8. Grades of "B" or above in all courses required by the academic program.

Students who take the exam must be registered during the session in which they schedule their examination. After successfully completing the Comprehensive Examination and completing all the master's degree requirements, the students may apply to receive an M.S. degree.

To successfully complete the written comprehensive exams, students must pass all parts of the exams. The number of allowable attempts is four (4).

Students who take the exam must be registered during the session they schedule their examination. After completing the Comprehensive Examination and completing all the master's degree requirements, students may apply to receive an M.S. degree.

*Good standing is defined as having, at least, the minimum cumulative GPA required for the student's program, no No Passes in any practicums and no Incompletes.

Specific Requirements

5. Complete a minimum of 400 hours of supervised clinical practicum with children and adults.
6. 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.
7. Graduation candidates cannot obtain more than 3 NPs on the Comprehensive Examination or 2 NPs in the Advanced Clinical Practicum.
8. 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 hours of 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.

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:

6. Be assigned to a coach from the student services department.
7. 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.
8. Attend bi-weekly meetings with the assigned coach and mentor and complete mandatory designated workshops and activities.

9. 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.
10. 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:

7. Faculty will carefully evaluate the applicant's previous academic and clinical
8. performance, if applicable, before making a recommendation.
9. Faculty will be prescriptive at the time of readmission regarding particular requirements to address prior performance challenges.
10. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.
11. Readmitted students will be subject to the time limitation policy as to courses, practice, and exams.
12. Credits previously accepted for transfer that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.

Curricular Sequence

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 (1 st Part)	0
MSLP606 Comprehensive Exam (2 nd Part)	0
MTES670 Thesis Project	0
TOTAL CREDITS	

Curricular Sequence - Fall Admission

Curricular Sequence	PREREQUISITES
MSLP540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP541 – Basic Audiology	
MSLP542 – Normal Speech & Language Development	
MSLP543 – Ethics & Legal Aspects in Health Professions	
Term 2 – FIRST YEAR (Spring)	PREREQUISITES
MSLP545 – Language Disorders in Children	MSLP542
MSLP546 – Fluency Disorders: Assessment & Treatment	MSLP542
MSLP547 – Voice Disorders: Assessment & Treatment	MSLP540
MSLP550 – Articulatory Disorders: Assessment & Treatment	MSLP540, 542
Term 3 – FIRST YEAR (Summer)	PREREQUISITES
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR (Fall)	PREREQUISITES
MSLP650 – Aural Rehabilitation	MSLP540, 541, 542, 550, 551
MSLP651 – Augmentative & Alternative Aids for Communication	MSLP545, 548, 550
MSLP652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP545, 546, 547, 550, 551
MSLP549 – Dysphagia in Children and Adults	MSLP540
Term 2 – SECOND YEAR (Spring)	PREREQUISITES
MSLP653 – Neurogenic Disorders in Adults	MSLP540, 547, 548, 651
MSLP654 – Early Intervention in Speech & Language	MSLP542, 545, 550, 551
MSLP655 – Supervision, Consultation & Administration of Clinical Services	MSLP543
MSLP657- Research Methodology in Communication Disorders	MSLP543, 545, 546, 547, 548, 549, 550, 551
Term 3-SECOND YEAR (Summer)	PREREQUISITES
MSLP661 – Multicultural Perspectives in Speech and Language Pathology	MSLP542, 543, 545
MSLP662- Reading and Writing Disorders: Assessment & Intervention	MSLP542
MTES670 –Thesis Project	MSLP657
Term 1 – THIRD YEAR (Fall)	PREREQUISITES
PRSP656- Advanced Clinical Practicum I	ALL COURSES
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657
Term 2 – THIRD YEAR (Spring)	PREREQUISITES
PRSP657 – Advanced Clinical Practicum II	PRSP656
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650

	651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657

Curricular Sequence – Spring Admission

	PREREQUISITES
MSLP540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP541 – Basic Audiology	
MSLP542 – Normal Speech & Language Development	
MSLP543 – Ethics & Legal Aspects in Health Professions	
Term 2 – FIRST YEAR (Spring)	PREREQUISITES
MSLP545 – Language Disorders in Children	MSLP542
MSLP546 – Fluency Disorders: Assessment & Treatment	MSLP542
MSLP547 – Voice Disorders: Assessment & Treatment	MSLP540
MSLP550 – Articulatory Disorders: Assessment & Treatment	MSLP540, 542
Term 3 – FIRST YEAR (Summer)	PREREQUISITES
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR (Fall)	PREREQUISITES
MSLP650 – Aural Rehabilitation	MSLP540, 541, 542, 550, 551
MSLP651 – Augmentative & Alternative Aids for Communication	MSLP545, 548, 550
MSLP652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP545, 546, 547, 550, 551
MSLP549 – Dysphagia in Children and Adults	MSLP540
Term 2 – SECOND YEAR (Spring)	PREREQUISITES
MSLP653 – Neurogenic Disorders in Adults	MSLP540, 547, 548, 651
MSLP654 – Early Intervention in Speech & Language	MSLP542, 545, 550, 551
MSLP655 – Supervision, Consultation & Administration of Clinical Services	MSLP543
MSLP657- Research Methodology in Communication Disorders	MSLP543, 545, 546, 547, 548, 549, 550, 551
Term 3-SECOND YEAR (Summer)	PREREQUISITES
MSLP661 – Multicultural Perspectives in Speech and Language Pathology	MSLP542, 543, 545
MSLP662- Reading and Writing Disorders: Assessment & Intervention	MSLP542
MTES670 –Thesis Project	MSLP657
Term 1 – THIRD YEAR (Fall)	PREREQUISITES
PRSP656- Advanced Clinical Practicum I	ALL COURSES
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657
Term 2 – THIRD YEAR (Spring)	PREREQUISITES
PRSP657 – Advanced Clinical Practicum II	PRSP656
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650

	651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657

Curricular Sequence – Extended Conditional Admission

Term 1 – FIRST YEAR (Spring)	PREREQUISITES
MSLP540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP541 – Basic Audiology	
MSLP542 – Normal Speech & Language Development	
MSLP543 – Ethics & Legal Aspects in Health Professions	
Term 2 – FIRST YEAR (Summer)	PREREQUISITES
MSLP545 – Language Disorders in Children	MSLP542
MSLP546 – Fluency Disorders: Assessment & Treatment	MSLP542
MSLP547 – Voice Disorders: Assessment & Treatment	MSLP540
MSLP550 – Articulatory Disorders: Assessment & Treatment	MSLP540, 542
Term 3 – FIRST YEAR (Fall)	PREREQUISITES
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR (Spring)	PREREQUISITES
MSLP650 – Aural Rehabilitation	MSLP540, 541, 542, 550, 551
MSLP651 – Augmentative & Alternative Aids for Communication	MSLP545, 548, 550
MSLP652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP545, 546, 547, 550, 551
MSLP549 – Dysphagia in Children and Adults	MSLP540
Term 2 – SECOND YEAR (Summer)	PREREQUISITES
MSLP653 – Neurogenic Disorders in Adults	MSLP540, 547, 548, 651
MSLP654 – Early Intervention in Speech & Language	MSLP542, 545, 550, 551
MSLP655 – Supervision, Consultation & Administration of Clinical Services	MSLP543
MSLP657- Research Methodology in Communication Disorders	MSLP543, 545, 546, 547, 548, 549, 550, 551
Term 3-SECOND YEAR (Fall)	PREREQUISITES
MSLP661 – Multicultural Perspectives in Speech and Language Pathology	MSLP542, 543, 545
MSLP662- Reading and Writing Disorders: Assessment & Intervention	MSLP542
MTES670 –Thesis Project	MSLP657
Term 1 – THIRD YEAR (Spring)	PREREQUISITES
PRSP656- Advanced Clinical Practicum I	ALL COURSES
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657
Term 2 – THIRD YEAR (Summer)	PREREQUISITES
PRSP657 – Advanced Clinical Practicum II	PRSP656
MSLP605 – Master Level Exam (First Part)	MSLP540, 541, 542, 543, 650, 651, 652, 655, 657, 661
and/or MSLP606 (Second Part)	MSLP550, 551, 545, 546, 547, 548, 549, 653, 654, 662
or MTES670 – Thesis Project	MSLP657

Course Descriptions

MSLP540 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.

MSLP541 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.

MSLP542 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.

MSLP543 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 ethics nature are revised.

MSLP545 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.

MSLP546 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.

MSLP547 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.

MSLP548 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.

MSLP549 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

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.

MSLP657 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.

MSLP661 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.

MSLP662 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. Team work in the intervention in reading and written disorders.

Faculty

- Castro, Cristina
B.A. 2003, Florida International University, Exceptional Student Education;
M.S. 2010, Nova Southeastern University, Speech and Language Pathology.
Assistant Faculty and Clinical Education Coordinator
RESEARCH INTERESTS: Dysphagia; neurological rehabilitation
- Crosby, Tracy
B.A. 2007, University of Cincinnati, Communication Sciences and Disorders; Certificate in Deaf Studies;
M.A. 2009, University of Cincinnati, Speech and Language Pathology.
Ed.D., 2018, Nova Southeastern University, Education with Concentration in Speech-Language Pathology; Minor in Autism Spectrum Disorders
Associate Faculty
RESEARCH INTERESTS: Autism, AAC, Language disorders in children
- Cuellar, Megan
B.A. 2007, University of Tennessee, Audiology and Speech Pathology;
M.A. 2005, University of Memphis, Speech and Language Pathology.
Ph.D. 2014, University of Tennessee Health Science Center, Speech and Hearing Science
Associate Faculty
RESEARCH INTERESTS: Aphasia, Dysphagia, sensory motor integration, oral-motor, childhood Apraxia, Autism, TBI
- Fraga, Viviana
B.S. 2012, Florida International University, Early Childhood Education;
M.S. 2018, Nova Southeastern University, Speech-Language Pathology;
Clinical Practicum Coordinator and Assistant Professor
RESEARCH INTERESTS: Language disorders in children; early intervention, AAC; autism; dysphagia.
- Hamel, Francine
B.S. 1974, Hofstra University, Speech and Hearing Therapy;
M.S. 1976, Boston University, Speech and Language Pathology;
Certificate of Advanced Graduate Study 1979, Lesley College, Special Education;
Ed.D. 1987, Nova Southeastern University, Early Childhood Development.
Associate Faculty
RESEARCH INTERESTS: Articulation; language development and phonological processes.
- Herde, Cindy
B.A. 2003, University of Central Florida, Communicative Disorders;
M.A. 2005, University of Central Florida, Communicative Disorders.
Adjunct Professor
RESEARCH INTERESTS: Pediatrics; dysphagia; bilingualism.
- Hyter, Yvette
B.S. 1982, Western Michigan University, Speech Pathology & Audiology;
M.A. 1984, Western Michigan University, Speech- Language Pathology;
Ph.D. 1994, Temple University, Speech-Language Pathology with emphasis on Multicultural Populations.

Adjunct Professor

RESEARCH INTERESTS: Child language with concentration in social pragmatic communication with children and adolescents with histories of maltreatment and prenatal alcohol exposure; child language in children who speak language variations; child language in children who speak languages other than English, i.e., bilingual/multilingual; culturally responsive and globally sustainable practices in speech-language pathology.

Perez-Abalo, Maria

M.D. 1976, University of Havana; Doctor of Medicine;
1979, University of Havana, Neurophysiology Specialization;
Ph.D. 1988, Cuban National Research Center, Biomedical Sciences, Audiology/ Electro audiometry.
Research Fellow 2003, Neural Basis of Hearing & Language, Toronto, Canada
Adjunct Faculty
RESEARCH INTERESTS: Aural rehabilitation, electro audiometry

Piteo, Simone

B.S. 1996, Nova Southeastern University, Psychology;
M.S. 1998, Nova Southeastern University, Speech and Pathology;
SPL.D. 2001, Nova Southeastern University, Speech and Pathology.
Adjunct Professor
RESEARCH INTERESTS: Early intervention; apraxia; language disorders in children; aquatic therapy; Dysphagia.

Roman, Lizzette

B.S. 1986, Inter American University, San Juan, Puerto Rico, Special Education;
M.S. 1998, Syracuse University, Speech and Language Pathology;
SLP.D., 2011, Nova Southeastern University, Speech and Pathology.
Florida, Texas and Puerto Rico, Licensed Speech-Language Pathologist
Associate Faculty, Director of the M.S. in Speech and Language Pathology Program
RESEARCH INTERESTS: Dysphagia; speech and language pathologist's cultural competencies; adult language; cognitive-communication disorders in adults; early intervention.

Ross, David

B.S. 2002, Boston University, Hospitality Administration;
M.S. 2013, Idaho State University, Speech Language Pathology.
Adjunct Professor
RESEARCH INTERESTS: Speech language pathology; neurogenic disorders in adults.

Snider, Lauren

B.A., Drury University, Speech Communication;
M.S., Fontbonne University, Speech Language Pathology;
SLPD, Nova Southeastern University, Doctor of Speech-Language Pathology.
Associate Faculty
RESEARCH INTERESTS: neurogenic disorders in adults, Dysphagia, Aphasia

Valle-Riestra, Diana

B.A. 1987, University of Miami, Biology, Religion;
M.S. 1989, University of Miami, Learning Disabilities, Emotional Handicaps;
Ph.D. 1998, University of Miami, Education, Reading.. Associate Professor

RESEARCH INTERESTS: Early intervention; early childhood special education; postsecondary inclusive education; assessment, intervention and programming with young children; working with diverse families; leadership and advocacy issues within the context of special education.

Buchbinder, Rose

B.A. 2015, University of Florida, Linguistics;
 Au.D. 2019, Rush University;
 M.S. 2017, Nova Southeastern University, Clinical Psychology;
 Psy.D. 2020, Nova Southeastern University, Clinical Psychology.

Zelenke, Joseph

B.S. 1987, Ithaca College, Speech- Language Pathology and Audiology;

M.S. 1993, Northeastern University, Speech-Language Pathology; P

Ed.D. 2023, University of St. Augustine for Health Sciences, Teaching and Learning Specialty; T

Johnson, Kyerstyn

B.A., Hampton University, Psychology;
 M.S., Howard University, Communication Sciences and Disorders; D
 Ph.D., Virginia Commonwealth University, Education.

John, Deborah R.

B.S. 1993, Bloomburg University, Communication Disorders;
 M.S. 1995, Bloomburg University, Audiology;
 Au.D. 2004, Pennsylvania College of Optometry

Master of Science in Counseling (online)

Full time residency of at least one year is required for the M.S. in Counseling Program.

Transfer of Credits

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.

Up to fifteen (15) master or doctoral level credits can be transferred. Only courses completed Albizu University or a regionally accredited institutions of higher learning and earning a grade of “B” or better (3.0 on a 4.0 scale) will be eligible for transfer. Credits achieved more than seven years ago are non-transferable.

Practicum and Internship courses are non-transferable from other institutions (including Albizu University) since they must be completed at Albizu University under the Master of Science in Counseling program.

The academic program director is the only authorized university official who can award transfer credit.

Internal Transfer for courses completed at Albizu University at the Miami Campus, San Juan Campus, or Mayagüez University Center

Only 15 credits can be transferred for courses equivalent to the following ones:

VOUN 523 – Cross-cultural Counseling
 VOUN 562 – Family Counseling Theory and Practice
 VOUN 520 – Group Counseling
 VOUN 510 – Lifespan Development
 VOUN 563 – Human Sexuality & Sexual Dysfunctions

Non-degree students

This program does not accept non-degree students as it follows a cohort model.

Curricular Sequence

Term 1

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VOUN 501	Counseling Theories and Practice		3
VOUN 507	Substance Use Disorders and Behavioral Health Disorders		3
VOUN 510	Lifespan Development		3

Term 2

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
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VCOUN 513	Career Development & Assessment		3
VCOUN 520	Group Counseling		3
VCOUN 523	Cross-Cultural Counseling		3

Term 3

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VCOUN 525	Research Methodology and Program Evaluation		3
VCOUN 531	Ethical, Legal, & Professional Issues in Counseling		3
VCOUN 541	Theories of Personality		3

Term 4

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VCOUN 562	Couples and Family Counseling		3
VCOUN 569	Psychopathology: Diagnosis and Treatment in Counseling		3
VCOUN 563	Human Sexuality & Sexual Dysfunctions		3

Term 5

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VCOUN 682	Community Counseling		3
VCMHC 500	Professional Practice for Mental Health Counselors		3
VCMHC 657	Psychological Assessment and Appraisal in Mental Health Counseling		3

Term 6

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VCMHC 690	Psychopharmacological Mechanisms in Counseling		3
VCMHC 695	Advanced Psychopathology: Diagnosis and		3

	Treatment in Counseling		
VCHMC 630	Practicum in Mental Health Counseling	All COUN Core classes NOTE: 630, 631 & 632 MUST BE TAKEN SEQUENTIALLY AND CANNOT BE TAKEN TOGETHER	3

Term 7

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VCHMC 631	Internship I in Mental Health Counseling	All COUN Core classes NOTE: 630, 631 & 632 MUST BE TAKEN SEQUENTIALLY AND CANNOT BE TAKEN TOGETHER	3

Term 8

COURSE CODE	COURSE TITLE	PRE-REQ'S	CREDITS
VCHMC 632	Internship II in Mental Health Counseling	All COUN Core classes • NOTE: 630, 631 & 632 MUST BE TAKEN SEQUENTIALLY AND CANNOT BE TAKEN TOGETHER	3

General Requirements

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

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

Course Descriptions – Each course is 3 credits.**COUN501 Counseling Theories and Practice**

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 student to core counseling skills and techniques. Additionally, to analyses appropriate professional dispositions.

COUN507 Substance Use Disorders and Behavioral Health Disorders

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.

COUN510 Lifespan Development

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.

COUN513 Career Development & Assessment

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.

COUN520 Group Counseling

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.

COUN523 Multicultural Counseling

This course is designed 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 wiht those of other cultures.

COUN525 Research Methodology and Program Evaluation

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.

COUN531 Ethical, Legal, & Professional Issues in Counseling

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.

COUN541 Theories of Personality

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.

COUN562 Couples and Family Counseling

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.

COUN569 Psychopathology: Diagnosis and Treatment in Counseling

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

COUN563 Human Sexuality & Sexual Dysfunctions

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.

COUN682 Community Counseling

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 student to core counseling skills and techniques. Review advanced micro skills.

CMHC500 Professional Practice for Mental Health Counselors

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.

CMHC657 Psychological Assessment and Appraisal in Mental Health Counseling

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.

CMHC690 Psychopharmacological Mechanisms in Counseling

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.

CMHC695 Advanced Psychopathology: Diagnosis and Treatment in Counseling(Pre-requisite: 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.

CMHC630 Practicum in Mental Health Counseling

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 application of counseling theory, process, and skills. Apply counseling skills in therapeutic relationship. Demonstrate basic competencies in clinical skill and professional dispositions. Self evaluation and instructor evaluation of skills. Weekly group and individual clinical supervision is provided.

CMHC631 Internship I in Mental Health Counseling(Pre-requisite: 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.

CMHC632 Internship II in Mental Health Counseling (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.

Faculty

Hernandez, Ariel	B.S. 2012, University of Miami, Biology; M.S. 2017, Nova Southeastern University; Ph.D. 2022, Walden University, Counselor Education and Supervision
Miller, Katrina	B.A. 1993, University of Alaska, Sociology; M.Ed. 1996, Western Oregon University, Rehabilitation Counseling; Ed.D. 2001, Lamar University, Deaf Education and Deaf Studies; 2016 Graduate Certificate, Emporia State University, E-Learning & Online Teaching
Cooper, Ashley	B.A. 2005, University of Miami, English Literature; M.S. 2015, Lynn University, Applied Psychology. Ph.D. 2023, Florida Atlantic University, Counseling Education

Master of Science in Psychology

Disclosure

This program is not enrolling students and is under a teach out plan.

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.

General Description

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.

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 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 in order 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 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.

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 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.

Curricular Sequences

Major: Mental Health Counseling

The Mental Health Counseling Major is designed to train mental health professionals who can provide culturally relevant counseling, assessment, and consultative interventions in public and private mental health care systems. The acquisition of knowledge and development of skills to diagnose and treat disorders and to promote optimal mental health are primary training goals. Minimum requirements for this degree include 51 academic credits and 10 Practicum credits, a cumulative grade point average of 3.00, and the successful completion of the comprehensive examination.

AREA I: Foundation Courses 24 cr.

AREA I: Foundation Courses.....24 cr.

PSYM501 Counseling Theories and Practice (C). 3 cr. PSYM510	
Human Growth and Development.....	3 cr.
PSYM523 Cross Cultural Counseling	3 cr.
PSYM531 Ethical, Legal and Professional	
Conduct for Counselors	3 cr.
PSYM541 Theories of Personality	3 cr.
PSYM569 Advanced Abnormal Psychology (C) ..	3 cr. PSYM525
Research Methodology and	
Program Evaluation	3 cr.
PSYM507 Substance Abuse.....	3 cr.

AREA II. Major Area21 cr.

PSYM513 Career Development and Assessment 3 cr. PSYM520	
Group Counseling (C)	3 cr.
PSYM657 Individual Assessment and Appraisal 3 cr. PSYM562	
Family Therapy: Theory & Practice (C) 3 cr. PSYM599 Mental Health	
Care Systems	3 cr.
PSYM563 Human Sexuality and Sexual	
Dysfunctions	3 cr.
PSYM682 Counseling in Community Settings 3 cr.	

Total Academic Credits45 cr.

AREA III: Clinical Practicum10 cr.

PSYM530 Professional Identity &	
Pre-Practicum Skills.....	1 cr.
PYMH631 Mental Health Counseling	
Clinical Practicum I.....	3 cr.
PYMH632 Mental Health Counseling	
Clinical Practicum II.....	3 cr.
PYMH633 Mental Health Counseling	
Clinical Practicum III.....	3 cr.

Total Clinical Credits10 cr.

AREA IV: Electives.....6 cr.

Choice of 2 Core Courses from MFT, SC or I/O

TOTAL DEGREE REQUIREMENTS (ACADEMIC AND CLINICAL) 61 cr.

AREA V: Additional Requirements

Comprehensive Examination

(C) denotes clinical courses which must be completed with a grade of “B” or better. A grade of “Incomplete” must be removed before beginning Practicum.

Mental Health Counseling Major Sequence Table

BLOCK/ SESSION	RECOMMENDED NUMBER OF ACADEMIC & CLINICAL CR.	ACADEMIC PREREQUISITES FOR CLINICAL PRACTICA	GROUP SUPERVISION (COURSE)	COUNSELING PRACTICUM
1	9 Academic Credits 1 Clinical Credit 10 Total Credits	*PSYM541 Theories of Personality *PSYM501 Counseling Theories & Practice (C) PSYM510 Human Growth & Development	PSYM530, Prof. Identity & Pre- Practicum Skills (1 hr./wk.) (1 credit)	
2	9 Academic Credits	*PSYM531 Ethical, Legal & Prof. Conduct for Counselors *PSYM569 Adv. Abnormal Psychology (C) PSYM562 Fam. Therapy: Theory & Practice(C)		
3	9 Academic Credits	PSYM520 Group Counseling (C) PSYM513 Career Dev. & Assessment PSYM507 Substance Abuse		
4	9 Academic Credits 3 Clinical Credits 12 Total Credits	*PSYM523 Cross Cultural Counseling PSYM599 Mental Health Care Systems PSYM563 Human Sexuality & Sexual Dysfunctions	PYMH631 Mental Health Counseling Clinical Practicum I (3 credits)	Site Placement (Approx. 16 hours/week)
5	9 Academic Credits 3 Clinical Credits 12 Total Credits	PSYM657 Individual Assessment & Appraisal PSYM525 Research Methodology & Program Evaluation PSYM682 Counseling in Community Settings	PYMH632 Mental Health Counseling Clinical Practicum II (3 credits)	Site Placement (Approx. 16 hours/week)
6	6 Academic Credits 3 Clinical Credits 9 Total Credits	** 2 Electives Comprehensive Exam	PYMH633 Mental Health Counseling Clinical Practicum III (3 credits)	Site Placement (Approx. 16 hours/week)
Total	51 Academic Credits 10 Clinical Credits 61 Credits		15 Pre- practicum Hrs. 135 Group Supervision Hrs. (Seminar) 700 Clinical Practicum Hrs. (Site) 850 Total Hours	

Master Of Science In Psychology Major: Marriage & Family Therapy

The Marriage and Family Therapy Major is designed to train marriage and family therapists to provide culturally specific therapeutic interventions to individuals, couples and families in public and private services

settings. The curriculum is designed to develop diagnostic skills and therapeutic techniques needed to address the dynamics of dysfunctional families and to facilitate growth. Minimum requirements for this degree include 45 academic credits and 7 Practicum credits, a cumulative grade point average of 3.00, and the successful completion of the comprehensive examination.

AREA I: Foundation Courses.....24 cr.

PSYM501 Counseling Theories and Practice (C). 3 cr. PSYM520	
Group Counseling(C)	3 cr.
PSYM523 Cross Cultural Counseling	3 cr.
PSYM531 Ethical, Legal & Professional	
Conduct for Counselors	3 cr.
PSYM541 Theories of Personality	3 cr.
PSYM 569 Advanced Abnormal Psychology(C) ..	3 cr.
PSYM525 Research Methodology	
and Program Evaluation	3 cr.
PSYM507 Substance Abuse.....	3 cr.

AREA II. Major Area21 cr.

PSYM653 General Theory of Family	
Systems and Psychology	3 cr.
PSYM562 Family Therapy: Theory & Practice(C) 3 cr. PSYM599	
Mental Health Care Systems	3 cr.
PSYM658 Theories and Techniques	
in Marital Therapy (C)	3 cr.
PSYM678 The Individual and Family Life Cycle	3 cr.
PSYM661 Individual and Family	
Assessment and Appraisal	3 cr.
PSYM563 Human Sexuality and	
Sexual Dysfunctions	3 cr.

Total Academic Credits45 cr.

AREA III: Clinical Practicum.....7 cr.

PSYM530 Professional Identity &	
Pre-Practicum Skills	1 cr.
PYMF631 Marriage and Family	
Therapy Clinical Practicum I.....	3 cr.
PYMF632 Marriage and Family	
Therapy Clinical Practicum II.....	3 cr.

Total Clinical Credits7 cr.

TOTAL DEGREE REQUIREMENTS (ACADEMIC AND CLINICAL)

52 cr.

AREA IV. Additional Requirements

Comprehensive Examination

- (c) denotes clinical courses which must be completed with a grade of "B" or better. Grades of "Incomplete" must be removed before beginning Practicum.

Marriage and Family Therapy Major Sequence Table

BLOCK/ SESSION	RECOMMENDED NUMBER OF ACADEMIC & CLINICAL CR.	ACADEMIC PREREQUISITES FOR CLINICAL PRACTICA	GROUP SUPERVISION (COURSE)	COUNSELING PRACTICUM
1	9 Academic Credits 1 Clinical Credit 10 Total Credits	*PSYM541 Theories of Personality *PSYM501 Counseling Theories & Pract. (C) PSYM653 Gen. Theory of Fam. Sys. & Psychology	PSYM530, Prof. Identity & Pre- Practicum Skills (1 hour/week) (1 credit)	
2	9 Academic Credits	*PSYM531 Ethical, Legal & Prof. Conduct for Counselors *PSYM569 Advanced Abnormal Psychology (C) PSYM678 Individual & Family Life Cycle		
3	9 Academic Credits	PSYM520 Group Counseling (C) PSYM562 Fam. Therapy Theory & Practice (C) PSYM658 Theories & Tech. Marital Therapy (C)		
4	9 Academic Credits 3 Clinical Credits 12 Total Credits	PSYM507 Sub. Abuse *PSYM523 Cross Cultural Counseling PSYM599 Mental Health Care Systems	PYMF631 Marriage & Fam. Therapy Clinical Practicum I (3 credits)	Site Placement (15 hours/week)
5	9 Academic Credits 3 Clinical Credits 12 Total Credits	PSYM563 Human Sexuality & Sexual Dysfunctions PSYM661 Ind. & Family Assessment & Appraisal PSYM525 Research Methodology & Program Evaluation Comprehensive Exam	PYMF632 Marriage & Family Therapy Clinical Practicum II (3 credits)	Site Placement (15 hours/week)
Total	45 Academic Credits 7 Clinical Credits 52 Credits		15 Pre- practicum Hours 90 Group Supervision Hours (Practicum Seminars) 450 Clinical Practicum Hours (Site) 555 Total Hours	

Master Of Science In Psychology Major: School Counseling

The School Counseling Major is designed for students who are seeking employment in public or private school settings. The comprehensive curriculum is designed to train guidance counselors who can provide culturally relevant counseling and consultative interventions required to meet the developmental, remedial, and preventive needs of children. Minimum requirements for this degree include 42 academic credits and 7 Practicum credits, a cumulative grade point average of 3.00, and the successful completion of the comprehensive examination.

Any student interested in obtaining a Florida teaching certificate should contact the Florida Department of Education, Bureau of Teacher Certification, Tallahassee, Florida 32399-0400.

AREA I: Foundation Courses.....24 cr.

PSYM564 Psychological Assessment and Evaluation.....	3 cr.
PSYM501 Counseling Theories and Practice (C). 3 cr. PSYM510 Human Growth and Development.....	3 cr.
PSYM523 Cross Cultural Counseling	3 cr.
PSYM531 Ethical, Legal & Professional Conduct for Counselors	3 cr.
PSYM541 Theories of Personality	3 cr.
PSYM569 Advanced Abnormal Psychology (C) .. 3 cr. PSYM507 Substance Abuse.....	3 cr.

AREA II. Major Area.....18 cr.

PSYM513 Career Development and Assessment 3 cr. PSYM520 Group Counseling (C)	3 cr.
PSYM607 Principles, Philosophy, Organization & Administration of Guidance	3 cr.
PSYM624 Counseling Children and Adolescents (C)	3 cr.
PSYM604 Nature and Needs of Exceptional Children(C).....	3 cr.
PSYM608 Consultative Interventions.....	3 cr.
Total Academic Credits	42 cr.

AREA III: Clinical Practicum7 cr.

PSYM530 Professional Identity & Pre-Practicum Skills	1 cr.
PYSC631 School Counseling Practicum I.....	3 cr.
PYSC632 School Counseling Practicum II.....	3 cr.
Total Clinical Credits	7 cr.

TOTAL DEGREE REQUIREMENTS (ACADEMIC AND CLINICAL)

49 cr.

AREA IV. Additional Requirements**Comprehensive Examination**

denotes clinical courses which must be completed with a grade of “B” or better. Grades of “Incomplete” must be removed before beginning Practicum.

School Counseling Major Sequence Table

BLOCK/ SESSION	RECOMMENDED NUMBER OF ACADEMIC & CLINICAL CR.	ACADEMIC PREREQUISITES FOR CLINICAL PRACTICA	GROUP SUPERVISION (COURSE)	COUNSELING PRACTICUM
1	9 Academic Credits 1 Clinical Credit 10 Total Credits	*PSYM541 Theories of Personality *PSYM501 Counseling Theories & Practice (C) PSYM510 Human Growth & Development	PSYM530 Professional Identity & Pre- Practicum Skills (1 hour/week) (1 credit)	
2	9 Academic Credits	*PSYM531 Ethical, Legal & Prof. Conduct for Counselors *PSYM569 Advanced Abnormal Psychology (C) PSYM604 Nature and Needs of Exceptional Children (C)		
3	9 Academic Credits	PSYM520 Group Counseling (C) PSYM624 Counseling Children & Adolescents(C) PSYM507 Substance Abuse		
4	9 Academic Credits 3 Clinical Practicum Credits 12 Total Credits	*PSYM523 Cross Cultural Counseling PSYM564 Psychological Assessment & Evaluation PSYM513 Career Dev. & Assessment	PYSC631 School Counseling Practicum I (3 credits)	Site Placement (20 hours/week)
5	6 Academic Credits 3 Clinical Practicum Credits 9 Total Credits	PSYM607 Principles, Philosophy, Organization & Administration of Guidance PSYM608 Consultative Interventions Comprehensive Exam	PYSC632 School Counseling Practicum II (3 credits)	Site Placement (20 hours/week)
Total	42 Academic Credits 7 Clinical Practicum Credits 49 Credits		15 Pre-Practicum Hours 90 Group Supervision Hours (Practicum Seminars) 600 Clinical Practicum Hours (Site) 705 Total Hours	

Course Descriptions

NOTE: Most courses are offered face-to-face on campus. Selected courses are offered in hybrid, web-assisted, or fully online mode to accommodate the needs of the students. The course schedule for each academic session specifies the format in which courses will be taught.

PSYM501 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.

PSYM510 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.

PSYM513 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.

PSYM520 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.

PSYM522 INTRODUCTION TO BEHAVIOR THERAPY (3 cr.)
Clinical course

This course provides an introduction to the basic principles of operant conditioning and other behavioral techniques and their application to normal and abnormal behavior.

PSYM523 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.

PSYM531 ETHICAL, LEGAL, AND PROFESSIONAL CONDUCT FOR COUNSELORS (3 cr.)

This course covers the 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.

PSYM541 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.

**PSYM653 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.

PSYM657 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.

PSYM562 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.

PSYM569 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.

PSYM599 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.

**PSYM525 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.

**PSYM607 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.

PSYM624 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.

**PSYM564 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.

**PSYM604 NATURE AND NEEDS OF EXCEPTIONAL
CHILDREN**
Clinical Course

(3 cr.)

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.

PSYM608 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.

**PSYM658 THEORIES AND TECHNIQUES IN
MARITAL THERAPY**
Clinical course

(3 cr.)

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 the couple relationship and intervening to effect changes.

Postmodern concepts and cultural issues are explored.

**PSYM661 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.

PSYM563 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.

PSYM678 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.

PSYM682 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 team work 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.

PSYM507 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 main 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.

Master Of Science In Psychology Practica Course Descriptions

PSYM530 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.

PYMH631, 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.

PYMF631, 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.

PYSC631, 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.

Faculty

- Barroso, Diana
 B.A. 1990, Florida International University, Psychology;
 M.S. 1992, Nova Southeastern University, Mental Health Counseling;
 M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages;
 Ed.D. 2011, Nova Southeastern University, Education with majors in Organizational and Higher Education Leadership.
 Professor and Director of the Master's in Psychology Programs
 RESEARCH INTERESTS: Leadership, mentoring, professional development, academic resilience, psychotherapy outcomes, trauma-based disorders, cross-cultural and minorities' issues.
- DiDona, Toni
 B.S. 1987, University of Miami, Psychology;
 M.S.W. 1989; Florida International University; Ph.D. 1994, Florida International University, Social Welfare.
 Adjunct Professor
 RESEARCH INTERESTS: Clinical work with children and families; assessments; human sexuality; ethics.
- García, Manolo
 A.A. 1985, Miami-Dade Community College, Psychology;
 B.A. 1988, Florida International University, Psychology;
 M.S. 1991, Nova Southeastern University, Counseling Psychology;
 Psy.D. 1999, Caribbean Center for Advanced Studies, Clinical Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Bereavement; issues in child development.
- Gomes, Ronie
 B.A. 1993, Florida International University, Psychology;
 M.S. 1997, Nova Southeastern University, Marriage and Family Therapy;
 Ph.D. 2007, Nova Southeastern University, Marriage and Family Therapy.
 Assistant Professor and Practicum Coordinator
 RESEARCH INTERESTS: Transnationalism/culturalism; Black/Afro Latino identity; aging; parenting; human sexuality; medical family therapy; diversity; equity and inclusion.
- Harper, Melissa
 B.S. 2001, Florida International University, Psychology (Major), Social Welfare (Minor);
 M.S. 2Adjunct 003, St. Thomas University, Marriage and Family Therapy;
 Ph.D. 2009, Nova Southeastern University, Family Therapy.
 Adjunct Professor
 RESEARCH INTERESTS: Blended family dynamics, and step father's roles.
- Heyden, Edward B.
 B.A. 1972, University of Delaware, Psychology;
 M.Ed. 1974, University of Delaware, College Counseling and Student Personnel
 Ed.D. 1977, University of Virginia, Counselor Education.
 Professor and Practicum Coordinator
 RESEARCH INTERESTS: Forensic psychology, forensic issues, hypnosis.

Melchor-Beaupre, Regina

B.A. 1984, University of Miami, Psychology;
 M.S. 1992, Carlos Albizu University, General Psychology;
 Psy.D. 1998, Carlos Albizu University, Clinical Psychology
 Adjunct Professor
 RESEARCH INTERESTS: Health psychology and stress related issues.

Orta, Luis E.

B.S. 1984, St. Thomas University;
 M.S. 1986, Caribbean Center for Advanced Studies;
 Ph.D. 1990, Caribbean Center for Advanced Studies.
 Adjunct Professor
 RESEARCH INTERESTS: New medication and their application, social issues.

Rodriguez-Miller, Tracy

A.A. 1994, Miami Dade College;
 B.A. 1998, Florida International University, Psychology;
 M.S.W. 2001, Florida International University, Social Work;
 Ph.D. 2016, American Academy of Clinical Sexologist, Clinical Sexology.
 Adjunct Professor
 RESEARCH INTERESTS: Human sexuality; addictions; multicultural issues; self-empowerment and growth; trauma.

Santana, Niurka M.

A.A. 1989, Miami-Dade Community College;
 B.A. 1991, Florida International University, Psychology;
 M.S. 1994, Caribbean Center for Advanced Studies, Mental Health Counseling.
 Psy.D. 2000, Carlos Albizu University, Clinical Psychology; Ph.D. 2000, Carlos Albizu University, Clinical Psychology. Adjunct Professor
 RESEARCH INTERESTS: Neuropsychology, neurological testing and its cultural influences; vocational rehabilitation.

Sharif, Shakira

B.A. 2010, The University of Illinois at Chicago, Psychology;
 M.S. 2012, De Paul University, Public Administration;
 M.A. 2015, Saint Xavier University, Community Counseling;
 Ph.D. 2022, The Chicago School of Professional Psychology, Educational Psychology and Technology.
 Adjunct Professor
 RESEARCH INTERESTS: Mindfulness, stress management, multicultural/ social justice in counseling, counseling in higher education.

Stephenson, Edward

B.A. 1979, Queens College, Psychology/Sociology;
 M.S. 1984, Caribbean Center for Advanced Studies; Ph.D. 1987, University of California, Social/Personality Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Cross-cultural psychology; race and psychopathology.

Viera, Carlos Antonio

B.A. 1986, Florida International University, Psychology, Education;
 M.Ed. 1996, University of Miami, Early Childhood Special Education;
 Graduate Certificate 2001, Florida International University, Educational Leadership;

Ph.D. 2014, Capella University, Education, Training and Performance Improvement.

Associate Professor and Practicum Coordinator RESEARCH INTERESTS: Leadership; training; performance improvement; organizational assessment.

Zonderman, Richard B.

B.S. 1968, University of Pittsburgh, Psychology;
M.S. 1973, Virginia Commonwealth University, Clinical Psychology;
Ph.D. 1975, Virginia Commonwealth University, Associate Professor
RESEARCH INTERESTS: Assessment; selection

Ashdown, Brien K.

B.S. 2003, Weber State University, Psychology & Spanish
M.S.(R) 2006, Saint Louis University, Developmental & Cultural Psychology;
Ph.D. 2009, Saint Louis University, Developmental & Cultural Psychology Professor
RESEARCH INTERESTS: Adolescent and Emerging Adult Social Development; Identity Development; Romantic Relationships and Infidelity; International Community Development/ Psychology.

Black, Ronald G.

B.A. 1978, University of Hawaii, Psychology;
M.S. 1990, Florida International University, Social Work.

Fernandez, Laura

B.A. 2006, St. Thomas University, Psychology'
M.S. 2010, Albizu University, General Psychology;
Psy.D. 2017, Albizu University, Clinical Psychology

Frigerio, Ailema

B.S. 1997, Florida International University, Psychology;
M.S. 2001, Carlos Albizu University, Psychology;
Psy.D. 2010, Carlos Albizu University, Clinical Psychology, Child Psychology.

Nin, Rafis

B.A. 1996, SUNY Bew Paltz, Sociology/ Social Services;
M.S. 2000, CUNY Hunter College, Social Work;
Ph.D. 2023, Nova Southeastern University, Family Therapy.

Najara, Sara

B.S. 1994, The Union Institute, Psychology;
M.S. 1996, St. Thomas University, Marriage & Family Therapy and School Counseling;

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

Disclosure

Effective January 8, 2024, this program is only offered in the online modality.

General 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 are capable of working 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.

Admission Requirements

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 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 in order 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.

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 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.

Student Evaluations

The Master's in Psychology Program's Faculty evaluates the student's 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 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.

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.

General Degree Requirements for The Master of Science Degree in Industrial and Organizational 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 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.

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.

Curricular Sequence

Requirements for this degree include 42 academic credits and 6 Practicum credits; a cumulative G.P.A. of 3.00; and the successful completion of the comprehensive examination

AREA I: Foundation Courses.....	18 cr.
PYIO594 Small Group Theory and Process	3 cr.
PYIO500 Research Methods	3 cr.
PYIO595 Advanced Research Methods	3 cr.
PYIO596 I/O Statistics	3 cr.
PYIO502 Attitude Theory	3 cr.
PYIO571 Foundations of I/O Psychology	3 cr.

AREA II. Core I/O Courses	18 cr.
PYIO674 Personnel Psychology	3 cr.
PYIO683 Psychological Assessment Techniques in the Organization	3 cr.
PYIO698 Organizational Psychology	3 cr.
PYIO672 Employment Law	3 cr.
PYIO676 Organizational Training and Development	3 cr.
PYIO689 Work Motivation	3 cr.

AREA III. Practicum	6 cr.
PYIO631 Industrial/Organizational Psychology Practicum I	3 cr.
PYIO632 Industrial/Organizational Psychology Practicum II.....	3 cr.

AREA IV. Electives (see below)	6 cr.
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Total Core Credits	18 cr.
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Possible Electives.....	6 cr.
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2 electives as approved by the I/O Program Coordinator

TOTAL DEGREE REQUIREMENTS	48 cr.
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(FOUNDATION AND CORE)

Area V. Additional Requirements

Comprehensive Examination

Grades of "Incomplete" must be removed before beginning Practicum. Students must attend the group orientation for practicum and make arrangements with the Practicum Coordinator at the beginning of the term **prior** to the desired start term.

Students may substitute PYIOV696 and PYIOV697 Applied Research and Capstone Project I and II for PYIO631 and PYIO632 Industrial and Organizational Practicum I and II, as approved by the I/O Coordinator.

MS In Industrial & Organizational Psychology Sequence Table

BLOCK/ SESSION	RECOMMENDED NUMBER OF ACADEMIC CR.	ACADEMIC PREREQUISITES FOR PRACTICA	GROUP SUPERVISION (COURSE)	I/O PRACTICUM
1	9 Academic Credits	PYIO502 Attitude Theory PYIO571 Foundations of I/O Psych.* PYIO500 Research Methods		
2	9 Academic Credits	PYIO689 Work* Motivation PYIO674 Personnel Psychology* PYIO596 I/O Statistics		
3	9 Academic Credits	PYIO683 Psychological Assessment Techniques in the Organization* PYIO595 Advanced Research Methods PYIO672 Employment Law*		
4	9 Academic Credits 3 Practicum Credits 12 Total Credits	PYIO594 Small Group Theory & Process PYIO698 Org. Psychology PYIO676 Organizational Training & Development	PYIO631 Industrial/ Organizational Psychology Practicum I (3 credits)	Site Placement (8 hours/week)
5	6 Academic Credits 3 Practicum Credits 9 Total Credits	**2 electives as approved Comprehensive Exam	PYIO632 Industrial/ Organizational Psychology Practicum II (3 credits)	Site Placement (8 hours/week)
Total	42 Academic Credits 6 Practicum Credits 48 Credits		90 Group Supervision Hours (Seminars) 240 Practicum Hours (Site) 330 Total Hours	

*=Courses required for comprehensive exam. Notes:

1. All courses in blocks 1-3 must be completed before enrolling in practicum/the final project courses, or a minimum of 30 credits including PYIO595 as approved by the I/O Coordinator.
2. Students are required to attend the Practicum Orientation the semester prior to starting their practicum.
3. Grades of "Incomplete" must be removed before beginning practicum.
4. PYIO500 is a pre-requisite of PYIO596, and PYIO596 is a pre-requisite of PYIO595.
5. Students may substitute PYIOV596, and PYIOV597 Applied Research and Capstone Project I and II for PYIO631 and PYIO632 Industrial and Organizational Practicum I and II as approved by the I/O Coordinator.
6. **Students must select 2 electives as approved by the I/O Program Coordinator.

Course Descriptions

NOTE: Most courses are offered face-to-face on campus and selected course are offered in fully online mode to accommodate the needs of the students. The course schedule for each academic session specifies the format in which courses will be taught.

PYIO571 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.

PYIO674 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.

PYIO683 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.

PYIO594 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.

PYIO500 RESEARCH METHODS (3 cr.)

This course is a pre-requisite of PYIO596 I/O Statistics with Laboratory. 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.

PYIO595 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.

PYIO596 I/O STATISTICS (3 cr.)

This is an applied laboratory 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.

PYIO698 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.

PYIO502 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.

PYIO689 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.

PYIO676 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.

PYIO672 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.

Masters Practicum DescriptionPYIO631, 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.

Faculty

- Ashdown, Brien
 B.A. 2003, Weber State University, Psychology & Spanish
 M.S. 2006, Saint Louis University, Developmental & Cultural Psychology
 Ph.D. 2009, Saint Louis University, Developmental & Cultural Psychology
 Adjunct Professor
 RESEARCH INTERESTS: Adolescent and emerging adult social development; identity development; romantic relationships and infidelity; international community development/psychology
- Barroso, Diana
 B.A. 1990, Florida International University, Psychology;
 M.S. 1992, Nova Southeastern University, Mental Health Counseling;
 M.S. 2007, Carlos Albizu University, Teaching English for Speakers of Other Languages;
 Ed.D. 2011, Nova Southeastern University, Education with majors in Organizational And Higher Education Leadership.
 Professor and Director of the Master' s in Psychology Programs
 RESEARCH INTERESTS: Leadership; mentoring; Professional development; academic resilience; psychotherapy outcomes; trauma-based disorders; cross-cultural and minorities' issues.
- DiDona, Toni
 B.S. 1987, University of Miami, Psychology;
 M.S.W. 1989, Florida International University; Ph.D. 1994, Florida International University,
 Social Welfare. Adjunct Professor
 RESEARCH INTERESTS: Assessment centers, selection, legal issues, leadership, teams/work groups.
- Viera, Carlos Antonio
 B.A. 1986, Florida International University, Psychology, Education;
 M.Ed. 1996, University of Miami, Early Childhood Special Education;
 Graduate Certificate 2001, Florida International University, Educational Leadership;
 Ph.D. 2014, Capella University, Education, Training and Performance Improvement.
 Associate Professor and Practicum Coordinator RESEARCH INTERESTS: Leadership; training; performance improvement; organizational assessment.
- Zonderman, Richard B.
 B.S. 1968, University of Pittsburgh, Psychology;
 M.S. 1973, Virginia Commonwealth University, Clinical Psychology;
 Ph.D. 1975, Virginia Commonwealth University, Clinical Psychology.
 Associate Professor
 RESEARCH INTERESTS: Assessment; selection.

Master of Business Administration in Healthcare Management (Online)

General 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 course work. 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 knowledge of business and integrate that knowledge into the healthcare industry in order 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:

4. Completion of all required coursework
5. Overall academic grade point average of 3.00 or higher on a 4.00 scale
6. 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.

Curricular Sequence**Semester 1**

HCSM502	Healthcare Services Management	3
HCSM505	Healthcare Human Resources Management	3
MACC501	Managerial Accounting	3

Semester 2

MGMT516	Managing Multicultural Organizations	3
HCSM508	Healthcare Data Analytics and Decision Support	3
MECO503	Managerial Economics	3

Semester 3

HCSM511	Risk and Quality Healthcare Management	3
MKMT503	Community Outreach Marketing	3
MFIN504	Managerial Finance	3

Semester 4

HCSM514	Healthcare Ethics, Policy and Law	3
HCSM517	Healthcare Project Leadership	3
HIMP503	International Practicum & Capstone Project	3

Total credits: 36

Course Descriptions

CONTENT AREA 1: HEALTHCARE OPERATIONS AND POLICY (12 credits)

HCSM502 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.

MGMT516 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.

HCSM511 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 risk areas, 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.

HCSM514 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.

CONTENT AREA 2: BEHAVIORAL HEALTHCARE SYSTEMS (12 credits)

HCSM505 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.

HCSM508 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.

MKMT503 MARKETING MANAGEMENT (3 cr.)

This course examines the core marketing issues in a changing business environment. It introduces the 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 the health care. Industry students will examine major components of the marketing plan, which provide 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 product, price distribution and promotion and marketing control.

HCSM517 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, 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.

CONTENT AREA 3: MBA MANAGEMENT SKILLS (12 Credits)

MACC501 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.

MECO503 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 scarce 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.

MFIN504 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.

HIMP503 GLOBAL HEALTHCARE LEADERSHIP AND STRATEGY CAPSTONE PROJECT(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 change 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.

Faculty

Bajwa, Mohammad

Ph.D. 1977, University of Wales, Biochemistry;
M.S. 2004, Strayer University, Computer Information Systems;
M.S. 2014, College of St. Scholastica, Health Information Management;
Graduate Certificate, 2014, College of St. Scholastica, Health Informatics.
Adjunct Professor
RESEARCH INTERESTS: Health information management; health information systems design and development; health information privacy and security; healthcare data management.

Eftekhari, Bahareh

B.S. 2009, Azad University, Mashhad, Iran, Agriculture and Resource Economics;
M.S. 2012, Azad University, Science and Research Branch
Tehran, Iran, Agriculture and Resource Economics;
Ph.D. 2023, Howard University, Economics;

Adjunct Professor

RESEARCH INTERESTS: Health Economics; Public Policy; Urban Economics; Macroeconomics

Eshra, Ahmed

B.Com. 1994, Alexandria University, Alexandria, Egypt, Business Management;

M.B.A. 1999, Manhattan College, Business Administration;

Ph.D. 2005, Northcentral University, Financial Management.

Adjunct Professor

RESEARCH INTERESTS: Business management; business administration; financial management; human resources management.

Garrido, Laura

B.A. 2002, Texas State University, Mass Communication;

M.S. 2008, Nova Southeastern University, Business Leadership;

Ph.D. 2014, Nova Southeastern University, Conflict Analysis and Resolution;

2015, Qualitative Research Graduate Certificate. Adjunct Professor

RESEARCH INTERESTS: Conflict and crisis management for business; negotiation strategies for professionals; culture and conflict; gender conflict and power.

White, Tonya

B.S. 2008, Webber International University, Babson Park, FL., General Business;

B.S. 2012, Columbia Southern University, Orange Beach, AL. Psychology

M.B.A, 2008, Webber International University, Babson Park, FL. Management;

DBA. 2012, Argosy University, Sarasota, FL. Marketing;

Program Director and Professor in MBA in Healthcare Management Program

RESEARCH INTERESTS: Marketing strategies, Marketing Research, Digital Marketing, Entrepreneurship, Business Ethics, Psychology, Organizational Leadership, Training and Development, International Marketing, Healthcare Services, Anthropology.

Doctor of Psychology (Psy.D.) Program in Clinical Psychology

Introduction to The Program

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 to apply 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 is not offering 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 psychodiagnostic 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 competency in:

- (i) Research
- (ii) Ethical and legal standards
- (iii) Individual and cultural diversity
- (iv) Professional values, attitudes, and behaviors
- (v) Communication and interpersonal skills
- (vi) Assessment
- (vii) Intervention
- (viii) Supervision: Demonstrate knowledge of supervision models and practices
- (ix) 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 generalist 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. For a complete plan on how students will transition, please see the Table on page 411.

Upon satisfactory completion of all 40 credits in sessions 1-4 with the exception of 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 of the following requirements. Please note that the specialty/track area will be listed on the student's transcript but not on the diploma.

1. 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.
2. 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.
3. His/her doctoral project topic must lie within the scope of the specialty/track area.

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

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
2. Official transcripts from all previous undergraduate and graduate (if applicable) institutions attended, showing that the following conditions have been met:
 - a) 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.
 - b) The transcripts need to include any degrees received.

- c) A bachelor's degree from a regionally accredited institution of higher education is required.
 - d) 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>).
3. 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.
 4. A current curriculum vitae or resume summarizing the applicant's credentials.
 5. A personal statement. In an essay of 750 - 1000 words, the following aspects should be addressed:
 - a. Discuss personal and professional experiences that influence your career and academic goals.
 - b. What made you choose clinical psychology and our program.
 - c. Describe your career goals and research interests/experiences.
 - d. Describe the role of diversity and culture in your life and in the work of a clinical psychologist.
 - e. Discuss some of your strengths and challenges in regards to 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 complete 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

<u>Doctorate in Human Services Course</u>	<u>Credits</u>	<u>Psy.D. Equivalent</u>	<u>Credits</u>
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 the 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 in 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 ethic 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. If and 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.
11. 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.
12. 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 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 to 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 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 internship 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 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.

In order 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 a 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.

Time Limitation

Each Psy.D. student must earn a degree within a maximum timeframe of seven (7) years. A one-year extension may be obtained upon 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	PSYD747 Evidence-Based Practice II: Psychodynamic and Humanistic Therapy	3	PSYD746
	PSYD709 Personality Assessment I	3	All courses from blocks 1 and 2
	PRAC701 Practicum I and Practicum Seminar	1	All courses from blocks 1 and 2
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	3	PSYD736, PSYD705, PRAC701-703,
	PRAC704 Practicum IV and Practicum Seminar	3	PSYD840 PRAC703
Block 7	PSYD708 Biological Bases of Behavior	3	None
	PSYD777 Social Psychology	3	None
	PSYD901 Doctoral Project Seminar	1	All courses from blocks 1-6
	PRAC705 Practicum V and Practicum Seminar	3	PRAC704 All courses blocks 1-6
Block 8	PSYD749 Psychopharmacology	3	PSYD708, PSYD736
	PSYD900 Doctoral Project	1	PSYD901
	PRAC706 Practicum VI and Practicum Seminar	3	PRAC705
Register for comprehensive exam			
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	

Course Descriptions

NOTE: Most courses are offered face-to-face on campus. Selected courses are offered in hybrid, web-assisted, or fully online mode to accommodate the needs of the students. The course schedule for each academic session specifies the format in which courses will be taught.

SEMM705, SEMM710, SEMM715 PROFESSIONAL DEVELOPMENT (3 cr.) SEMINAR I-III

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.

PSDC700 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 a 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.

PSYD701 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. Particular 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

PSYD703 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.

PSYD705 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.

PSYD708 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.

PSYD709 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.

PSYD710 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.

PSYD711 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.

PSYD712 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.

PSYD736 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 correlates 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.

PSYD740 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.

PSYD746 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.

PSYD747 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, and 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.

PSYD749 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.

PSYD777 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.

PSYD789 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, African 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.

PSYD810 RESEARCH METHODS (3 cr.)

This course will review and discuss the methodology and different research designs in clinical psychology. Topics include types of and 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 inter-woven 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”.

PSYD817 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.

PSYD840 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.

PSYD862 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.

PSYD880 CLINICAL SUPERVISION AND PROFESSIONAL CONSULTATION (3 cr.)

This course is designed to introduce doctoral level students with the basic theories, research, and 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.

PSYD890 CLINICAL INTERNSHIP (3 cr.)

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to pre-doctoral psychology students. Interns are 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.

PSYD900 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.

PSYD901 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.

ELECTIVE COURSES

GRAL702 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.

GRAL703 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 in light of 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.

GRAL704 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.

NEUR700 FUNCTIONAL NEUROANATOMY (3 cr.)

Pre-requisites: All course 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.

NEUR702 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 commonly 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.

NEUR704 REHABILITATION PSYCHOLOGY & TREATMENT (3 cr.)
Pre-requisites: All course 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.

NEUR705 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, visuoconstructive and visuospatial disturbances, agnosia, apraxia, dysexecutive syndrome, and dementia. Neuropsychological syndromes observed in children are finally discussed.

NEUR706 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.

HPSY700 ANATOMY & PATHOPHYSIOLOGY (3 cr.)
Pre-requisites: All courses through Block 6

This course is designed for students to gain a physiologic 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 process that present and mimic psychiatric disorders will be discussed.

HPSY701 INTERVENTIONS AND ASSESMENT 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 a number of different physical disorders as well as learn applied techniques, such as various forms of relaxation procedures, motivational interviewing, and Acceptance and Commitment Therapy.

HPSY703 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.

HPSY705 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.

FORE701 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.

FORE702 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.

FORE703 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.

FORE704 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.

CPSY702 CHILD PSYCHOTHERAPY (3 cr.)

Pre-requisites: All courses through Block 6

This course will focus on psychosocial treatments for child 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.

CPSY703 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.

CPSY704 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.

PCO700 ASSESSMENT AND TREATMENT OF SUBSTANCE USE DISORDERS (3 cr.)

Pre-requisites: All courses through Block 6

This course provides instruction in the 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 with individuals in integrated care settings are also discussed.

PCO701 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.

PCO702 ANTHROPOLOGY OF DRUG USE AND ADDICTION: (3 cr.)
DRUGS, CULTURE, AND SOCIETY
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.

PRAC750 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.

RGL700 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 and suffering, and death and deliverance.

RGL701 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.

RGL702 PSYCHOLOGY AND SPIRITUALITY INTEGRATED (3 cr.)
PSYCHOTHERAPY
Pre-requisites: All courses through Block 6

This course will review the controversy of the peculiar tension between psychology and spirituality. The psychological literature will be explored, and evidence for the rationalization of a combination of evidenced-based practices and spiritually integrated psychotherapy will be provided.

Faculty

Alonso-Mahoney, Maria	<p>B.A. 1987, Florida International University, Psychology; M.S. 1995, Caribbean Center for Advanced Studies, General Psychology; Psy.D. 1999, Caribbean Center for Advanced Studies, Clinical Psychology. Director of Clinical Training of the Goodman Psychological Services Center RESEARCH INTERESTS: Psychological assessment; learning disorders; child abuse and maltreatment; ADHD assessment; competency to stand trial evaluations; dependency and delinquency court evaluations.</p>
Alvarez, Elvin	<p>B.S. 2006, Universidad Tecnologica de Bolivar, Psychology, Organizational Psychology Minor M.S. 2013, Albizu University, Clinical Psychology, Mental Health Counseling Major Psy.D. 2018, Albizu University, Clinical Psychology, Neuropsychology Assistant Professor and Coordinator, VCS in Applied Behavior Analysis RESEARCH INTERESTS: Behavior analysis, autism and related neurodevelopmental disorders (assessment and treatment), verbal behavior, and early intervention.</p>
Barron, Irma	<p>B.A. 1994, Barry University, Psychology; M.S. 1998, Barry University, Dual Major: Marriage and Family Therapy and Mental Health Counseling; Ph.D. 2008, Nova Southeastern University, Family Therapy. Professor and Practicum Coordinator RESEARCH INTERESTS: Human trafficking; global climate change and mental health well-being; disaster crisis response; Bowenian approaches and other multigenerational therapies to clinical cases; consultation; qualitative research.</p>
Hyman, Scott	<p>B.A. 1998, Binghamton University, Psychology; M.S. 2000, Nova Southeastern University, Clinical Psychology; Ph.D. 2003, Nova Southeastern University, Clinical Psychology. Professor RESEARCH INTERESTS: Association between early life stress, coping styles, drug cravings, and the course of substance use disorders; anti-craving interventions for substance use disorders; integration of psychology and exercise science for the treatment of obesity.</p>

- Martinez, Mercedes
 B.A. 2004, Florida International University, Psychology;
 M.S. 2008, Albizu University, General Psychology; Psy.D. 2012, Albizu University, Clinical Psychology. Assistant Professor
 RESEARCH INTERESTS: Health psychology and positive psychology.
- Miranda, Jose A.
 B.S. 2005, Florida State University, Psychology
 Psy.D. 2010, Nova Southeastern University, Clinical Psychology
 Board Certification 2021, American Board of Professional Psychology
 Associate Professor and Assessment Coordinator
 Associate Director, Goodman Psychological Services Center
 RESEARCH INTERESTS: Multicultural Diversity, particularly working with Latinx
 Population; LGBTQIA+ Concerns; Child and Adolescent Assessment & Intervention; Autism Spectrum; Trauma Focused Interventions; Mood disorders;
 Mindfulness Based Practices; Psychodynamic theory and practice
- Piersaint, Tamare P.
 B.A. 2005, University of Rhode Island, Psychology & Minor in Women's Studies
 M.A. 2009, Salve Regina University, Rehabilitation Counseling
 Post-graduate Certificate 2012, Salve Regina University, Healthcare Administration and Management
 Psy.D. 2016, Carlow University, Counseling Psychology
 Associate Professor, External Practicum Coordinator and Dialectical Behavioral Therapy (DBT) Liaison
 RESEARCH INTERESTS: Pediatric-Adolescent Psychopathology; Cultural Adaptations of Evidence Based Treatments; Haitian Culture and Mental Health;
 Borderline Personality Disorder; Bipolar Disorder; Emotion Dysregulation;
 Intersection of Psychology, Religion and Spirituality; DBT; Suicide and Suicide Prevention; Existential & Humanistic Psychology; Women's Issues; Immigrant and Refugee Mental Health & Trauma; Black Psychology; Schizophrenia; Mindfulness; Disenfranchised Communities and Health Disparities; Mental Health and Education; Program Evaluation and Development; Functional Disabilities & Mental Illness; History of Psychology; Advocacy, Policy Creation around Mental Health Concerns
- Santana, Rolando
 B.S. 1981, University of Havana, Clinical Psychology;
 Ph.D. 1991, Moscow State University, Clinical Psychology.
 Associate Professor
 RESEARCH INTERESTS: Neuropsychology and neurolearning.
- Tourgeman, Isaac
 B.A. 2006, Florida International University, Psychology;
 M.S. 2014, Nova Southeastern University, Clinical Psychopharmacology;

Psy.D. 2015, Nova Southeastern University, Clinical Psychology.
Associate Professor
RESEARCHS INTERESTS: Traumatic Brain Injury (TBI); Chronic Traumatic Encephalopathy (CTE); dementia; stroke; acculturation; neuropharmacology; integration of technology and health/medical services.

Farell- Turner, Kristen A.

B.A. 2000, Ohio Wesleyan University, Psychology;
M.S. 2002, University of Michigan, Kinesiology;
M.S. 2007, University of Miami, Clinical Psychology
Ph.D. 2011, University of Miami, Clinical Psychology.

Nelson, Tiesha

B.S. 1996, Florida International University, Psychology;
M.S. 2002, Nova Southeastern University, Clinical Psychology;
Psy.D. 2005, Nova Southeastern University, Clinical Psychology.

Bello, Nathalie

B.S. 2002, University of Florida,
Psychology/ Secondary Education;
M.S. 2004, Nova Southeastern University, Marriage and Family
Therapy;
Ph.D. 2015, Nova Southeastern University, Marriage and Family
therapy Adjunct Professor, Clinical PsyD and Undergraduate
Psychology Program
RESEARCH INTERESTS: The effects of internalized pressures on
the mental health of mental health professionals

Hudson, Brittani

B.S. 2009, Hampton University of, Entrepreneurship;
M.A. 2012, Pepperdine University, Psychology;
Psy.M 2018, Rutgers University, Clinical Psychology;
Psy.D. 2020, Rutgers University, Clinical Psychology.

Fennel, Eli

A.S., Broward College, Psychology;
B.S., Florida Atlantic University, Psychology;
M.S., Florida Atlantic University, Psychology;
Ph.D. 2015, Florida Atlantic University, Experimental Psychology

Alhasawi, Yasmeen

B.A. 2004, Purdue University, Psychology;
M.A. 2014, Gallaudet University, Psychology;
M.S. 2017, Nova Southeastern University, Clinical Psychology;
Psy.D. 2020, Nova Southeastern University, Clinical Psychology.

Fernandez, Yelina

B.S. 2000, University of Florida, Advertising;
M.S. 2014, Nova Southeastern University, Psychology;
M.A. 2019, Clinical Psychology
Ph.D. 2021, Clinical Psychology

Regina, Melchor

B.A. 1984, University of Miami, Psychology;

	M.S. 1992, Carlos Albizu University, General Psychology; Psy.D. 1998, Carlos Albizu University, Clinical Psychology.
Igbinosum, Imuentiyan	B.A. 2016, Indiana State University, Psychology; M.A. 2018 The Illinois School of Psychology, Clinical Psychology; Psy.D. 2022, Adler University, Clinical Psychology.
Nin, Rafis	B.A. 1996, SUNY Baw Paltz, Sociology/ Social Services; M.S. 2000, CUNY Hunter College, Social Work; Ph.D. 2023, Nova Southeastern University, Family Therapy.
Vazquez, Karina	B.S. 2009, University of Central Florida, Psychology Behavioral Forensics Certificate; M.A. 2011, Florida Atlantic University, Psychology with Experimental Emphasis; M.A. 2014, Ferkauf Graduate School of Psychology, Clinical Psychology; Ph.D. 2016, Ferkauf Graduate School of Psychology, Clinical Psychology.
Luis, Jorge	A.A. 1993, Miami Dade Community College, Psychology; B.A. 1994, Florida International University, Psychology; M.S. 1997, Carlos Albizu University, Clinical Psychology; Psy.D. 2001, Carlos Albizu University, Clinical Psychology.

Doctor of Philosophy in Human Services

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.

General Description

The program is composed of number 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.

Program Goals and Objectives

Students in the Old Curriculum

Students in the old curriculum will continue to take courses and work on dissertation 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 to:

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, etc.
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 nonprofit organizations, city, state, and federal agencies.
9. Manage governmental, private, for profit and nonprofit human services organizations through effective planning, integration, and organization.
10. Lead others in the human services field, to achieve collective goals and objectives

Enrollment Requirements

In order 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 as long as 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 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	
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 for the Doctor of Philosophy (Ph.D.) Degree

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 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 considered to be 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.

In order to complete the Dissertation process, students have to 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 in 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 upon 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, with the exception of 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."

Student Evaluations

The Ph.D. Program faculty evaluates the student's 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 or not 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
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

SESSION	COURSE	Pre-Requisite
1	Human Services History, Theories, Research and Practice Research Methods Foundations of Development	None
2	Nonprofit Organizations Management and Budget Statistics Human Services Policy	Research Methods Human Services, History, Theories, Research and Practice
3	Dissertation Concept Paper Executive Leadership and Strategic Planning Advanced Statistics	Research Methods Statistics
4	Grant Writing and Program Evaluation Conflict Mediation Qualitative Research	Research Methods Research Methods
5	Human Resources Management Advanced Research Methods COMPREHENSIVE EXAMS	Research Methods Statistics
6	Dissertation	Passed Comps and Dissertation Concept Paper
7	Dissertation	Passed Comps and Dissertation Concept Paper
8	Dissertation	Passed Comps and Dissertation Concept Paper
9	Dissertation	Passed Comps and Dissertation Concept Paper
10	Dissertation	Passed Comps and Dissertation Concept Paper
	TOTAL CREDITS: 57	

SESSION	COURSE	Pre-Requisite
1	Human Services History, Theories, Research and Practice Research Methods Conflict Mediation	None
2	Nonprofit Organizations Management and Budget Statistics Negotiation Agreement	Research Methods Conflict Mediation
3	Dissertation Concept Paper Executive Leadership and Strategic Planning Advanced Statistics	Research Methods Statistics
4	Grant Writing and Program Evaluation Intergroup Conflict and Peace Qualitative Research	Research Methods Conflict Mediation Research Methods
5	Human Resources Management Advanced Research Methods COMPREHENSIVE EXAMS	Research Methods Statistics
6	Dissertation	Passed Comps and Dissertation Concept Paper
7	Dissertation	Passed Comps and Dissertation Concept Paper
8	Dissertation	Passed Comps and Dissertation Concept Paper
9	Dissertation	Passed Comps and Dissertation Concept Paper
10	Dissertation	Passed Comps and Dissertation Concept Paper
	TOTAL CREDITS: 57	

Children and Families Specialization Course Sequence

SESSION	COURSE	Pre-Requisite
1	Human Services History, Theories, Research and Practice Research Methods Foundations of Development	None
2	Nonprofit Organizations Management and Budget Statistics Human Services Policy	Research Methods Human Services History, Theories, Research and Practice
3	Dissertation Concept Paper Executive Leadership and Strategic Planning Advanced Statistics	Research Methods Statistics
4	Children and Families at Risk Grant Writing and Program Evaluation Qualitative Research	Foundations of Development Research Methods Research Methods
5	Youth and Family Advocacy Advanced Research Methods COMPREHENSIVE EXAMS	Foundations of Development Research Methods Statistics
6	Dissertation	Passed Comps and Dissertation Concept Paper
7	Dissertation	Passed Comps and Dissertation Concept Paper
8	Dissertation	Passed Comps and Dissertation Concept Paper
9	Dissertation	Passed Comps and Dissertation Concept Paper
10	Dissertation	Passed Comps and Dissertation Concept Paper
	TOTAL CREDITS: 57	

Course Descriptions

HUMN710 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.

HUMN701 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.

HUMN711 HUMAN SERVICES POLICY (3 cr.)

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. Prerequisite: HUMN710 Human Services History, Theories, Research and Practice

HUMN702 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, analyzing trends and deploying resources that minimize risks and maximize returns. The course covers key administrative aspects of leadership to include lobbying, marketing, fundraising, compensation and benefits, volunteer management, board development, etc.

HUMN703 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 nonprofit organizations' management. Students will learn legal requirements to establish, operate, and secure the tax-exempt status of non-profit organizations. Participants will compare nonprofit management styles and learn methods for creating internal systems that set standards of accountability.

HUMN708 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.

HUMN704 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 in order 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 so as to become effective impartial third party mediators.

RSHUM801 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.

RSHUM802 ADVANCED RESEARCH METHODS (3 cr.)

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. Prerequisite: RSHUM801 Research Methods.

RSHUM803 QUALITATIVE RESEARCH (3 cr.)

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 HyperResearch software in their projects. Prerequisites: RSHUM801 Research Methods.

RSHUM806 GRANT WRITING AND PROGRAM EVALUATION (3 cr.)

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 grantsmanship aspect of grant evaluation and the mechanisms utilized to critically evaluate grants.

Prerequisite: RSHUM801 Research Methods.

STHUM800 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.

STHUM801 ADVANCED STATISTICS

(3 cr.)

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.

Prerequisite: STHUM800 Statistics.

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.

GERO700 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

GERO701 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

CHFA700 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 disability, 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.

CHFA701 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.

NELE700 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.

NELE701 APPLIED 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.

NELE702 NEUROLOGICAL DYSFUNCTIONS IN CHILDREN (3 cr.)

The main neurological conditions affecting children 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.

REME700 MIXED AND APPLIED RESEARCH METHODS (3 cr.)

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.

Prerequisites: RSHUM-801 Research Methods, RSHUM-802 Advanced Research Methods, STHUM-800 Statistics, and STHUM-801 Advanced Statistics.

REME701 APPLIED TEST CONSTRUCTION & META-ANALYSES (3 cr.)

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. Prerequisites: RSHUM801 Research Methods, RSHUM802 Advanced Research Methods, STHUM800 Statistics, and STHUM801 Advanced Statistics.

HUMN900 DISSERTATION CONCEPT PAPER (3 cr.)

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.

Prerequisite: RSHUMM801 Research Methods

HUMN901 DISSERTATION (3 cr.)

In this course the student will develop the Dissertation. Enrollment will require the approval of the faculty member that will supervise the Dissertation. The student will enroll in the amount of credits required to complete the proposed activities for each session as authorized by the Dissertation Chair.

Prerequisites: Having passed the Comprehensive Exams and HUMN900 Dissertation Concept Paper.

Faculty

Dean, Sharrie R.

B.S. 1985, Barry University, Professional Studies;
M.S. 1990, Nova Southeastern University, Education; Ph.D. 1997, Union Institute and University, Curriculum Design;
1990-1997, Certificates in Educational Leadership; Reading, and ESOL Endorsement.
Associate Professor
RESEARCH INTERESTS: Distance learning; reading.

Garrido, Laura

B.A. 2002, Texas State University, Mass Communication;
M.S. 2008, Nova Southeastern University, Business Leadership;
Ph.D. 2014, Nova Southeastern University, Conflict Analysis and Resolution;

2015, Qualitative Research Graduate Certificate. Adjunct Professor

RESEARCH INTERESTS: Conflict and crisis management for business; negotiation strategies for professionals; culture and conflict; gender conflict and power.

Lopez, Joselyn

B.A. 2003, UPR Rio Piedras, Public Administration;
M.P.A. 2010, UPR Rio Piedras, Public Administration;
Ed.D. 2018, UPR Rio Piedras, Leadership in Educational Institutions.

Martínez, Rafael

B.A. 1972, University of Florida, Anthropology/Psychology;
M.A. 1979, University of Florida, Psychological Anthropology;
M.S. 1990, Florida International University, Adult Education and Human Resources Development;
Ed.D. 1996, Florida International University, Adult Education and Human Resources Development.

Director

RESEARCH INTERESTS: Cross-cultural issues

Perez-Abalo, Maria

M.D. 1976, University of Havana;
1979, University of Havana, Specialization in Neurophysiology;
Ph.D. 1988, National Center for Scientific Research, Biomedical Science.

Associate Professor

RESEARCH INTERESTS: Research methodologies; neuroanatomy; neuropsychological studies.

Rios, Berta

MHA 1989, Duke University;

B.S. 1997 University of Rochester, Sociology;

Ph.D. 2000, Boston University, Higher Education Administration

Shehniyilagh, Eshagh

B.S. 1979, University of Science and Arts of Oklahoma, Chemistry;

M.S. 1991, Tennessee State University, General Psychology;

Ph.D. 2000, Tennessee State University, Clinical Psychology.

Adjunct Professor

RESEARCH INTERESTS: Test construction; multiculturalism in psychology.

Calendars

Revised: 2/9/2023		SPRING 2024	SUMMER 2024	FALL 2024
1	Deadline for Financial Aid Application	Oct. 1, 2023	Mar. 1	Jun. 1
2	Advisement & Registration	Oct. 16-Dec. 16, 2023	Feb.20-Apr. 20	Jun. 17-Aug. 17
3	Late registration fees apply from this day on	Dec. 17, 2023	Apr. 21	Aug. 18
4	Add/Drop Period--Late Registration - fee will apply	Dec.17, 2023-Jan. 13	Apr. 21-May 11	Aug. 18-Sep. 9
5	Classes and Practicum begin	Jan. 8	May 6	Sep. 3
6	Last day to pay tuition fees before late payment fee is assessed	Jan. 13	May 11	Sep. 9
7	Financial Aid Appeal Deadline	Jan. 13	May 11	Sep. 9
8	*Last day for dropping with 100% refund	Jan. 13	May 11	Sep. 9
9	Last day to apply for a Leave of Absence (LOA) - fee will apply	Dec. 15, 2023	Apr. 22	Aug. 19
10	Mid-Term Exams	Feb. 20-Mar. 4	Jun. 17-29	Oct. 15-28
11	Deadline to apply for Masters Comprehensive Exams	Mar. 6	Jul. 3	Oct. 30
12	Deadline to apply for Doctoral Comprehensive Exams	Mar. 7	Jul. 5	Nov. 7
13	**Last day to withdraw without Academic penalty	Mar. 11	Jul. 8	Nov. 4
14	Doctoral Comprehensive Examinations (Written)	Mar. 19	Jul. 16	Nov. 19
15	Masters Comprehensive Examinations	Mar. 20	Jul. 17	Nov. 13
16	Deadline to apply for graduation/degree conferment	Dec. 8, 2023	Apr. 29	Aug. 26
17	Final Exams	Apr. 15-20	Aug. 12-17	Dec. 9-14
18	Dissertation/Doctoral Project Deadline	Apr. 19	Aug. 16	Dec. 13
19	Last day of Session	Apr. 20	Aug. 17	Dec. 14
20	Faculty Recess	N/A	Aug. 26-31	Dec. 23-Jan. 4, 2025
21	Institutional Recess	Mar. 28-30	N/A	Nov. 28-30
		Dec. 24-25, 31 & Jan. 1, 202		
22	Holidays	Jan. 15 Feb. 19	May 25-27 Jun. 19 Jul. 4 Dec.24-25, 31 & Jan.1, 2025	Sep. 2 Oct. 14 Nov. 11
23	Commencement Exercises	N/A	N/A	Oct. 11

*Drop forms for classes held on Friday evening and Saturday **of the first week of classes** will be processed on the following Monday with 100% refund.

**Last day to withdraw without academic penalty, but financial aid obligations apply.

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	\$342.00 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.

Global Fees

The Global Fees are payable each term.

Undergraduate Program	\$272.00 per term
Graduate Program	\$322.00 per term

Doctoral Internship Students (only registered in Internship) \$50.00 per term
and PhD in Human Services students still working on their
Dissertation after having completed the required 15 credits)

One credit for exams	\$50.00 per term
Audit courses only	\$50.00 per term
Comprehensive Examination (only)	\$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)	
Examinations (only)	one credit fee
Registration for MS in Speech and Language Pathology Comprehensive Examinations (only)	\$358.50 per examination
Registration for MS in Speech and Language Pathology Comprehensive Examinations Global Fees (only)	\$50.00 per examination
SimuCases Fees (only for MS in Speech and Language Pathology Program)	Cost

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 session
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 their dissertation after having completed the required 15 credits)	\$50.00
Doctoral Dissertation	\$882.00 per credit
Readmission fee	\$50.00

Registration for Doctoral Comprehensive Examinations (only)	one credit fee
Registration for Doctoral Comprehensive Examinations (only) Global Fee	50.00
	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

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.