Catalog

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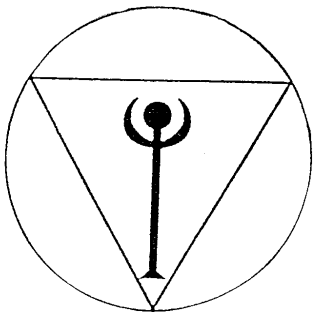
ALBIZU UNIVERSITY



Logotype

As envisioned by our Founder, the logotype of Albizu University symbolizes the institution's concern from various perspectives. The circle is representative of the life cycle; life both as a psychosocial experience as well as a biological phenomenon. The inverted triangle represents an individual's spiritual dimension expressed and fulfilled by the acts of faith, hope and charity, the latter being the full actualization of love. The center's humanized Psi symbol expresses the conviction that one should be at the service of humanity.

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.

Carlos Albizu-Miranda, Ph.D.
First President and Founder

Rev. 05/22/06

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TABLE OF CONTENTS

CARLOS ALBIZU UNIVERSITY PAGE

General Information 1
History 2
Mission 3
Vision 3
Goals, Objectives and Philosophy 3

MIAMI CAMPUS ACADEMIC OFFERINGS

Degrees Offered 4
Location 6
Accreditation 6
Licensing 7
Professional Affiliations 7
Certification 7
Professional Licensure 7
Language of the University 8
Albizu Library 8
Listing of Institutional Documents for Students 9

ACADEMIC POLICIES

Academic Calendar 10
Policy of Admission to AU 10
Conditional Admission Policy 13
Add-Drop and Refund Policy 13
No Show 14
Cross Registration 14
Transfer of Credit Policy 15
Intercampus Transfer 15
Leave of Absence (LOA) 16
Transitional Leave 16
Withdrawal from the University 16
Administrative Withdrawal (AW) 16
Undergraduate Program Readmission 17
Graduate Program Readmission Policy 17
Course Numbering System 18
Credit Hour 19
Grading Policy 20
Undergraduate 20
Graduate 20
Policy for Incomplete Grades 20
Policy for No-Grade (NG) 21
Change of Grades 21
Student Evaluation 22
Graduate Level Degree Evaluation Policy 22
Academic Probation 22
Disciplinary Probation 22
Academic Dismissal 22
Disciplinary Procedures 23
Appeal Procedures 23
Academic Advisement 23
Change of Major and/or Concentration 23
Course Cancellation Policy 24

Independent Study Courses 24
Special Project Courses 24
Auditing Courses 24
Comprehensive, Qualifying or Degree
Examinations Requirements Policy 25
Master's Comprehensive Examinations 25
Doctoral Comprehensive Examinations 25
Policy on Requisites to Enroll in Dissertation
or Doctoral Project 26
Graduation Requirements and Commencement 26
Albizu University Honors Criteria 28
Policy for the Nomination for Conferment
of a Posthumous Degree to a Student 28

STUDENT INFORMATION
Regular Students 30
Official Transcripts 30
Disabled Students 31
Veterans/Military Personnel 31
Compliance with 38 USC 3679(e) 31
Non-Degree Students 32
Credit for Continuing Education 32
Student Council 32
Student Life/Student Organizations 33
Guidelines for Student Behavior 33
International Students 33
Foreign Credential Evaluation 34
Guidelines for Confidentiality 34
Request for Amendments to Student Records under FERPA 35

FINANCIAL INFORMATION
Financial Aid 37
Standards for Satisfactory Progress 37
Federal and State Programs 42
Institutional Scholarships 44
Institutional Discount Program 44
Late Financial Aid Applicants 44
Tuition and Fees Policies 45
Payment and Registration Terms 45
Personal Check Policy 47
Global Fees 47
Payment Compliance 48
Add-Drop and Refund Policy 48
Return of Title IV Funds 48
Withdrawal 49
Defaulted Borrowers 50
Returned Check Service Fee 50
Fraudulent Activity 50
Financial Holds 50
Specific Fees 51
Tuition 51
Global Fees Payable Each Term 51
Non-Refundable Fees 51
All Programs 51
ESOL 52

College Credit Certificates 52
Undergraduate Programs 52
Master's Programs 52
Autism Spectrum Disorder Graduate Certificate 53
Doctoral Program 53
Library Dues 53

SERVICES TO THE COMMUNITY
Goodman Psychological Services Center 55

DIPLOMA PROGRAM
English for Speakers of Other Languages (ESOL) 57
General Description 58
Program Goals and Objectives 58
Admission Requirements 58
Admission Procedures 59
Time Limitation 59
Transfer of Credits 59
Academic Probation 59
Leave of Absence (LOA) 60
Readmission 60
Student Evaluation 60
Independent Study Courses 60
Residency Requirement 60
Cross Registration 60
ESOL Program Sequence 61
Course Descriptions for the ESOL Program 67
Lab Requirement for International Students 77
Lab Requirement for All Other Students 77
Faculty Background Data & Research Interests 78

UNDERGRADUATE PROGRAMS
Associate of Arts in General Education 81
General Description of the Associate in Arts in General Education Degree 82
Program Goals and Objectives 82
Admission Requirements 83
Challenge Criteria Admission 83
Transfer of Credits Policy & Procedures 84
Schedule of Minimum Incremental Progress 85
Academic Probation 85
Academic Dismissal 85
Change of Program/Concentration 86
Residency Requirement 86
Declaring Area of Concentration 86
Time Limitation 86
General Degree Requirements for the Associate in Arts in General Education Degree 87
Cross Registration 87
Student Life Skills 87
Curriculum Requirements & Transfer of Credits Evaluation 88
Course Sequence 89
Associate in Arts in General Education Program Course Descriptions 90

Faculty Background Data & Research Interests 100

Bachelor of Science in Psychology 103
General Description of the Bachelor of Science in Psychology 104
Program Goals and Objectives 104
Admission Requirements 104
Challenge Criteria Admission 105
Transfer of Credit Policy and Procedures 106
Schedule of Minimum Incremental Progress 106
Academic Probation 106
Academic Dismissal 107
Change of Program/Concentration 107
Residency Requirement 107
Time Limitation 107
General Degree Requirements for the Bachelor of Science in Psychology 108
Cross Registration 108
Curriculum Requirements & Transfer of Credits Evaluation 109
Course Sequence 110
Bachelor of Science in Psychology: Minor in Applied Behavior Analysis 111
Minor Goals & Objectives 111
Curriculum Requirements & Transfer of Credits Evaluation – Applied Behavior Analysis 112
Minor in Case Management Studies 113
Minor Goals and Objectives 113
Curriculum Requirements & Transfer of Credits Evaluation – Case Management Studies 114
Bachelor of Science in Psychology Course Descriptions 115
Faculty Background Data & Research Interests 132

Bachelor of Science in Criminal Justice 137
General Description of the Bachelor of Science in Criminal Justice 138
Program Goals and Objectives 138
Minor in Behavioral Sciences 139
Admission Requirements 139
Challenge Criteria Admission 140
Transfer of Credits Policy and Procedures 140
Schedule of Minimum Incremental Progress 141
Academic Probation 141
Change of Program/Concentration 141
Residency Requirement 142
Time Limitation 142
General Degree Requirements for the Bachelor of Science in Criminal Justice 142
Cross Registration 142
Curriculum Requirements & Transfer of Credits Evaluation 143
Course Sequence 144
Bachelor of Science in Criminal Justice Course Descriptions 145

Faculty Background Data & Research Interests 159

Bachelor of Arts in Elementary Education 162
General Description of the Bachelor of Arts in Elementary Education 163
Program Goals and Objectives 163
Admission Requirements 163
Challenge Criteria Admission 164
Transfer of Credits Policy and Procedures 165
Practicum/Internship Placement 165
Schedule of Minimum Incremental Progress 165
Academic Probation 165
Academic Dismissal 166
Student Evaluation 166
Change of Program/Major 166
Residency Requirement 166
Time Limitation 166
General Degree Requirements for the Bachelor of Arts in Elementary Education 167
Curriculum Requirements & Transfer Evaluation of Credits 168
Course Sequence 169
General Description of the Minor in Bachelor of Arts in Elementary Education
Course Descriptions 170
Faculty Background Data & Research Interests 188

Bachelor of Arts in Exceptional Student Education with a Minor in Autism Spectrum Disorder and ESOL Endorsement 191
General Description of the Bachelor of Arts in Exceptional Student Education with a Minor in Autism Spectrum Disorder and ESOL Endorsement 192
Program Goals and Objectives 192
Minor in Autism Spectrum Disorder 193
ESOL Endorsement 194
Admissions Requirements 194
Transfer of Credits Policy and Procedures 194
Schedule of Minimum Incremental Progress 195
Academic Probation 195
Academic Dismissal 195
Change of Program/Concentration 196
Residency Requirement 196
Time Limitation 196
Course Sequence 197
Bachelor of Arts in Exceptional Student Education Course Descriptions 198
Faculty Background Data & Research Interests 211
Bachelor of Business Administration 214
General Description of the Bachelor of Business Administration Degree 215
Program Goals and Objectives 215
Fast-Track Delivery Format 215
General Degree Requirements for the Bachelor of Business Administration Degree 215

Admission Requirements for the Bachelor of Business Administration Degree 216
Admission Procedures for the Bachelor of Business Administration Degree Program 216
Admissions under Probationary Status 217
Transfer of Credits 217
Academic Probation 218
Academic Dismissal 218
Student Evaluation 218
Change of Program/Major 218
Residency Requirements 218
Time Limitation 219
Schedule of Minimum Incremental Progress 219
Cross Registration 219
Academic Procedures for Repeat Classes within Fast Track 219
Curriculum Requirements 220
Course Descriptions for the Bachelor of Business Administration 222
Faculty Background Data & Research Interests 234

Early Childhood Education College Certificate Program 236
Program Goals and Objectives 237
Program Description 237
Admission Requirements/Prerequisites 238
Program Breakdown by Course 238
Early Childhood Education Course Descriptions 239
Faculty Background Data & Research Interests 241

Mathematics Education (Grades 5 through 9) College Certificate Program 243
General Description of the Mathematics Education (Grades 5 through 9) College Certificate Program 244
Program Goals and Objectives 244
Admission Requirements 244
Academic Probation 245
Change of Program/Concentration 245
Time Limitation 246
General Requirements for the Mathematics Education (Grades 5 through 9) College Certificate 246
Mathematics Education (Grades 5 through 9) College Certificate Program Course Sequence 247
Mathematics Education Grades 5 through 9) College Certificate Program Course Descriptions 248
Faculty Background Data & Research Interests 249

Science Education (Grades 5 through 9) College Certificate Program 250
General Description of the Science Education (Grades 5 through 9) College Certificate Program 251
Program Goals and Objectives 251
Admission Requirements 251
Academic Probation 252

Change of Program/Concentration 252
Time Limitation 253
General Requirements for the Science Education
Grades 5 through 9) College Certificate..... 253
Science Education (Grades 5 through 9) College
Certificate Program Course Sequence 254
Science Education Grades 5 through 9) College
Certificate Program Course Descriptions 255
Faculty Background Data & Research Interests 257

GRADUATE PROGRAMS
Master of Science in Exceptional
Student Education 259
General Description of the Master of Science
in Exceptional Student Education 260
Program Goals and Objectives 260
Admission Requirements 261
Transfer of Credits Policy & Procedures 262
Schedule of Minimum Incremental Progress 262
Academic Probation 262
Student Evaluations 263
Change of Program/Concentration 263
Residency Requirement 263
Time Limitation 263
General Requirements for the
Master of Science Degree 263
Curriculum Requirements..... 265
Course Sequence 266
Course Descriptions 267
Faculty Background Data & Research Interests 271

Master of Science in Teaching English for
Speakers of Other Languages (TESOL) 273
General Description of the Master of Science in
Teaching English for Speakers of
Other Languages (TESOL) 274
Program Goals and Objectives 274
Admission Requirements 275
Transfer of Credits Policy & Procedures 276
Schedule of Minimum Incremental Progress 276
Academic Probation 276
Student Evaluations 277
Change of Program/Concentration 277
Residency Requirement 277
Time Limitation 277
General Requirements for the
Master of Science Degree 277
Curriculum Requirements..... 279
Course Sequence 280
Course Descriptions 281
Faculty Background Data & Research Interests 284

Master of Science in Psychology 286
General Description of the Master of Science
in Psychology 287

Program Goals and Objectives 287
Admission Requirements 287
Admission Procedures 288
Non-Degree Students 288
Transfer of Credits 288
Practicum Placement 292
Academic Probation 292
Practicum Probation 293
Academic Dismissal 293
Student Evaluations 293
Change of Program/Major 294
Residency Requirements 294
Time Limitation 294
Schedule of Incremental Progress 294
General Degree Requirements for the Master of Science Degree in Psychology 295
Comprehensive Examination 296
Dual Major Option 296
Cross Registration 296
MS Curricula Major: Mental Health Counseling 297
Mental Health Counseling Major Sequence Table 299
MS Curricula Major: Marriage & Family Therapy 300
Marriage & Family Therapy Major Sequence Table 302
MS Curricula Major: School Counseling 303
School Counseling Major Sequence Table 305
Master of Science in Psychology Course Description 306
Master of Science in Psychology Practica Course Descriptions 309
Faculty Background Data & Research Interests 311

Master of Science in Industrial/Organizational Psychology (Campus-based) 315
General Description of the Master of Science in Industrial/Organizational Psychology 316
Program Goals and Objectives 316
Admission Requirements 316
Admission Prerequisite 317
Admission Procedures 317
Transfer of Credits 317
Practicum Placement 318
Academic Probation 318
Practicum Probation 318
Academic Dismissal 318
Student Evaluations 319
Residency Requirements 319
Time Limitation 319
Schedule of Incremental Progress 319
Comprehensive Examination 320
Cross Registration 320
General Degree Requirements for the Master of Science in Industrial and Organizational Psychology 320
Master of Science in Industrial/Organizational Psychology Curriculum 322

MS in Industrial/Organizational Psychology
Sequence Table 323
Master of Science in I/O Course Descriptions 324
Master's Practicum Descriptions 326
Faculty Background Data & Research Interests 327

Master of Science in Industrial/Organizational
Psychology –Online Program 328
General Description of the Master of Science in
Industrial/Organizational Psychology 329
Program Goals and Objectives 329
Admission Requirements 329
Admission Prerequisite 330
Admission Procedures 330
Transfer of Credits 331
Academic Probation 331
Academic Dismissal 331
Student Evaluations 331
Student Advisement 332
Residency Requirements 332
Time Limitation 332
Schedule of Incremental Progress 332
Change of Program 332
General Degree Requirements for the Master of Science
Degree in Industrial and Organizational Psychology
Online Program 333
Master of Science in Industrial/Organizational
Psychology Curriculum-Online 334
MS in Industrial & Organizational Psychology
Sequence Table (Online) 335
Master of Science in I/O Psychology-
Online Course Descriptions 336
Final Project Course Descriptions 338
Faculty Background Data & Research Interests 339

Master of Science in Speech and Language Pathology 340
General Description of the Master of Science in
Speech and Language Pathology 341
Training Goals 341
Knowledge and Skills 341
Clinical Skills 341
Attitudes 342
Program Goals and Objectives 342
Academic Progress and Graduation Requirements
of the M.S. in Speech and Language Pathology 342
Admission Requirements 343
Transfer of Credits Policy and Procedures 344
Schedule of Minimum Incremental Progress
MS in Speech and Language Pathology 344
Academic Probation 344
Student Evaluations 345
Change of Program/Concentration 345
Residency Requirement 345
Time Limitation 345

General Requirements for the Master of Science Degree` 346
Master Comprehensive Examinations 346
Specific Requirements for the M.S. in Speech and Language Pathology Degree 347
Curricular Requirements 347
M.S. in Speech and Language Pathology Curriculum Requirements 348
Curricular Sequence 349
Course Descriptions 350
Faculty Background Data & Research Interests 354

Autism Spectrum Disorder Graduate Certificate program 358
General Description of the Autism Spectrum Disorder Graduate Certificate Program 359
Autism Spectrum Disorder Graduate Certificate Program Goals and Objectives 359
Admission Requirements 360
Admission Procedures 360
Academic Probation 360
Time Limitation 361
General Requirements for the Autism Spectrum Disorder Graduate Certificate Program 361
Autism Spectrum Disorder Graduate Certificate Program Course Sequence 362
Course Descriptions 363
Faculty Background and Research Interests 365

Master of Business Administration 366
General Description of the Master in Business Administration Degree 367
Program Goals and Objectives 367
Fast-Track Delivery Format 367
Admission Requirements 367
Conditional Admission 368
Transfer of Credits 368
Academic Probation 368
Academic Dismissal 368
Student Evaluations 369
Change of Program/Concentration 369
Time Limitation 369
Schedule of Minimum Incremental Progress 369
General Degree Requirements 370
Academic Procedures for Repeat Classes 370
Dual Concentration Option 370
Curriculum Requirements 371
Course Descriptions for the Master of Business Administration 372
Faculty Background Data & Research Interests 376

Master of Business Administration (Online Program) 377
General Description of the Master in Business Administration Degree (Online Program) 378
Program Goals and Objectives 378

Fast-Track Delivery Format 378
Admission Requirements 378
Conditional Admission 379
Transfer of Credits 379
Academic Probation 379
Academic Dismissal 380
Student Evaluations 380
Change of Program/Concentration 380
Time Limitation 380
Schedule of Minimum Incremental Progress 380
Academic Procedures for Repeat Classes 381
Dual Concentration Option 381
General Degree Requirements 381
Curriculum Requirements 382
Course Descriptions for the Masters of Business Administration (Online) 383
Faculty Background Data & Research Interests 387

Doctor of Psychology (Psy.D.) Program in Clinical Psychology 388
Introduction to the Program 389
Program Mission, Philosophy, and Training Model 390
Mission 390
Philosophy of Training 390
Training Model 390
Program Aims 390
Program Competencies 390
Curriculum Plan 391
Accreditation 391
Admission 392
Admission Requirements 392
Admission Procedures 393
Enrollment Requirements 393
Transfer of Credits Policy 393
Change of Program 395
Assessment of Academic and Behavioral Performance 395
Student Evaluations 396
Residency Requirement 396
General Degree Requirements for the Doctor of Psychology (Psy.D.) Degree 396
Doctoral Comprehensive Examinations 397
Internship 398
Doctoral Project 398
Clinical Practica 399
Time Limitation 400
Schedule of Tuition and Fees 400
Curricular Sequence 402
Curricular Sequence for Students that Started the Program Prior to Fall 2019 403
Course Descriptions for the Doctor of Psychology (Psy.D.) in Clinical Psychology 404
Faculty Background Data & Research Interests 416

Doctor of Philosophy (Ph.D.) Program in Clinical Psychology 419

Program Mission, Philosophy, and Training Model 420
Mission 420
Philosophy of Training 420
Training Model 420
Program Goals and Objectives 420
Curriculum Plan 421
Accreditation 421
Admission 421
Admission Requirements 421
Admission Procedures 422
Enrollment Requirements 423
Ph.D. Program Model Curricular Sequence 424
Transfer of Credits Policy 425
Dual Degree Option 425
Change of Program 425
Student Evaluations 425
Academic Probation 426
Practicum Probation 426
Academic Dismissal 427
Residency Requirement 427
General Degree Requirements for the
Doctor of Philosophy (Ph.D.) Degree 427
Doctoral Examinations 428
Internship 428
Doctoral Dissertation 429
Clinical Practica 430
Time Limitation 431
Course Descriptions for the Doctor of
Philosophy in Clinical Psychology 432
Faculty Background Data & Research Interests 437

Doctor of Philosophy (Ph.D.) Program
in Human Services 438
Program Mission and Philosophy 439
Mission 439
Philosophy of Training 439
General Description of the Doctor of Philosophy
In Human Services 439
Ph.D. in Human Services Program Modification 439
Students in the Old Curriculum 440
Program Objectives 440
Admission Requirements 441
Admission Procedures 442
Enrollment Requirements 442
Transfer of Credits Policy and Procedures 442
Academic Probation 443
Academic Dismissal 443
General Requirements for the Doctor of
Philosophy (Ph.D.) Degree 444
Doctoral Examinations 444
Dissertation 445
Time Limitation 446
Schedule of Minimum Incremental Progress 446
Cross Registration 447
Dual Degree Option 447

Change of Program 447
Student Evaluations 447
Ph.D. in Human Services General Curriculum 449
Ph.D. in Human Services Conflict Resolution Specialization Curriculum 450
Ph.D. in Human Services Gerontology Specialization Curriculum 451
Ph.D. in Human Services Children and Families Specialization Curriculum 452
Ph.D. in Human Services Neurolearning Specialization Curriculum 453
General Curriculum Course Sequence 454
Conflict Resolution Specialization Course Sequence 455
Gerontology Specialization Course Sequence 456
Children and Families Specialization Course Sequence 457
Neurolearning Specialization Course Sequence 458
Doctor of Philosophy in Human Services Course Descriptions 459
Faculty Background Data & Research Interests 465

ACADEMIC CALENDAR 468

LOCATION MAP 470

ALBIZU UNIVERSITY

GENERAL INFORMATION

Albizu University (AU) is an accredited, private, non-profit, institution of higher learning with campuses in San Juan, Puerto Rico (San Juan Campus) and Miami, Florida (Miami Campus), as well as a University Center in Mayagüez, Puerto Rico.

The Miami Campus offers undergraduate and graduate degrees in the fields of Business Administration, Criminal Justice, Education, Human Services, Speech and Language Pathology, and Psychology, in addition to certificate and diploma programs. At the undergraduate level, AU offers an Associate of Arts degree in General Education, a Bachelor of Science degree in Psychology with minors available in Applied Behavior Analysis and Speech and Language Pathology; a Bachelor of Arts degree in Elementary Education, a Bachelor of Arts in Exceptional Student Education, and a Bachelor of Business Administration. At the graduate level, AU offers a Master of Science in Exceptional Student Education, a Master of Science in Teaching English to Speakers of Other Languages, a Master of Science degree in Psychology with majors in Mental Health Counseling, School Counseling and Marriage and Family Therapy; a Master of Science degree in Industrial and Organizational Psychology, a Master of Science degree in Speech and Language Pathology, and a Master of Business Administration degree with concentrations in Organizational Management, Non-Profit Management, and Entrepreneurship. AU offers a Doctor of Philosophy (Ph.D.) in Human Services, a Doctor of Psychology (Psy.D.) degree in Clinical Psychology, and a Doctor of Philosophy (Ph.D.) degree in Clinical Psychology. The Psy.D. Program offers concentrations in Clinical Neuropsychology, Health Psychology, Forensic Psychology, Addictions Psychology, and Psychology of Religion and Spirituality. An en route Master of Science in General Psychology is offered only to students enrolled in the Doctor of Psychology (Psy.D.) Program. In addition, AU offers a Certificate program in Early Childhood Education, a College Certificate program in Mathematics Education (Grades 5 through 9) a College Certificate program in Science Education (Grades 5 through 9) a Graduate Certificate Program in Autism Spectrum Disorder, and a Diploma program in English for Speakers of Other Languages (ESOL). For a complete listing of degrees and programs offered, please refer to "Programs of Study."

AU fosters an enriching and challenging academic environment. The University is committed to the professional development of the students so they may assume responsible and productive roles in society.

AU adheres to a policy of nondiscrimination with respect to admissions, employment, and institutional activities. AU does not discriminate on the basis of race, color, creed, sex, gender orientation, age, religion, disability, life styles or national origin against any applicant, student, faculty member or employee with respect to admission, hiring, promotion or any other activity included in the academic and/or service programs. AU's policies and procedures 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.

AU operates under the directives of the Board of Trustees. The Board members are selected from among distinguished citizens who have made significant contributions in the community and are strongly committed to the mission of AU. The President, who is named by and is solely responsible to the Board of Trustees, serves as the Chief Executive Officer.

This catalog describes the Miami Campus' administrative and academic policies, student services, degree requirements, and course offerings**.** The contents of this catalog may be subject to modification at any time in accordance with professional developments, changes in the different fields, licensing, accreditation requirements, operational needs or as needed according to the judgment of the Board of Trustees. AU reserves the right to review fee schedules at any time. This catalog supersedes any other documentation and or any verbal or written commitments or expressions made by any AU functionary, which may be contradictory to the policies and norms herein established.

AU reserves the right to make changes in its policies and procedures, including academic requirements. In addition, based on institutional policies and/or procedures, AU reserves the right to withdraw any student from the University and/or take disciplinary action as warranted. The student's admission to Albizu University, and/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. Additional information pertaining to academic and clinical procedures, regulations, and student affairs, is contained in separate documents. These documents are available to students at the Office of the Dean of Student Affairs, the Albizu Library**,** and at the student's specific program office.

Once students are registered at AU, it is their responsibility to become informed and comply with the general institutional norms, policies and procedures, and those of their specific program.

HISTORY

The historical origin of Albizu University (originally, The Caribbean Center for Advanced Studies) dates back to 1966. The Institution was founded by Dr. Carlos Albizu-Miranda in Puerto Rico with the specific objective of offering a Master of Science degree in Clinical Psychology. At that time, there were few mental health professionals on the Island and most of them received their professional education outside of Puerto Rico.

The Miami Institute of Psychology, of the Caribbean Center for Advanced Studies, was established in 1980. The Institution responded to the need in the continental USA for graduate psychology programs sensitive to cultural and ethnic issues. In December of 2000, the name was changed to Carlos Albizu University, Miami Campus, in order to allow for the diversification of the Institution's program offerings in continuing its mission, and several years later the name was shortened to Albizu University. Through the programs at its two campuses and the University Center of Mayagüez, AU provides professional training that is relevant and responsive to the needs of the communities served and to the needs for culturally sensitive research, thereby contributing to the development of the professions of business**,** education**,** psychology, speech and language pathology, human services, and health.

Albizu University was developed in response to the need for culturally sensitive professional training. AU continues in this tradition and is today an educational institution with programs of study and research, grounded both in theory and practice, in our multicultural heritage.

MISSION

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

VISION

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

GOALS, OBJECTIVES AND PHILOSOPHY

Albizu University fosters the following organizational goals:

1. At AU, "love reaches beyond knowledge."
2. Excellence in academic programs and services.
3. The development of integral and humanistic qualities in our students is the essence of AU.
4. Respect for diversity.
5. Commitment to social responsibility.
6. Actualization and integration of knowledge with technological advances.
7. Ethical behavior at all organizational levels.
8. Commitment to the development of our human resources.
9. Openness to the participation of the academic community.
10. Operational transparency and administrative efficiency.

Albizu University seeks to develop professionals who are:

1. Trained in the integration of theory and practice in their chosen field of study.
2. Trained to be sensitive to the realities of different ethnic groups.
3. Trained with emphasis on ethical norms and professional standards.
4. Trained in such a manner that encourages them to achieve 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 commitment to the community.

MIAMI CAMPUS ACADEMIC OFFERINGS

The programs of study at AU Miami Campus are designed to train professionals capable of serving the general population in the United States, with special emphasis in the service of minorities.

The Miami Campus of Albizu University offers the following academic degrees and/or programs:

DEGREES OFFERED	**CONCENTRATIONS/MAJORS/ AREAS OF SPECIALIZATION**
Associate of Arts in General Education (A.A.)	Business Administration Elementary Education Liberal Arts Psychology
Bachelor of Science in Psychology (B.S.)	Applied Behavior Analysis Speech and Language Pathology
Bachelor of Science in Criminal Justice (B.S.)	Behavioral Sciences
Bachelor of Business Administration (B.B.A.)	Organizational Management
Bachelor of Arts in Elementary Education (B.A.)	ESOL Reading
Bachelor of Arts In Exceptional Student Education (B.A.)	Autism Spectrum Disorder ESOL
Master of Science in Exceptional Student Education (M.S.)	Varying Exceptionalities Autism Spectrum Disorder
Master of Science in Speech and Language Pathology (M.S.)	
Master of Science in Teaching English to Speakers of Other Languages (M.S.) (Online Program)	Exceptional Student Education
Master of Science in Psychology (M.S.)	Marriage and Family Therapy Mental Health Counseling School Counseling

Master of Science
in Industrial/Organizational
Psychology
(M.S.)
(Campus-based and online)

*Master of Science
in General Psychology
(M.S.)

*En route degree open only to students enrolled in the Psy.D. Program.

Master of Business Administration	Entrepreneurship Non-Profit Management Organizational Management
Doctor of Philosophy in Human Services (Ph.D.)	Conflict Resolution Gerontology Children and Families Neurolearning
Doctor of Psychology in Clinical Psychology (Psy.D.)	Clinical Neuropsychology Health Psychology Forensic Psychology Addictions Psychology Psychology of Religion and Spirituality
Doctor of Philosophy in Clinical Psychology (Ph.D.)	

Graduate Certificate in
Autism Spectrum Disorder
(Online Program)

College Certificate in
Mathematics Education
(grades 5 through 9)

College Certificate in
Science Education
(grades 5 through 9)

Certificate Program:
Early Childhood Education (ECE)

Diploma Program:
English for Speakers of Other Languages (ESOL)

LOCATION

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. Miami's cultural diversity offers a unique opportunity for AU students to better understand the complex ethnic diversity of our community.

The Miami Campus is located west of the Miami International Airport at 2173 NW 99TH Avenue, Miami, Florida 33172. The University is readily accessible through three major thoroughfares: SR826, SR836, and the Florida Turnpike. (See attached map.)

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

Miami-Dade County is a multicultural and international center in which people from Latin America and the Caribbean have made Southern Florida their permanent residence. Miami has one of the highest percentages of people of Hispanic origins of any U.S. city. The city's cultural diversity offers a unique opportunity for AU students to better understand the complex ethnic diversity of our community.

The Miami Campus is responsive to the bilingual and multicultural community of South Florida.

AU can be accessed at www.albizu.edu. The main telephone number is (305) 593-1223.

ACCREDITATION

Albizu University is regionally accredited by the Middle States Commission on Higher Education (MSCHE). The address and telephone number of the MSCHE is as follows: 3624 Market Street, Philadelphia, PA 19104-2680, (267) 284-5000.

The Doctor of Psychology Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association.

*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

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

The Master of Science in Speech-Language Pathology at Albizu University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

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.

LICENSING

Albizu University, Miami Campus is licensed by the Commission for Independent Education, Florida Department of Education. Additional information may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number 888-224-6684.

PROFESSIONAL AFFILIATIONS

American Council on Education
American Association for Higher Education
American Library Association
Association of Psychology Postdoctoral and Internship Centers
Hispanic Association of Colleges and Universities
National Council of Schools and Programs of Professional Psychology
Greater Miami Chamber of Commerce Trustee

CERTIFICATION

AU 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. At the graduate level, AU is approved to provide a Graduate Certificate Program in Autism Spectrum Disorder.

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.

LANGUAGE OF THE UNIVERSITY

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.

ALBIZU 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.

LISTING OF INSTITUTIONAL DOCUMENTS FOR STUDENTS

Hardcopies of the following documents are located in all academic programs, student service areas (e.g., Admission, Financial Aid, Registrar's, Dean of Student Affairs Office), and in the Albizu Library. Electronic versions of some of these documents may be found on our website at www.albizu.edu.

- AU, Miami Campus Catalog
- AU Academic Calendar
- General Policies and Disciplinary Procedures Manual
- Policy Against Sexual Harassment and Discrimination
- Albizu Library Policies and Procedures Manual
- FERPA
- Drug and Alcohol Agreements
- Tuition Agreement

Additional manuals pertaining to specific academic programs are available in the respective academic program office.

ACADEMIC POLICIES

ACADEMIC CALENDAR

The scheduled academic year includes 3 sessions of 15 weeks of instruction for each session. The summer session is considered a regular part of the academic program at all levels.

A specific academic calendar is provided to assist the students to plan their academic career and may be obtained from the Registrar's Office, the Program Director, and Dean of Student Affairs' Office.

POLICY OF ADMISSION TO AU

I. Purpose

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 (AU).

II. Admissions Criteria

Following are the minimum admission requirements of the Institution. *All other requested criteria will be established by the academic programs, consistent with the standards of licensing bodies and professional accreditation agencies*. Admissions criteria to be considered by academic programs in the institution are the following:

1. Grade point average (GPA)

2. Standardized test, as requested by the academic programs:

    a. SAT of College Board results (associate & baccalaureate degrees)
    b. GRE or EXADEP results (masters, graduate certificates or post-masters and doctoral degrees).

3. Student original writing pieces, as requested by the academic program. (It will serve to determine interest in the program and the Institution, candidates' short-term, mid- and long term goals, as well as assess written communication skills, among others.)

4. Recommendation letters from professor(s), employer(s) or community leaders. The number of requested letters is determined by the academic program. (Letters will allow the evaluation of abilities, such as initiative, leadership, critical thinking, teamwork, conflict management as well as previous clinical and research experiences, among others.)

5. Interview. (It will help verify interest in the program and the Institution; candidates' short-, mid- and long term goals; clinical and/or research experience; matching faculty and candidate research interests, experience in public speaking, volunteer work or community service; oral communication and general interviewing skills, as well as perseverance in general matters, among others.)

6. Additional requirements specific to each academic program.

III. Minimum Requirements

Minimum requirements to be admitted to Albizu University are the following:

Associate and Bachelor's Degree

Evidence of having completed high school or an equivalent.

- High school graduation index, an equivalent, or when transferring from another Institution (a GPA) of 2.00
- ***Compliance with additional requirements, as established by the academic program that the student wishes to pursue. (See the corresponding section of the Catalog).***

Post-bachelor's Certificate and Master's Degree

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.

- Bachelor's degree graduation index of 3.00
- ***Compliance with additional requirements, as established by the program that the student wishes to pursue. (See the corresponding section of the Catalog).***

Graduate or Post-master's Certification

Evidence of having completed a master's degree in a public or private higher education institution licensed to operate, as required by the corresponding jurisdiction.

- Master's degree graduation index of 3.00
- ***Compliance with additional requirements, as established by the academic program that the student wishes to pursue. (See the corresponding section of the Catalog).***

Doctoral Degree *(except for the PhD and PsyD in Clinical Psychology doctoral programs)*

Evidence of having completed a master's degree in a public or private higher education institution licensed to operate, as required by the corresponding jurisdiction.

- Master's degree graduation index of 3.00
- **Compliance with additional requirements, as established by the academic program that the student wishes to pursue. (See the corresponding section of the Catalog.)**

PsyD and PhD in Clinical Psychology Programs

- A bachelor's degree graduation index of 3.25 will be used.
- Written document pieces requested in the application and during the candidate's interview, as required by the academic program.

We urge those interested in being admitted to the University to apply for admission and to submit all the required documentation (as established in Section IV of this policy), as well as any additional document requested by the program the student wishes to pursue (as established by the corresponding section of the Catalog).

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

IV. Documentation Requirements

Every applicant will present the following documents:

1. Application Form and admission fee
2. Official Transcript
3. Letters of recommendation from a professor, employer or community leader, according to the requirements of each academic program (Official Form)
4. ***Additional requirements of the academic program for which the student is applying***
5. Official academic credentials by an authorized agency (only for international students)

Based on the requirements for each academic program, applicants to **master's degrees, graduate or post-master certifications** and **doctoral degree** must also submit:

1. GRE or EXADEP results
2. Be interviewed by the Evaluating Committee, during which a written piece will also be composed by the student, as requested by the academic program.

Those interested in applying to the San Juan Campus must also submit:

1. No Criminal Record Certificate
2. Health Certificate
3. Proof of Hepatitis-B Vaccination
4. Copy of the PVAC Form with an original signature (those under 21)

V. Procedures for Admission to the Associate and Bachelor's degrees

1. Candidates will submit all the required documents, according to the academic level and program they are interested in (as established in Section IV of this policy), as well as any additional documentation requested by the academic program the student is applying for (as established in the corresponding section of the Catalog).

2. The Evaluating Committee will evaluate every application and assign each one a final score based on the criteria and relative values established in each level and academic program.

3. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.

VI. Procedures for Admission to the Master's, Graduate Certifications or Post-master's and Doctoral degree levels

1. Candidates will submit all the required documents, according to the level and program they are interested in (as established in Section IV of this policy) as well as any other additional documentation requested by the academic program they are applying for (as established in the corresponding section of the Catalog).

2. The Evaluating Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to every candidate based on the criteria and relative values established in each level and program. Candidates who qualify will receive an invitation for interview.

3. Selected applicants will be informed of the place, time and day in which they will be interviewed.

4. The Evaluating Committee will finish the evaluation process of each candidate that has been interviewed and assign a final score based on the criteria and relative values established in each level and program.

5. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.

VII. Prohibition of Discrimination

Albizu University does not discriminate against anyone based on race, skin color, sex, gender, sexual orientation, age, birthplace, social origin or status, disability, physical, mental or sensory limitation, the transfer institution, or political or religious ideas.

VIII. Amendments

The disposition of this policy may be amended at any time by the Board of Trustees.

CONDITIONAL ADMISSION POLICY

A prospective student in any of AU's academic programs could be admitted as a **regular student** with the recommendation of the Academic Director if, in fact, he/she does not comply with the minimum admission grade point average (GPA) or if he/she has one or more admission requirements/documents still pending, as established in the Institutional Admission Policy.

The conditionally admitted student will be enrolled for a maximum term of one semester. At the end of this period, the student must have, at least, the minimum admission GPA required by the academic program. If, by the end of this period, the student does not have, at least, the minimum admission GPA required by the academic program and/or still have some admission requirements/documents pending he/she will be withdrawn from the Institution.

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

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 AU'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.

NO SHOW

No-Shows (NS) are students who fail to attend the first two classes of the session.

At the end of the second class meeting the professor will submit a "No Show" form to the Program Director for each student who failed to attend the first two classes. The Program Director will notify the Office of the Registrar who, upon receipt of the required documentation, will void the student's enrollment.

CROSS REGISTRATION

Upon the evaluation and approval of the Program Director, students may enroll in another accredited institution. The courses taken at other institutions must not be offered at the Miami Campus. Students must provide evidence of their status as regular students at the Miami Campus to be able to benefit from cross registration. Specific cross registration requirements for the different programs are covered in the applicable sections of this catalog.

The student must submit a complete "Request for Transfer of Credits" form to the appropriate academic Program Director. The student must list on that form all courses he/she wants to be considered for transfer, and provide evidence of having fulfilled such coursework. The Program Director will then evaluate this request and approve it accordingly. The transfer of credits becomes official only upon the payment of the

transfer fee (if applicable), which may also be automatically assessed in the student's billing account. Students who do not receive approval for cross registration by the Program Director will not be eligible to receive a transfer of credits.

TRANSFER OF CREDIT POLICY

The Miami Campus accepts into its programs of study students who transfer from post-secondary institutions which are accredited by a regional or national accrediting association recognized by the U.S. Department of Education. Upon receipt of the application for admission and official academic transcripts from all colleges or universities of higher education attended, the student will receive a Transfer of Credit evaluation from the Admissions Officer. The transfer student's application is reviewed by the Admissions Officer and approved by the Director of the specific academic program for which enrollment is sought.

A student holding an AA or AS degree from a U.S. accredited institution will be accepted as an upper level transfer student. However, the student must meet the specific admission requirements of the program in which they wish to enroll.

The process of transfer of credit is not automatic. Students at the Miami Campus must request a transfer of credits at the Office of Enrollment Management subsequent to enrollment during their first academic session in order to initiate this process. The following steps must be followed:

1. The student must complete a "Request for Transfer of Credits" form from the Office of Enrollment Management.

2. Undergraduate students must list all institutions from which courses may be transferred.

3. Graduate students must list all courses and their AU equivalent for which they are requesting transfer.

4. The student must attach the following documents to the transfer of credits form: (a) official transcripts, (b) catalog course description and/or syllabus of courses requested for transfer of credit, as deemed appropriate.

5. A transfer of credits becomes official only upon approval of the Program Director and payment of the applicable fee, which may also be automatically assessed in the student's billing account.

Transfer of credits from Albizu University is up to the receiving institution.

INTERCAMPUS TRANSFER

The request for intercampus transfer must be approved by the Chancellor in consultation with the Program Director of the campus where the student is currently enrolled. Each academic program will evaluate the student and determine if he or she shall be admitted or not. Admission into the desired program and proper transfer of credits will be determined by the Program Director and Faculty of the receiving campus.

LEAVE OF ABSENCE (LOA)

Institutional leave is an administrative status which permits students to interrupt their program of studies. Institutional leaves must be approved by the Academic Program Director upon completion and evaluation of the required form. Students seeking an institutional leave must apply for the leave according to the deadlines established by the University in the Academic Calendar.

Detailed instructions and a form for applying for an institutional leave may be obtained at the Office of the Registrar. The Institutional Leave of Absence Form should include a note with regards to the consequences of a leave of absence for more than 180 days to Financial Aid Programs participants. All leaves of absence are for a period of one session and must be renewed thereafter by the student following the same procedure.

Students who fail to register without an authorized institutional leave will be administratively withdrawn from the Academic Program and will be required to apply for readmission under the new current catalog requirements in effect at the time of their readmission for such academic program.

The time limitation for degree completion may not be extended beyond the maximum degree completion term, as established in the catalog. Undergraduate and graduate students are allowed a maximum of three (3) institutional leaves of absence during their course of study. Students can take the leaves of absence, if approved, consecutively or during non-consecutive academic sessions.

TRANSITIONAL LEAVE

This is an institutional leave available only to students who have completed all academic requirements and are waiting to start an internship or practicum. This leave will be granted to students who meet these criteria upon approval of the Program Director.

WITHDRAWAL FROM THE UNIVERSITY

Notice of withdrawal from the University, for any reason, is not official until the student submits a completed Full Withdrawal from AU form to the Registrar's Office. In order to process a complete withdrawal, the student must complete an exit interview at the Financial Aid Office.

ADMINISTRATIVE WITHDRAWAL (AW)

Administrative withdrawal (AW) may occur when a student does not comply with at least 50% of the course criteria, as specified in the syllabus or when students do not comply with the fees and payment arrangements made upon enrollment.

Administrative withdrawals due to non-compliance with at least 50% of the course criteria will be granted up to the last day for total/partial withdrawal, according to the Academic Calendar.

An administrative withdrawal does not exempt the student from any financial obligations incurred (please see refund policies).

UNDERGRADUATE PROGRAM READMISSION

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

Students dismissed for academic reasons may reapply for readmission to the same program after at least one academic session has elapsed since dismissal. However, they may opt to apply immediately to a different program at the University. Students dismissed for non-academic reasons shall not reapply for admission to any program. Once the readmission package is completed, the Program Director and program faculty will review the record. The University reserves the right whether to readmit students.

Readmission applications must be requested from and returned to the Office of Enrollment Management.

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 occurs: 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 reapply for readmission to the same program after at least one academic session has elapsed since their dismissal. These students must provide evidence demonstrating how academic deficiencies were remediated. However, they may opt to apply immediately to a different program at the University.

Students dismissed for non-academic reasons cannot reapply 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 program faculty with the Registrar will review the record. The University reserves the right whether to readmit students. The following procedures for readmission will apply:

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

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

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

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

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

6. The total number of times that a readmitted student can take either the Master's or the Doctoral Comprehensive Examination is four (4). In the case of the readmitted student, the number of times the comprehensive tests taken before applying for readmission will be subtracted from the total number of times allowed for taking the exam

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

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

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 category

Course prefixes identify the content of the course or discipline.

PSY	Psychology (Bachelors)
HUM	Humanities
MAT	Mathematics
LIT	Literature
REA	Reading
EEX	Exceptional Student Education (Undergrad)
EEXX	Exceptional Student Education (Masters)
PSYM	Psychology (Masters)
PYIO	I/O Psychology (Masters)
MSLP	Speech and Language Pathology (Masters)
PSYD	Psychology (Doctoral)
FORE	Forensic
HUMN	Human Services
CMP	Applied Behavior Analysis
EAB	Case Management
LGBT	Gay and Lesbian Studies

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

The University employs the following grading system:

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

POLICY FOR INCOMPLETE GRADES

Students with satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the session may, as approved by the professor, receive a grade of "I" (Incomplete) together with a provisional letter grade indicating the level of performance on the work completed to date and the work due to be completed.

Acceptable reasons to be considered by the professor for awarding grades of "I" include, but are not limited to, serious illness, accident or hospitalization of the student, their dependents, spouse or significant other, natural disasters, military mobilization, or a court ordered appearance. Any other hardship circumstances must be approved by the Chancellor. Written proof of evidence is required in all cases except for natural disasters.

An Incomplete has to be removed by the due date for midterm grade submission of the following academic session. The student has to request the professor to remove the incomplete. The professor proceeds to complete the Change of Incomplete Form and submit it to the Registrar's.

If the student needs to attend the course in its entirety or the latter half of the course after midterm, this requirement will be at the sole discretion of the professor. In this case, the change of grade will be submitted by the professor on the due date for final grade submission.

Grades of Incomplete that fail to be removed by this date will be automatically assigned the provisional grade granted when the Incomplete was approved. The student will view the final grade through the university's online student services platform.

Under no circumstances will an incomplete grade be awarded for remedial purposes, or for reasons not specified in this section or expressly approved by the Chancellor.

Each grade of "I" must be removed during the academic session following its receipt. After this term has elapsed, the letter grade accompanying the provisional "I" will automatically become the final grade if the course requirements have not been fulfilled.

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee (as established by the Board of Trustees) for the removal of each "I" grade. Incomplete grades will not be taken into consideration for the grade point average (G.P.A.) during any session in which an "I" is obtained, but will be after the aforementioned term for removing the Incomplete has expired.

Any extension of an Incomplete must be requested to the Chancellor by the student in writing with the supporting documentation included. The Chancellor, at his/her sole discretion may or may not approve it.

POLICY FOR NO GRADE (NG)

No grade reported (NG) is 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. A grade of NG can only be used in circumstances where the faculty member experiences a documented hardship that prevents him/her from submitting the corresponding grade. Hardship is defined as serious illness, accident or hospitalization of the faculty, his/her dependents, spouse or significant other, natural disasters, military mobilization, court ordered appearance or any other circumstances approved by the Chancellor. It is the faculty member's responsibility to take the necessary steps to remove a grade of "NG" no later than 30 calendar days after final grades are submitted.

Grades of "NG" that fail to be removed by this date will be automatically referred to the Program Director for final adjudication.

CHANGE OF GRADES

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

At the end of each academic session, grades will be made available online to students through the official institutional platform.

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

STUDENT EVALUATION

Student evaluation information for each program is covered in the applicable sections of this catalog.

GRADUATE LEVEL DEGREE EVALUATION POLICY

It is mandatory that the students whose programs, at the graduate level, require a degree examination or evaluation register to take the same after they have successfully passed the courses of the areas to be evaluated by each of the academic programs. Each program will also determine the specific requirements that they need to comply with to register in these evaluations.

ACADEMIC PROBATION

See the applicable academic program for specific information regarding academic probation.

DISCIPLINARY PROBATION

A disciplinary probation is a sanction serving notice to students that their behavior is in serious violation of institutional policies and procedures, and that continued enrollment depends upon satisfactory performance during the period of probation. Please refer to the General Policies and Disciplinary Procedures Manual for the applicable guidelines.

ACADEMIC DISMISSAL

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

Readmission must be requested through the completion of all required readmission documentation and its submission to the Office of Enrollment Management. The University reserves the right whether to readmit students that were dismissed for academic reasons.

DISCIPLINARY PROCEDURES

The Office of the Dean of Student Affairs provides orientation in all matters related to institutional norms and policies. Please refer to the General Policies and Disciplinary Procedures Manual for detailed information about conduct that may constitute a minor or a major infraction of institutional policies and the applicable sanctions.

AU has internal proceedings in place to address disciplinary and academic issues. AU students must follow the applicable channels to pursue any kind of grievance or concern.

It should be noted that all disciplinary procedures are viewed as an administrative process wherein legal representation is not permitted, except as indicated in the General Policies and Disciplinary Procedures Manual.

APPEAL PROCEDURES

The appeal procedures offered to students by the University are found in the General Policies and Disciplinary Procedures Manual.

The Board of Trustees is the last administrative forum of appeal for the student within the University. Students must follow the appropriate sequence and channels of appeal for all grievance procedures. Any use of outside forums before exhausting internal channels will be considered a violation of AU's grievance procedures and construed as manipulative and an undue pressure (see General Policies and Disciplinary Procedures Manual).

ACADEMIC ADVISEMENT

Upon admission to the Miami Campus, the Program Director will assign a Faculty member who will serve as the student's advisor. An academic advisor's signature is required for the registration of all new students. Thereafter, it is the student's responsibility to meet with their advisor before registering and periodically throughout the student's academic career, as determined by the student and advisor. It is the student's responsibility to seek advisement pursuant to his/her academic goals. In case of any conflicting issues, the student must present to the Program Director, within 20 working days, written notification of the advisement complaint at issue.

CHANGE OF MAJOR AND/OR CONCENTRATION

Students who request a change of major and/or concentration within their program must abide by the catalog and amendments in effect at the time that they petition the change.

For specific information regarding change of major and/or concentration, please refer to the applicable sections of the pertinent degree program.

A non-refundable fee is required for change of major and/or concentration.

COURSE CANCELLATION POLICY

AU may cancel courses due to lack of enrollment. When courses are cancelled, the designated program will contact the students enrolled in the cancelled courses and the Office of the Registrar to proceed with the class cancellation in the system. The student is responsible for contacting his/her academic advisor to select a replacement for the cancelled course and to register for any additional courses.

INDEPENDENT STUDY COURSES

Independent Study allows a student to take a regular course from an instructor on an individual or small group basis, rather than in a classroom setting. Such courses place a greater emphasis on self-directed study, under the supervision of a professor. Independent study courses are designed to give flexibility to academic programs and to allow students to complete academic requirements under special conditions in addition to regular course offerings. These specific conditions are established by each program in the applicable section of this catalog. A student may, with a professor's approval and the approval of the Program Director, enroll in independent studies for a maximum of nine (9) credit hours in a given academic program, after the student has completed a minimum of twenty-four (24) credits. This will not apply to students in the Associate in Arts program who will only be allowed to take a maximum of two independent study courses. In those cases, where the professor is the Program Director, the student must be authorized by the Chancellor. In order to register for an independent study, students must meet eligibility and follow the procedures delineated in the Independent Study: Student/Professor Agreement form. Eligibility guidelines are as follows:

1. availability of a professor

2. the student requires the course to comply with his/her program sequence or for graduation, and the course is not being offered, or the session is closed

3. inability to attend classes due to health reasons or other extenuating circumstances, as approved by the Program Director.

Courses denoted as clinical coursework, cannot be taken on an independent basis. In addition, special restrictions may be applied as stipulated by licensing and accreditation bodies. For further information, refer to the applicable Program section in this catalog.

SPECIAL PROJECT COURSES

Special Project Courses are designed to give breadth to the academic program by allowing students to design courses to fit particular interests.

Refer to the applicable program for the guidelines and requisites for special project courses.

AUDITING COURSES

Active students in any program may be allowed, with the approval of the Program Director, to audit a class. Courses taken for audit do not count toward the degree. Students are allowed to audit a class for the purpose of self-enhancement and/or for

fortifying their knowledge of a particular course or to pass the exams. Audit students do not receive a grade or a credit. Entries in the permanent academic record will appear for those students who have been approved to audit a course. To audit a course, the student will pay for one credit tuition. A grade of AU will appear next to the class audited.

COMPREHENSIVE, QUALIFYING OR DEGREE EXAMINATIONS REQUIREMENTS POLICY

MASTER'S COMPREHENSIVE EXAMINATIONS

It is mandatory for students whose master level programs require a comprehensive or degree examination to register to take the Comprehensive Examination after he/she has approved the courses required by his/her academic program. The student is 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 core (foundation) 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 of the Master degree requirements, the students may apply to receive an M.S. degree.

In order to successfully complete the written comprehensive exams, students must pass all parts of the exams. The number of attempts allowable is four (4). Please see the respective program director for the Master Comprehensive Exams Outline for further information.

Specific requirements can be found under each academic program.

DOCTORAL COMPREHENSIVE EXAMINATIONS

The student applying for a doctoral degree in Albizu must pass the Doctoral Comprehensive Examination, at any time, after the completion of the required core courses of the Program. The student is also required to comply with the following:

1. satisfactory completion of the required doctoral level academic courses
2. overall GPA of 3.00
3. good standing
4. grades of "B" or above in all courses for the Psy.D. Program and in all research courses for the Ph.D. in Human Services Program.

The student aspiring to a doctoral degree must pass the Doctoral Comprehensive or Degree Examination before undertaking the internship, if this is a requirement of the program. Specific requirements can be found under each academic program. These examinations are designed to measure the student's academic knowledge and professional competence in the general areas of psychology or your discipline and in the program's area of concentration. 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 each academic 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 see the respective program director for the Doctoral Comprehensive Examination Outline for further information.

POLICY ON REQUISITES TO ENROLL IN DISSERTATION OR DOCTORAL PROJECT

All candidates for a doctoral degree must complete either a dissertation or a Doctoral Project (Psy.D. students only as stated in program requirements) demonstrating a level of professional and scholarly work in a topic related to their field of study.

Students may begin the Dissertation or the Doctoral Project during or upon the completion of the sixth training block, towards the end of the second year of studies. Specific requirements are indicated in each academic program catalog.

In the case of the students enrolled in the PhD in Human Services program in the Miami Campus, the dissertation process initiates during the first year of studies by completing a Dissertation Concept Paper.

Students are required to enroll for a minimum of two (2) academic sessions for the Dissertation or Doctoral Project.

Students receive a grade of Pass or No Pass for each session they are enrolled in Dissertation or Doctoral Project. If a student receives two (2) grades of No Pass in the Dissertation or Doctoral Project at any time while enrolled in this process, he/she is subject to automatic dismissal from their Academic Program.

Students enrolled in Dissertation or Doctoral Project are considered full-time students up to a maximum of six (6) sessions of enrollment. After the sixth session, students who are only enrolled in this process will be ineligible for financial aid as full-time students.

Additional requirements and guidelines for the Dissertation or Doctoral Project are listed in the Dissertation or the Doctoral Project Handbook available in the corresponding academic program office and online.

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.

ALBIZU UNIVERSITY HONORS CRITERIA

Albizu University establishes the following honors criteria:

For Undergraduate Programs:

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

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

Graduate students receiving honors cannot:
- Receive a grade of "C" or lower in any course
- Receive a No Pass (NP) in Practicum, Internship, Dissertation/Doctoral Project or Comprehensive Examination
- Repeat any courses

POLICY FOR THE NOMINATION FOR CONFERMENT OF A POSTHUMOUS DEGREE TO A STUDENT

Albizu University may award a degree posthumously to a student when the student's immediate family or the student's Faculty, Academic Program Director, or other University official makes such a request, within one year following the death of a student, who has been continuously enrolled in a program of study at Albizu until the time of the onset of a terminal illness, an injury or death, if the following conditions are met:

1. The student must have had an academic average (GPA) of 3.0 or more at the time they ceased to be enrolled in a university graduate program, or an academic average (GPA_ of 2.5 or more, if the student was enrolled in an undergraduate program.

2. The student's death is attributable to illness or accident. Suicidal death would be a disqualifying condition.

3. The student completed 75% of academic coursework towards the declared degree.

4. The student has no disciplinary action documented in the student record.

5. The student has no incident reports from the faculty or other University personnel in the student record.

6. The student displayed irreproachable moral and ethical values during their lifetime.

7. The student is recommended by the Faculty for the corresponding degree.

The graduation application fee will be waived for the posthumous degree.

The request for a posthumous degree must be presented in writing to the corresponding Program Director. Such request must include the full name and address of the person nominated for the degree; the proposed degree to be awarded; a statement of the reasons why the award should be made, addressing the Criteria for Nomination for a Posthumous Degree to a Student, as approved by the Faculty. The Academic Program Director will present the nomination during a General Faculty Meeting, with a majority vote and endorsement by the Chancellor leading to recommendation to the President for said degree. The President will present the nomination for the posthumous degree to the Board of Trustees, who will make the final determination.

STUDENT INFORMATION:
POLICIES APPLICABLE TO ALL PROGRAMS UNLESS OHTERWISE 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:

a. Active in good standing,
b. Inactive on institutional leave,
c. 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 complete a PIN form request, available at the Information Technology Office (IT).

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.

DISABLED STUDENTS

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 accommodations 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 ends 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 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.

A. STANDARDS FOR SATISFACTORY PROGRESS

I. DETERMINATION OF SATISFACTORY PROGRESS – The major components evaluated in the determination of satisfactory progress are the student's academic performance and the time limitation of the degree.

A. **Qualitative Component –** the academic performance of the student is the qualitative measure of satisfactory progress, including:
   1. A minimum Cumulative Grade Point Average (CGPA) – Undergraduate students who apply for financial aid must maintain a minimum CGPA of 2.00 for undergraduate programs, with the exception of students enrolled in the B.A. in Education program, for which the minimum CGPA is 2.50. This is contingent to the approval of courses with the minimum passing grade established.
   2. A minimum CGPA of 3.00 for all master's programs.
   3. A minimum CGPA of 3.00 for doctoral programs and graduate certificates, with the exception of the following San Juan Campus doctoral programs: Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology at the San Juan Campus.
   4. A minimum CGPA of 3.25 for the following San Juan Campus doctoral programs: Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology.

B. **Quantitative Component –** The quantitative component sets a minimum percentage of progress required for all courses enrolled as follows:
   1. For undergraduate programs, students must earn a minimum percentage of 67 off all attempted credit hours.[1]
   2. For master's degree and/or graduate certificate programs, students must earn a minimum of 50% of all attempted credit hours required by the program.[2]
   3. For doctoral programs, the following applies:

Miami Campus		
Program	Credits	Percentage of attempted credits that must be earned per session to stay within maximum time limit[3]
Psy.D. in Clinical Psychology	99	71%
Ph.D. in Clinical Psychology	109	72%
Ph.D. in Human Services	69	67%

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

C. **Norms**

Albizu requires every student enrolled in a degree-seeking or certificate program to show satisfactory academic progress. The student must comply with the following norms:
   1. Every student must maintain at least the minimum CGPA required for his/her active program.

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

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

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

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

D. **Time limitation**
1. Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University.
2. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University.
3. Each Psy.D. or Ph.D. student must earn a degree within a maximum timeframe of seven (7) years.
4. Each Ph.D. in Human Services student must earn a degree within a maximum timeframe of six years.

II. CONSEQUENCES OF NOT MEETING SATISFACTORY ACADEMIC PROGRESS

A. **Warning**

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

1. ACGPA under the minimum required for his/her academic program
2. An NP in a practice module, doctoral dissertation, doctoral project, master's thesis, concept paper, internship, laboratory, or seminar
3. A grade of C or lower in graduate-level courses, with the exception of specific courses that can be passed with a minimum grade of C (for further information, refer to the current University Catalog)
4. A grade of F in an undergraduate-level course
5. A grade of C or lower in any undergraduate-level course that specifically requires a minimum grade of B
6. A grade of D or lower in any undergraduate-level course that specifically requires a minimum grade of C
7. An NP in an undergraduate laboratory, seminar, or practice

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

B. **Academic Dismissal**

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

1. A student who transfers to a new program and who has a CGPA below the admissions requirements for the new program will be subject to the requirements of the new program and thus will be dismissed if he/she fails to reach the minimum required CGPA during the first year of enrollment in the new active program
2. Two (2) NPs in dissertation, doctoral project, master's thesis, internship, laboratories, practicum modules, and/or seminars.
3. A course that is not completed after three (3) attempts for undergraduate programs or two (2) attempts for graduate programs; grades of W and AW will be counted as attempted but not completed credits, therefore having an impact upon the academic standing of the student.
4. Failure to pass the master's or the doctoral level examination after four (4) attempts.
5. Failure to meet the SAP standards for CGPA and/or the required completion rate for his/her active program on two consecutive sessions enrolled after having been placed on Warning status.
6. Two (2) grades of C or lower in specialization courses. If student fails to meet minimum grade of C in the specialization courses, please consult the Institutional Catalog for applicable norms of your academic program.

C. **Financial Aid Suspension**

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

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

D. **Readmission**

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

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

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

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

III. APPEALS

A. **Academic Status Appeals**
1. Academic Status Appeal Process
   a. A student dismissed for failing to meet any of the SAP components will be notified in writing (by institution's email) of the dismissal. Exceptions to the SAP Policy may be requested on a case-by-case basis when a student feels there are mitigating circumstances beyond his/her control that warrant special consideration. A student cannot use the same reason for multiple appeals.
   b. A student is required to submit, as part of the appeal procedure, an explanation of why he/she failed to achieve satisfactory academic progress and of what has changed in his/her situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Supporting documentation must be included.
   c. If the filed appeal is approved, the student will be placed on probation and/or need to follow an agreed mandatory academic plan and will be eligible to receive financial aid.
2. Academic Status Appeal Requirements
   Every filed appeal, whether for an Academic or Institutional Dismissal, must include all the following:
   a. A written academic progress appeal addressed to the Dean of Academic Affairs. This must include a statement explaining the mitigating circumstance(s) warranting special consideration.
   b. Documentation or evidence that supports the circumstances described in the statement, such as letters from physicians, court documents, death certificates, copies of University documents (such as approved requests for Incompletes or course withdrawals accompanied by posted grade changes on transcripts), or, to document financial hardship, bank statements, layoff notices, foreclosure notices, court documents, or other relevant legal documents.

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

B. **Financial Aid Status Appeals**

1. Financial Aid Status Appeal Process
   A student may file an appeal if he/she is placed on Financial Aid Suspension. No financial aid status other than suspension is eligible for an appeal. To file an appeal, the student must complete an appeal form at the Financial Aid Office. As part of the process, an Evaluating Committee of the Appeal is 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.
2. Reestablishing Financial Aid Eligibility
   Financial aid eligibility will be reestablished if:
   a. The filed appeal is accepted by the Evaluating Committee and the student is placed on Financial Aid Probation status.
   b. The student is in Good Standing.

B. 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. **Access for Better Learning and Education (ABLE) Grant Program**—This grant provides tuition assistance to Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities. ABLE is a decentralized state of Florida program, which means that each participating institution determines application procedures, deadlines, and student eligibility.

6. **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.

7. **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.

8. **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.

C. 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.

D. 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.

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. 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 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.

Mail in Registration does not ensure enrollment.

6. 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.

7. 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.

8. 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.

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.

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

It is the student's responsibility to verify in the Academic Calendar, the drop and add period for each academic session. When a student officially drops from any course or courses, within the first week of classes, by 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

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.

SPECIFIC FEES

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.

TUITION (per credit):

Undergraduate	$323.00 per credit
ESOL	$135.00 per credit
College Credit Certificates	$125.00 per credit
Masters	
Speech & Language Pathology	$650.00 per credit
Psychology and I/O Psychology	$620.00 per credit
Exceptional Student Education & TESOL	$600.00 per credit
ASD Graduate Certificate	$175.00 per credit
Doctoral	
Doctor of Psychology (Psy.D.)	$1,050.00 per credit
Ph.D. in Human Services	$800.00 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 PAYABLE EACH TERM

Undergraduate Program	$272.00
Graduate Program	$322.00
Doctoral Internship Students (only registered in Internship) and PhD in Human Services students still working on their Dissertation after having completed the required 15 credits)	$ 50.00
One credit for exams	$ 50.00
Audit courses only	$ 50.00

NON-REFUNDABLE FEES

ALL 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	Cost

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 25.00
Course tuition ..... 135.00 per credit
Global fees 272.00

COLLEGE CREDIT CERTIFICATES:

Application for Admission fee 25.00
Course tuition ..... 125.00 per credit
Global fees 272.00

UNDERGRADUATE PROGRAMS:

Application for Admission fee 25.00
Audit (each course) 323.00
Course tuition ..... 323.00 per credit
Course tuition (BBA Fast Track only) ..... 409.00 per credit
Evaluation of transfer credits 25.00
Global fees 272.00
Language Examination ..... 50.00 per credit
Readmission Fee 50.00

MASTER'S PROGRAMS:

Application Comprehensive Examinations ... 25.00
Application for Admission fee 50.00
Audit (each) ..... one credit fee
Clinical Practicum ..... one credit fee
Course tuition
ESE & TESOL ..... 600.00 per credit
Psychology & I/O Psychology ..... 620.00 per credit
Speech & Language Pathology ..... 650.00 per credit
Evaluation of transfer credits ..... 15.00 per credit
Global fees 322.00
Readmission fee 50.00
Registration for MS Comprehensive Examinations (only) ..... one credit fee
Registration for MS in Speech and Language Pathology Comprehensive Examinations (only) ..... 325.00 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) ..... 99.00 per year

AUTISM SPECTRUM DISORDER GRADUATE CERTIFICATE:

Application for Admission fee	50.00
Course tuition	175.00 per credit
Global fees	322.00

DOCTORAL PROGRAM:

Application for Admission fee	50.00
Doctor of Psychology (Psy.D. Program)	
Doctoral Comprehensive Examination	50.00
Audit (each)	one credit fee
Background Check	Cost
Clinical Practicum	1,050.00 per credit
Course tuition	1,050.00 per credit
Special Projects	1,050.00 per credit
Global fees	322.00
Global fees (for Interns, Students Auditing One Credit or Taking the Doctoral Comprehensive Examination or not having completed the Doctoral Project after having finished their Internship	50.00
Internship application	25.00
Internship registration	200.00 per session
Doctoral Project Seminar	1,050.00 per credit
Doctoral Project	1,050.00 per credit
Doctoral Project	1,050.00 per credit
Doctoral Project Fee (for students that have not completed the Doctoral Project after having finished their Internship)	1,050.00
Doctoral Project	1,050.00 per credit
Ph.D. in Human Services	
Doctoral Comprehensive Examination	50.00
Evaluation of transfer credits	15.00 per credit
Audit (each)	one credit fee
Course tuition	800.00 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	800.00 per credit
Readmission fee	50.00
Registration for Doctoral Comprehensive Examinations (only)	one credit fee
Registration for Doctoral Comprehensive Examinations Global Fee (only)	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)

The above fees are subject to change without prior notice.

For further information, please contact the Finance Office.

SERVICES TO THE COMMUNITY

GOODMAN PSYCHOLOGICAL SERVICES 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, and psychoeducational groups in specialized topic areas (i.e., Parenting Skills Training). 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, and neuropsychological evaluations (when available.).

Currently the Goodman Center is contracted with Miami-Dade County Public Schools to conduct psychoeducational evaluations. 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 four training programs, which are the Doctoral Program in Clinical Psychology, Master's in Psychology Program with major in Marriage & Family Therapy, 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.

DIPLOMA PROGRAM

ESOL

English for Speakers of Other Languages

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

GENERAL DESCRIPTION

The ESOL-Program provides the English language instruction and cultural support required to ensuring students' 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.

TRANSFER OF CREDITS

(Does not apply to the ESOL program.)

ACADEMIC PROBATION

Academic Probation does not apply to ESOL Students. ESOL students who are presently admitted into degree seeking programs 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.

LEAVE OF ABSENCE (LOA)

ESOL students enrolled as degree-seeking students need to follow the policies and procedures for "Leave of Absence" found in the General Section of the Catalog. 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 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.

READMISSION

ESOL students enrolled as degree-seeking students need to follow the established in the Undergraduate or Graduate Readmission Policy, depending on the program in which they are enrolled. ESOL students seeking an ESOL Diploma only, do not have to abide by these policies. 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.

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.

INDEPENDENT STUDY COURSES

ESOL courses will not be offered as independent study, unless approved by the Chancellor

.

RESIDENCY REQUIREMENT

(There is no residency requirement.)

CROSS REGISTRATION

(Does not apply to the ESOL Program.)

ESOL PROGRAM 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 FORIN THE ESOL PROGRAM

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 t heir English writing and grammar skills. This course is designed to meet the needs of ESOL students entering the third course of Level VI. All language areas will be addressed: listening, speaking, reading, writing, and grammar. This course will focus on advanced writing and grammar abilities through learning and applying superior writing and grammar rules, and writing context. Students will be exposed to expositions of essays and compositions, and writing presentations applying peer editing.

The requirement to move to the next level is to obtain a "PASS" in at least two of the ADVANCED SUPERIOR courses. One of them has to be the last one. Students who do not meet this criterion MUST repeat all three courses of the level in order to pass to the next level.

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 ALL OTHER 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 BACKGROUND DATA AND RESEARCH INTERESTS

ESOL PROGRAM 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.
Ceballos, Teresita	B.A. 1979, University of Puerto Rico, Secondary Education; M.S. 1982, University of Bridgeport, Bilingual-Bicultural Education; Certificate 2003, Florida Atlantic University, Education Leadership. Adjunct Professor RESEARCH INTERESTS: Educational Leadership.
Cunill, Philip J.	B.A. 1967, University of Havana, English Language and English and American Literature; M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages. Adjunct Professor RESEARCH INTERESTS: Literary translations, literature and curriculum in English language.
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.
Gutierrez, Lorena	B.S 1988, Higher Institute of Industrial Design, Havana, Cuba; M.W. 2006, Capella University, U.S. Post-Secondary and Adult Education. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; adult Education.

Polo, Alain	B.S. 1994, Higher Pedagogical Institute of Pinar del Rio, Cuba, TESOL; M.S. 1994, Higher Pedagogical Institute of Pinar del Rio, Cuba, English Diploma 2003, Alliance Française, Advanced French Language Studies. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; foreign languages.
Rodriguez, Raul	B.A. 1980, Rafael Maria de Mendive Pedagogical Institute, English; M.S. 2004, National School of Health, Medical Education. ESOL Program Coordinator RESEARCH INTERESTS: Methodology of language teaching; teaching English for medical purposes.
Sierra, Sandra	B.A. 1987, University of Havana, Havana, Cuba, English Language and Literature; M.S. 1992, University of Havana, Havana, Cuba. Adjunct Professor RESEARCH INTERESTS: ESOL methodology; English Literature.

UNDERGRADUATE PROGRAMS

Associate in Arts in General Education

GENERAL DESCRIPTION OF THE ASSOCIATE IN ARTS IN GENERAL EDUCATION DEGREE

The Associate of Arts in General Education degree prepares students to successfully engage in advanced academic coursework leading to a Bachelor's degree and/or enter the workforce as more highly qualified candidates. The program is designed to expose all students to a common general education curriculum (Core Area I), as part of the lower-division coursework, as well as to a series of specified courses (Core Area III) in a concentration of their choice (e.g., Business Administration, Education, Liberal Arts*, Psychology).

The Associate of Arts in General Education degree consists of a minimum of 60 total credit hours: 36 credits of general education courses, 9 credits of elective courses, and 15 to 18 credits of courses in the concentration area of their choice.

In line with the institutional mission, the Program integrates multicultural competencies and a commitment to social responsibility in its curricular offerings.

The availability of day, evening, and technology-assisted, hybrid, 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 GPA of 2.0 on a scale of four points must be maintained in the concentration 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.

* Any lower division electives will satisfy the Liberal Arts and General Education Electives.

PROGRAM GOALS AND OBJECTIVES

Consistent with the philosophy, goals, and objectives of the University, the Associate of Arts in General Education degree seeks to:

1. Provide lower-division students with the necessary academic, interpersonal, and professional skills to enter the workforce and/or successfully transition to upper-division undergraduate coursework toward successful completion of a Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree.

2. Expose students to the foundations of general education while providing an introduction to academic coursework in their specified area of study.

3. Promote an attitude of personal and professional growth that embraces the notion of lifelong learning and continuous improvement.

4. Develop an appreciation for the individual worth and dignity of all people regardless of their background, origin and life circumstances.

5. Develop the students' ability to enhance their quality of life through diverse cultural, leisurely, and creative pursuits as a means to fulfill their life goals.

6. Produce graduates with a deeper understanding of the impact of biological and social phenomena on human behavior as a means of contributing to a more peaceful and just society.

7. Enhance the students' ability to think, read, write, and speak effectively, critically, and analytically.

8. Enhance the students' ability to draw logical conclusions from qualitative and quantitative analyses.

9. Create and promote educational experiences that expose students to various interdisciplinary methodologies with the intent to inform their current and future academic, personal, and professional pursuits.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the Associate's degree at Albizu University are:

1. Evidence of having completed high school or an equivalent.

2. High school graduation index, an equivalent, or when transferring from another Institution (a GPA) of 2.00.

3. Two (2) letters of recommendation from a professor, employer or community leader (Official Form).

For more information, please refer to the Institutional Admission Policy.

CHALLENGE CRITERIA ADMISSION

In accordance with the institutional Conditional Admission Policy, those applicants whose transcripts indicate less than the required 2.00 cumulative GPA at the time of their application to AU may be accepted on a conditional status, as authorized by the program Director. A recommendation must be forwarded to the Program Director from the Office of Enrollment Management for discretionary evaluation. If an applicant is admitted to the program with a grade point average (GPA) of less than 2.0, the applicant's admission is subject to enrollment using the Challenge Criteria. Any student enrolling under this status is limited to a maximum of nine (9) credits.

Students enrolled in the Challenge Program must comply with the following requirements:

1. Less than a 2.0 grade point average.

2. Students with a cumulative GPA of 1.5 or less must submit both high school and college level transcripts of all prior attended educational institutions.

3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

1. Students will be admitted into the Program as degree seeking, with conditional acceptance.

2. Upon admission, students will receive a letter informing them of the conditional acceptance status.

3. The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with him/her on a regular basis.

4. An assessment questionnaire will be administered to determine the students' needs and areas of risk to academic achievement.

5. The student will be allowed to enroll in a maximum of three (3) courses or nine (9) credits per session, and must complete foundation courses before continuing with concentration courses.

6. It is the student's responsibility to make an appointment with his/her assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.

7. The student must achieve a cumulative 2.0 grade point average by the end of the first academic year and be in good standing as evaluated by the Program Faculty.

Failure to comply with the Challenge Criteria policies and procedures will result in dismissal from the program.

TRANSFER OF CREDIT POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate students may transfer up to 60 credits from the two-year Associate of Arts in General Education degree provided that the grades earned for these courses are "C" or higher. Students admitted to the A.A. Program may request to transfer up to 30 credits previously earned from an accredited institution of higher education. The courses that the student seeks to transfer must appear on an official transcript.

Students can request to transfer a maximum of 15 credits through the College Level Examination Program (CLEP), only for Core Area I (General Education) courses, and may earn credit toward their degree with examination performance at the fiftieth percentile or above. Albizu University will not issue credits for prior learning (CPL) or any other experiential learning credits for students entering the Associate in Arts degree program. Only transferred credits accepted prior to the end of the student's first academic session at AU can be applied toward the Associate of Arts degree. All transferred credits used toward a degree must be approved by the Program Director via a Transfer of Credit Request form. The Program Director has the final decision on approval of transferred credits.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The University has established a schedule for each degree program designating the minimum number of earned credits that a student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame. The designated schedule of minimum incremental progress for the Associate in Arts degree program is listed below:

Academic years completed	1	2	3
Number of credits successfully completed	20	40	60

ACADEMIC PROBATION

Undergraduate students must maintain a minimum cumulative and session grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with their advisor and commit to a Progress Plan. Students must enroll in the Mentoring Program through the Office of Student Support Services and meet with their advisor on a regular basis to monitor progress. Failure to maintain the required cumulative GPA of 2.0 for two consecutive academic sessions will result in dismissal, regardless of overall GPA.

Academic probation will result automatically when any of the following conditions occur:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the GPA during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

ACADEMIC DISMISSAL

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

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

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.

DECLARING AREA OF CONCENTRATION

All students in the Associate in Arts in General Education Program must declare an area of concentration by completing and submitting the corresponding form to the Office of the Registrar, upon approval of a faculty advisor. The A.A. degree offers the following concentrations:

1. Business Administration

2. Elementary Education

3. Liberal Arts

4. Psychology

Associate in Arts degree students must have declared an area of concentration by the time they complete 30 General Education electives. Further, A.A. students will not be allowed to take more than 6 credits from a specific concentration area without having declared that concentration as their own.

Students who select a Liberal Arts concentration must design a program of study with a faculty advisor based on the student's area of interest. All Liberal Arts concentrations must be approved by the Program Director for credit toward the Liberal Arts concentration.

TIME LIMITATION

Every candidate for the A.S. or A.A. degree must complete the degree requirements within a period of three (3) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

GENERAL DEGREE REQUIREMENTS FOR THE ASSOCIATE IN ARTS IN GENERAL EDUCATION

The University has established the following requisites, which must be completed before the Associate in Arts degree is awarded:

1. A grade point average (GPA) of 2.0 or higher.

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 associate's degree. Students seeking the associate'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.

CROSS REGISTRATION

Students in the Associate of Arts in General Education degree program may not enroll at other institutions to complete degree requirements without securing written approval from the Program Director for each academic session for which they enroll. Courses taken at other institutions after initial enrollment in the A.A. program at Albizu University are not transferable to the A.A. Program unless the student requests a transfer of credits and receives approval from the Program Director. Under no circumstances may the number of transferred credits from all sources exceed 30.

STUDENT LIFE SKILLS

All Associate in Arts degree students entering the program with no prior college experience must satisfy the Study Life Skills course requirement.

Albizu University
Curriculum Requirements and Transfer Evaluation of Credits
Associate of Arts in General Education

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. GENERAL EDUCATION REQUIREMENTS (36 Credits)

	Course Code		Course Title	Sem. Cdts.	Course Title	Institution/Term	Grade
1			English Composition I	3			
2			English Composition II	3			
3			Oral Communication	3			
4			Mathematics I	3			
5			Mathematics II	3			
6			Behavioral Science	3			
7			Social Science	3			
8			Natural Science	3			
9			Life Science	3			
10			Humanities I	3			
11			Humanities II	3			
12			Cross Cultural Studies	3			
CORE AREA I TOTAL CREDITS				**36**			

CORE AREA II. GENERAL EDUCATION ELECTIVES (9 Credits)

13.			General Education Elective I	3			
14.			General Education Elective II	3			
15.			General Education Elective III	3			
CORE AREA II TOTAL CREDITS				**9**			

CORE AREA III. CONCENTRATION* (15 Credits)

1			Concentration Course I	3			
2		*	Concentration Course II	3			
3		*	Concentration Course III	3			
4		*	Concentration Course IV	3			
5		*	Concentration Course V	3			
CORE AREA III TOTAL CREDITS				**15**			
			TOTAL CREDITS	**60**			

_____ _____
Academic Advisor Program Director

Albizu University
Associate of Arts in General Education
Course Sequence

SESSION	COURSE SEQUENCE
1st Session	English Composition I Oral Communications Social Science Cross-Cultural Studies
2nd Session	English Composition II Behavioral Science Life Science Humanities I
3rd Session Declare Concentration	Mathematics I Natural Science Liberal Arts Elective I Humanities II
4th Session	Mathematics II Liberal Arts Elective II Concentration Area Course I Concentration Area Course II
5th Session	Liberal Arts Elective III Concentration Area Course III Concentration Area Course IV Concentration Area Course V

ASSOCIATE IN ARTS IN GENERAL EDUCATION PROGRAM COURSE DESCRIPTIONS

CORE AREA I: FOUNDATION COURSES (36 CREDITS)

English Composition I (3 credits)

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.

English Composition II (3 credits)

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 (3 credits)

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.

Mathematics (6 credits)

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.

This course is required for all A.A. degree candidates with a concentration in *Education*.

* 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.

Behavioral Science (3 credits)

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.

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.

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.

Social Science (3 credits)

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.

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.

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.

Life Science (3 credits)

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.

Natural Science (3 credits)

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 (6 credits)

SPN101 ELEMENTARY SPANISH I (3 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN102 ELEMENTARY SPANISH II (3 cr.)

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course. Prerequisite: SPN101 Elementary Spanish I.

Cross Cultural Studies (3 credits)

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.

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.

This course is required for all A.A. candidates with a concentration in *Education*.

CORE AREA II: GENERAL EDUCATION ELECTIVES (9 CREDITS)

Liberal Arts/ General Education Electives (9 credits)

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.

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, shall be discussed to help students to enlarge their multicultural views.

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.

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.

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Application and demonstration of basic input and retrieval functions of psychological data utilizing micro/mini computers. Subcultures within the Internet will also be examined.

SLS101 STUDENT LIFE SKILLS (1 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.

CORE AREA III: CONCENTRATION ELECTIVES (15 CREDITS)

Business

ACC101 PRINCIPLES OF ACCOUNTING I (3 cr.)

This course defines the objectives of accounting and their relationship to business. The fundamentals and principles are included, such as debits and credits, classification of accounts, journalizing, preparation of financial statements and the use of the trial balance.

ACC102 PRINCIPLES OF ACCOUNTING II (3 cr.)

An introduction to accounting theory including the function of financial and managerial accounting and the uses of accounting information in decision making within a business. Topics include financial statement analysis, inventory accounting, fixed asset accounting and depreciation, payroll liabilities and taxes, corporation equity transactions, business entity considerations and financial ratio analysis.

MKT462 PRINCIPLES OF MARKETING (3 cr.)

The marketing management concept of satisfying a market need with emphasis on consumer behavior and analysis, product development, pricing, promotion, and distribution strategies. Typical roles and responsibilities of the marketing manager and cultural aspects of marketing will be discussed.

MAN200 PRINCIPLES OF MANAGEMENT (3 cr.)

This course presents the nature of the management functions that are essential for running a business enterprise, including planning and decision-making, organizational structure and culture, leadership and teamwork, as well as fundamentals of control and supervision.

BUL231 LEGAL ENVIRONMENT OF BUSINESS (4 cr.)

The module introduces students to our legal system by exploring the nature of legal relationships in business with emphasis on the foundations of the legal systems and regulatory environment, human resources in the legal environment, ownership, control and corporate governances, securities and financial transactions, and international business.

Education

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.

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.

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.

Liberal Arts

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.

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PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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Psychology

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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.

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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.

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 in the USA.

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.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

ASSOCIATE OF ARTS IN GENERAL EDUCATION DEGREE PROGRAM FACULTY

Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Educational interventions with cross-cultural students; professional writing styles; language curriculum development.
Campa, Fina	B.S. 1992, Caribbean Center for Advanced Studies, Psychology; M.S. Caribbean Center for Advanced Studies, Psychology, School Counseling and Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Depression, anxiety and anger management
Colorado, Jackie	B.S. 2005, Nova Southeastern University, Psychology; M.S. 2010, Carlos Albizu University, General Psychology; Psy.D. 2013, Carlos Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Issues in human sexuality; couple therapy; LGBTQ issues.
Cunill, Philip J.	B.A. 1967, University of Havana, English Language and English and American Literature; M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages. Adjunct Professor RESEARCH INTERESTS: Literary translations, literature and curriculum in English language.

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. Assistant Professor RESEARCH INTERESTS: Cultural competence and diversity; educational equity; generational poverty; educational opportunities for poor children.
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.
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.
Garcia, Carmen	B.B.A. 2011, Carlos Albizu University, Business Administration; M.B.A. 2013, Carlos Albizu University, Business Administration. Adjunct Professor RESEARCH INTERESTS: Human resources; business Administration.
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; education.

Lezcano, Yamila	B.S. 1994, Nova Southeastern University, Psychology; M.S. 2008, Nova Southeastern University, Psychology. Assistant Professor RESEARCH INTERESTS: Social psychology; psychology of personality.
Lledias, Juan Pablo	B.S. 1976, University of Havana, Engineer Geophysicist; Ph.D. 1985, Polytechnic Institute of Havana, Mathematics/Physics Adjunct Professor RESEARCH INTERESTS: Application of mathematical principles to the classroom.
Martinez, 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 Education and Undergraduate Programs. RESEARCH INTERESTS: Cross-cultural issues.
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.

Bachelor of Science in
Psychology

GENERAL DESCRIPTION OF THE BACHELOR OF SCIENCE IN PSYCHOLOGY

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. The availability of day and evening classes is aimed to meet the needs of high school graduates as well as working professionals.

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.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the Bachelor of Science in Psychology degree at Albizu University are:

1. Evidence of having completed high school or an equivalent.

2. High school graduation index, an equivalent, or when transferring from another Institution (a GPA) of 2.00.

3. Two (2 letters of recommendation from a professor, employer or community leader (Official Form).

4. Compliance with all requirements established by the Institutional Admissions Policy which appears in the General Section of the Catalog.

CHALLENGE CRITERIA ADMISSION

In accordance with the institutional Conditional Admission Policy, those applicants, whose transcripts indicate less than the required 2.00 cumulative GPA at the time of their application to AU, may be accepted on a conditional status, as authorized by the Program Director. A recommendation must be forwarded to the Program Director from the Office of Enrollment Management for discretionary evaluation. If an applicant is admitted to the program with a grade point average (GPA) of less than 2.0, the applicant's admission is subject to enrollment, using the Challenge Criteria. Any student enrolling under this status is limited to a maximum of nine (9) credits.

Students enrolled in the Challenge Program must comply with the following requirements:

1. Less than a 2.0 grade point average.

2. Students with a cumulative GPA of 1.5 or less, must submit both high school and college level transcripts of all prior attended educational institutions.

3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

1. Students will be admitted into the program as degree seeking, with conditional acceptance

2. Upon admission, the student will receive a letter informing him/her of the conditional acceptance status

3. The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with them on a regular basis.

4. An assessment questionnaire will be administered to determine the student's needs and areas of risk to academic achievement

5. The student will be allowed to enroll in a maximum of three courses or nine credits per session, and must complete foundation courses before continuing with concentration courses

6. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.

7. The student must achieve a cumulative 2.0 grade point average by the end of first academic year, and be in good standing as evaluated by the Program Faculty.

Failure to comply with the Challenge Criteria policies and procedures will result in dismissal from the program.

TRANSFER OF CREDIT POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate students may transfer up to 60 credits from a two- year accredited institution and up to 90 credits from a four-year accredited institution. Students are required to submit official transcripts for evaluation. All transfer credits used toward a degree must be approved by the Program Director. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Program Director's evaluation and final approval.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The University has established a schedule for each degree program designating the minimum number of earned credits that a student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame. The designated schedule of minimum incremental progress for each degree program is listed below:

Bachelor of Science (B.S.) in Psychology

Academic years completed	1	2	3	4	5	6
Number of credits successfully completed	20	40	60	80	100	120

ACADEMIC PROBATION

Undergraduate students must maintain a minimum cumulative and session grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with their advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student's progress. Failure to maintain a session or cumulative GPA of 2.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an Incomplete ("I") will not be taken into consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three Incompletes ("I") are received in one session.

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

ACADEMIC DISMISSAL

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

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

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.

TIME LIMITATION

Every candidate for the B.S. degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PSYCHOLOGY

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.

CROSS REGISTRATION

Undergraduate students who enroll at other institutions to complete their transfer course requirements must request written approval from the Program Director for each academic session for which they enroll. Subsequent to the completion of coursework requirements for transfer to the Miami Campus, it is the responsibility of the student to ensure that their official transcript from each institution attended is forwarded to the Registrar's Office, and to complete a transfer of credit request at the Office of Enrollment Management.

Curriculum Requirements and Transfer of Credits Evaluation

Bachelor of Science in Psychology

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

	Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1	ENC101	English Composition I	3			
2	ENC102	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	PHI300	Critical Thinking	3			
15	*EAP300	Professional Writing	3			
16	*CGS200	Introduction to Computers	3			

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

1	*PSY200	Foundations of Psychology	3			
2	*PSY202	Psychology of Personality	3			
3	*PSY203	Developmental Psychology	3			
4	*PSY300	Ethnopsychology & Ind. Differences	3			
5	*PSY319	Learning, Memory & Cognition	3			
6	*PSY318	Exp. Personality & Social Psych.	3			
7	*PSY407	Physiological Psychology	3			
8	*PSY406	Abnormal Psychology	3			
9	*PSY408	Statistics in Psychology	3			
10	*PSY409	Research Methodology	3			
11	*PSY315	Ethics & Prof Conduct	3			
12	*PSY428	Intro to Industrial Psychology	3			
13	*PSY350	Careers in Psychology	3			
14	*PSY310	Group Dynamics	3			
15	*PSY311	Interviewing Techniques	3			

CORE AREA III. ELECTIVES (27 Credits)

1	_____	_____	3		
2	_____	_____	3		
3	_____	_____	3		
4	_____	_____	3		
5	_____	_____	3		
6	_____	_____	3		
7	_____	_____	3		
8	_____	_____	3		
9	_____	_____	3		
		Total Credits:	120		

Please refer to Course Descriptions for Available Offers of Those Courses without a Code.

* Courses must be taken at AU.

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

Bachelor of Science in Psychology
Course Sequence

SESSION	COURSE SEQUENCE	TERM	GRADE
1st Session	English Composition I		
	Introductory Life/Physical Science I		
	Introductory Algebra/Math		
	Humanities I		
	Student Life Skills*		
2nd Session	English Composition II		
	Humanities II		
	Introductory Life/Physical Science II		
	Cross Cultural Studies I		
3rd Session	Literature		
	Cross Cultural Studies II		
	Introductory Behavioral Science I		
	Professional Writing		
4th Session	Foundations of Psychology		
	Psychology of Personality		
	Introductory Behavioral Science II		
	Oral Communication		
5th Session	Introduction to Computers		
	Developmental Psychology		
	Abnormal Psychology		
	Ethics & Professional Conduct		
6th Session	Psychology of Learning, Memory and Cognition		
	Physiological Psychology		
	Experimental, Personality and Social Psychology		
	Critical Thinking		
7th Session	Statistics		
	Ethnopsychology and Individual Differences		
	Introduction to Industrial/ Organizational Psychology		
	Elective of Minor Concentration Course I		
8th Session	Research Methodology		
	Careers in Psychology		
	Elective or Minor Concentration Course 2		
	Elective or Minor Concentration Course 3		
9th Session	Group Dynamics		
	Interviewing Techniques		
	Elective of Minor Concentration Course 4		
	Elective or Minor Concentration Course 5		
10th Session	Elective Course		
	Elective Course		
	Elective Course		
	Elective Course		
	TOTAL CREDITS 120		
	* Student Life Skills – Optional (1 credit)		

BACHELOR OF SCIENCE IN PSYCHOLOGY: 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 is complementary to the Bachelor of Science degree in Psychology and consists of 15 credits of coursework. The program's courses have been infused with concepts in working with diverse populations under the framework of behavior analysis. The availability of day, evening and weekend classes is aimed to meet the needs of an ample range of students. Courses in the program are held in classrooms equipped with modern technological resources and conducted by 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.

Curriculum Requirements and Transfer of Credits Evaluation
Bachelor of Science in Psychology
Minor: Applied Behavior Analysis

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

	Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1	ENC101	English Composition I	3			
2	ENC102	English Composition II	3			
3		Oral Communication	3			
4		Introductory Algebra/Math	3			
5		Introductory Behavioral Science I	3			
6		Introductory Behavioral Science II	3			
7		Intro. Life/Physical Science I	3			
8		Intro. Life/Physical Science 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	PHI300	Critical Thinking	3			
15	*EAP300	Professional Writing	3			
16	*CGS200	Introduction to Computers	3			

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

1	*PSY200	Foundations of Psychology	3			
2	*PSY202	Psychology of Personality	3			
3	*PSY203	Developmental Psychology	3			
4	*PSY300	Ethnopsychology & Ind. Differences	3			
5	*PSY319	Learning, Memory & Cognition	3			
6	*PSY318	Exp. Personality & Social Psych.	3			
7	*PSY407	Physiological Psychology	3			
8	*PSY406	Abnormal Psychology	3			
9	*PSY408	Statistics in Psychology	3			
10	*PSY409	Research Methodology	3			
11	*PSY315	Ethics & Prof Conduct	3			
12	*PSY428	Intro. to Industrial Psychology	3			
13	*PSY350	Careers in Psychology	3			
14	*PSY310	Group Dynamics	3			
15	*PSY311	Interviewing Techniques	3			

CORE AREA III. MINOR IN APPLIED BEHAVIOR ANALYSIS (15 Credits)

1	EAB300	Fund. Prin. of Behavior Analysis	3			
2	EAB302	Applied Behavior Analysis	3			
3	EAB301	Ethical & Prof. Conduct in B.A.	3			
4	EAB303	Functional. Assessment & Functional-based Intervention	3			
5	EAB304	Research Methods in Behavior Analysis..	3			

CORE AREA IV. ELECTIVES (12 Credits)

1		_____	3
2		_____	3
3		_____	3
4		_____	3
		Total Credits:	120

Please refer to Course Descriptions for Available Offers of Those Courses without a Code.

*Courses must be taken at AU.

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

BACHELOR OF SCIENCE IN PSYCHOLOGY: MINOR IN CASE MANAGEMENT STUDIES

The minor in Case Management Studies is designed to build knowledge and skills related to case management in mental health and human services settings. Courses in this minor will familiarize students with issues impacting best practices in case management. Students will be exposed to legal and ethical issues encountered in multicultural populations. The minor will also include developmental life span issues and case management with special populations such as people with disabilities, veterans, victims of domestic violence, and other vulnerable populations. The program is complementary to the Bachelor of Science degree in psychology and consists of 18 credits of coursework. The program's courses have been infused with multicultural principles to further broaden students' knowledge of best practices in case management in human services settings. The availability of day, evening and weekend classes is aimed at meeting the needs of an ample range of students. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of case management.

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 the field of case management through an examination of best practices in mental health and human services settings.

2. Conduct an academic minor in case management studies that will allow for the acquisition of theoretical and applied knowledge as well as the practical aspects of case management in multicultural settings.

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, life circumstances and sexual orientation.

5. Provide a forum for the discussion of legal and ethical considerations in the practice of case management, particularly as it relates to confidentiality and conflict of interest issues.

6. Instill in students those skills, attitudes and values necessary to be successful in their professional careers.

Curriculum Requirements and Transfer of Credits Evaluation
Bachelor of Science in Psychology
Minor: Case Management Studies

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

	Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1	ENC101	English Composition I	3			
2	ENC102	English Composition II	3			
3		Oral Communication	3			
4		Introductory Algebra/Math	3			
5		Introductory Behavioral Science I	3			
6		Introductory Behavioral Science II	3			
7		Intro. Life/Physical Science I	3			
8		Intro. Life/Physical Science 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	PHI300	Critical Thinking	3			
15	*EAP300	Professional Writing	3			
16	*CGS200	Introduction to Computers	3			

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

1	*PSY200	Foundations of Psychology	3			
2	*PSY202	Psychology of Personality	3			
3	*PSY203	Developmental Psychology	3			
4	*PSY300	Ethnopsychology & Ind. Difference	3			
5	*PSY319	Learning, Memory & Cognition	3			
6	*PSY318	Exp. Personality & Social Psych.	3			
7	*PSY407	Physiological Psychology	3			
8	*PSY406	Abnormal Psychology	3			
9	*PSY408	Statistics in Psychology	3			
10	*PSY409	Research Methodology	3			
11	*PSY315	Ethics & Prof Conduct	3			
12	*PSY428	Intro. to Industrial Psychology	3			
13	*PSY350	Careers in Psychology	3			
14	*PSY310	Group Dynamics	3			
15	*PSY311	Interviewing Techniques	3			

CORE AREA III. MINOR IN CASE MANAGEMENT STUDIES (18 Credits)

1	CMP101	Introduction to Case Management Studies	3			
2	CMP102	Comprehensive Assessment and Case Planning I	3			
3	CMP103	Comprehensive Assessment and Case Planning II	3			
4	CMP104	Legal and Ethical Dimensions in Case Management	3			
5	CMP105	Developmental Life Span Dimensions in Case Management	3			
6	CMP106	Case Management and Special Populations	3			

CORE AREA IV. ELECTIVES (9 Credits)

1		_____	3			
2		_____	3			
3		_____	3			
		Total Credits:	120			

Please refer to Course Descriptions for Available Offers of Those Courses without a Code.

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

BACHELOR OF SCIENCE IN PSYCHOLOGY COURSE DESCRIPTIONS

NOTE: All program courses area offered in online, hybrid, and/or face-to-face on campus delivery formats in order to better accommodate the diverse needs of our students.

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 sills 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 sills 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 an 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 etiogenesis 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.

SPN101 ELEMENTARY SPANISH I (3 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN102 ELEMENTARY SPANISH II (3 cr.)

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course. Prerequisite: SPN101 Elementary Spanish I

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

PSY250 PSYCHOLOGY AS LITERATURE (3 cr.)

This course serves as an introduction to the literature of popular psychology, as it is perceived and presented to the lay public. Topics in psychology, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

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.

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.

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 ESSSENTIALS OF EFFECTIVENESS AND SUCCESS (3 cr.)

This course will present an overview of neurolinguistics programming techniques and the application of psychological theories in effective behavior. The course will include concepts of personal effectiveness, interpersonal effectiveness, and work/career effectiveness. Cross cultural information on how individuals manage stressful life events, group practices and behavior in both social and work settings will also be presented.

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 COMMUNITIY 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 single0subject experimental designs and direct observational research components. Behavior assessment and intervention strategies will be addressed in the context of evaluating research methodology. Methods of summarizing and analyzing data during the process of direct observation and measurement of behavior will also be explored. Prerequisites: PSY200, EAB300, and EAB301.

Minor in Case Management Studies (18 credits)

CMP101 INTRODUCTION TO CASE MANAGEMENT STUDIES (3 cr.)

This course is an introductory college level course covering the fundamental concepts of case management. Students will review the historical perspectives of case management and plan for the future state of the profession. The roles and responsibilities of the team members working in case management will be identified. Students will also understand legal and ethical issues encountered in case management. Ultimately, the course will discuss standards of care for the profession of case management within a multicultural framework.

CMP102 COMPREHENSIVE ASSESSMENT AND CASE PLANNING I (3 cr.)

In this course, students will discuss case management as a key component of the service (physical and behavioral) delivery system. As a dynamic component of the service delivery system, the course will focus on many factors that will influence the human service delivery system in the future. The course will focus on economic instability, the management care environment, technology, the scarcity of resources, demands for accountability, and the changing political climate.

CMP103 COMPREHENSIVE ASSESSMENT AND CASE PLANNING II (3 cr.)

In this course, students will continue to develop their assessment and evaluation skills in case management. Students will learn to use culturally informed practices, such as appropriate interview questions, bringing up difficult issues and addressing and disarming anger during the evaluation process. The course will also review the process of documenting evaluations, including the administration of mental status exams and recovery planning.

CMP104 LEGAL AND ETHICAL DIMENSIONS IN CASE MANAGEMENT (3 cr.)

The aim of this course is to provide undergraduate psychology students with an introduction to the ethical and legal issues in the field of Case Management and other mental health professions. The course will emphasize the application of ethical principles and standards as well as laws to professional issues in counseling.

CMP105 DEVELOPMENTAL LIFE SPAN DIMENSIONS IN CASE MANAGEMENT (3 cr.)

This course covers the major developmental perspectives as they pertain to the field of case management. Human development across the life span is reviewed with specific emphasis on individuals engaged in social service programs. Aspects of these systems include infant mental health, parental psychopathology, foster care and parenting skills, child sexual and physical abuse, cross over youth, juvenile justice systems and programs for developmentally disabled and individuals in the stage of late adulthood. The course will also review the needs of diverse populations throughout the lifespan.

CMP106 CASE MANAGEMENT AND SPECIAL POPULATIONS (3 cr.)

This course will review the challenges, resources, and interventions that are common in case management with a variety of diverse populations. Specific emphasis will be placed on individuals with particular physical, social and mental health needs that are engaged in social service programs. Particular attention is given to preparation for understanding and relating to persons of diverse backgrounds including populations-at risk and racial or ethnic minorities. Aspects of the course include developmental disabilities, health care and chronic illness challenges, mental health and chronic mental illness, addictions, HIV/AIDS, and those involved in the child welfare system, the juvenile justice system, and the military.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF SCIENCE IN PSYCHOLOGY PROGRAM FACULTY

Aguilar, Martha	B.S. 1987, University of Havana, Chemistry; M.S. 1997, Florida International University, Chemistry. Adjunct Professor RESEARCH INTERESTS: Chemistry
Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students, professional writing styles; language curriculum development.
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:
Campa, Fina	B.S. 1992, Caribbean Center for Advanced Studies, Psychology; M.S. Caribbean Center for Advanced Studies, Psychology, School Counseling and Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Depression, anxiety and anger management.
Cano, Amanda	B.A. 2011, University of South Florida, Psychology; M.S. 2013, Florida International University, Behavior Analysis / Psychology. Adjunct Professor RESEARCH INTERESTS: Behavior analysis; cerebral palsy.
Castro, Monica	M.S. 2005, Barry University, Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Behavior analysis.

Colorado, Jackie	B.S. 2005, Nova Southeastern University, Psychology; M.S. 2010, Carlos Albizu University, General Psychology; Psy.D. 2013, Carlos Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Issues in human sexuality; Couple therapy; LGBTQ issues.
Cunill, Philip J.	B.A. 1967, University of Havana, English Language and English and American Literature; M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages. Adjunct Professor RESEARCH INTERESTS: Literary translations, literature and curriculum in English language.
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. Assistant Professor RESEARCH INTERESTS: Cultural competence and diversity; educational equity; generational poverty; educational opportunities for poor children.
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.
Garcia, Carmen	B.B.A. 2011, Carlos Albizu University, Business Administration; M.B.A. 2013, Carlos Albizu University, Business Administration. Adjunct Professor RESEARCH INTERESTS: Human resources; business administration.
Gilbert, Monica	B.S. 2007, Florida International University, Psychology; M.S. 2012, Florida International University, Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Behavior analysis; mental health.

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.
Guigou, Issel	B.S. 2010, Florida International University, Communications; M.A. 2015, Florida International University, English. Adjunct Professor RESEARCH INTERESTS:
Hoyte, Jennifer	B.S. 1979, The Ohio State University, Mathematics; M.S. 1980, The Ohio State University, Computer Science; Ed.S. 2013, Florida International University, Education; Ph.D. 2017, Florida International University, Math Education. Adjunct Professor RESEARCH INTERESTS: Computer sciences; Math education.
Lezcano, Yamila	B.S. 1994, Nova Southeastern University, Psychology; M.S. 2008, Nova Southeastern University, Psychology; Assistant Professor RESEARCH INTERESTS: Social psychology, psychology of personality.
Lledias, Juan Pablo	B.S. 1976, University of Havana, Engineer Geophysicist; Ph.D. 1985, Polytechnic Institute of Havana, Mathematics/Physics Adjunct Professor RESEARCH INTERESTS: Application of mathematical principles to the classroom
Lyn, Robyn K.	B.S. 2007, Florida International University, Psychology; M.S. 2011, Florida International Education, 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 Education and Undergraduate Programs RESEARCH INTERESTS: Cross-cultural issues
Olavarria, Mario	B.S. 1991, Parks College of St. Louis University, Aviation Business; Psy.D. 1998, California School of Professional Psychology (Fresno), Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Health psychology; cross-cultural psychology.
Pagoulatos, Eva	B.A. 2004, The American College of Greece, General Psychology; M.S. 2006, Albizu University, General Psychology; Psy.D. 2010, Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS:
Perez, Miguel	A.A. 2005, Miami Dade College, Psychology; B.A. 2008, Florida International University, Psychology; M.S. 2010, Carlos Albizu University, Psychology. Adjunct Professor RESEARCH INTERESTS: Psychology and behavior.
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.
Plasencia-Diaz, Michelle	B.A. 2002, Florida International University, English; M.Ed. 2014, Lamar University, School Counseling; M.Ed. 2019, American College of Education, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: English language; school counseling; educational leadership.
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.

Snow, Massiel	A.A. 2000, Lakeland College, Spanish; B.A. 2003, University of Illinois, Spanish Education; M.S. 2011, Carlos Albizu University, Psychology; Psy.D. 2017, Carlos Albizu University, Clinical Psychology. Adjunct Faculty RESEARCH INTERESTS:
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.
Vazquez, Barbara	B.S. 1997, Caribbean Center for Advanced Studies, Psychology; M.S. 1999, Caribbean Center for Advanced Studies, Industrial and Organizational Psychology. Adjunct Professor RESEARCH INTERESTS: Psychology and behavior.
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.
Zablah, Elena	B.S. 2014, Carlos Albizu University, Psychology; M.S. 2017, Florida International University, Adult Education & Human Resources Management. Adjunct Professor RESEARCH INTERESTS: Adult education; human resources management.

Bachelor of Science in
Criminal Justice

GENERAL DESCRIPTION OF THE BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

The Bachelor of Science in Criminal Justice is designed to further students' knowledge in the field of criminology and provide for the practical application of forensic techniques in crime related scenarios. The purpose of the program is to prepare culturally sensitive practitioners to identify the precursors to criminal behavior, engage in ethical forensic practice, and improve recidivism rates in criminal issues.

The program consists of 121 credits of coursework. AU's unique program design integrates into the field of criminal justice the study and understanding of human behavior and sensitivity towards culturally diverse populations. A highlight of the program is the minor in Behavioral Sciences, where students will learn to incorporate behavioral and emotional theories into community service settings.

Students must enter the program with a cumulative grade point average (GPA) of 2.0 (on 4.0 scale) or above from previous institutions. Students applying with a GPA lower than 2.0 will be granted provisional acceptance into the degree program, contingent upon completing the provisional acceptance period in the program with a GPA of 2.0 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 Science. Students who are transferring must have an overall grade point average of 2.0 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 2.00 or higher must be maintained in the degree program.

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 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 criminal justice training for its students.

2. Conduct an academic program in criminal justice that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in the solution of forensic problems.

3. Provide training in criminal justice in a professional atmosphere, with actualized research and practical experiences that will be applicable to students in their future professions.

4. Perceive the biological, social, and emotional precursors to criminal behavior and crimes.

5. Identify both civil and criminal laws in the United States and how they are associated to immigrant populations.

6. Provide students with a foundation in behavioral sciences, including integral components of physical, emotional and social processes.

7. Identify a variety of community service resources that can be applicable when working with individuals in forensic and mental health settings.

8. Expose students to the nature of working in a group setting with both professionals and individuals with behavioral health issues.

9. Provide a forum for the debate of psychological issues with forensic populations, particularly substance abuse and recidivism.

10. Instill in students those skills, attitudes and values necessary to be successful in forensic work.

11. Provide students with current issues in criminology including violence, HIV/AIDS, substance abuse and crisis intervention skills needed for competent practice in criminal justice settings.

12. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.

MINOR IN BEHAVIORAL SCIENCES

The minor in Behavioral Sciences is designed to familiarize students with the cognitive, behavioral, and emotional processes that occur in individuals. Students in this minor area of study will be exposed to current topics in the field of psychology including the group processes and improving maladaptive behaviors. Students will also become familiar with identifying community resources and networks in need of assistance from society and review the relationship between the legal and psychological professions.

The program is complementary to the Bachelor of Science degree in Criminal Justice and consists of 15 credits of coursework. The program's courses have been infused with multicultural principles to further broaden students' knowledge of the cultural needs of various populations. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of behavioral science.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the Bachelor of Science in Criminal Justice degree at Albizu University are:

1. Evidence of having completed high school or an equivalent.

2. High school graduation index, an equivalent, or when transferring from another Institution (a GPA) of 2.00.

3. Two (2) letters of recommendation from a professor, employer or community leader (Official Form).

4. Compliance with all requirements established by the Institutional Admissions Policy which appears in the General Section of this Catalog.

CHALLENGE CRITERIA ADMISSION

In accordance with the institutional Conditional Admission Policy, those applicants, whose transcripts indicate less than the required 2.00 cumulative GPA at the time of their application to AU, may be accepted on a conditional status, as authorized by the Program Director. A recommendation must be forwarded to the Program Director from the Office of Enrollment Management for discretionary evaluation. If an applicant is admitted to the program with a grade point average (GPA) of less than 2.0, the applicant's admission is subject to enrollment, using the Challenge Criteria. Any student enrolling under this status is limited to a maximum of nine (9) credits.

Students enrolled in the Challenge Program must comply with the following requirements:

1. Less than a 2.0 grade point average.

2. Students with a cumulative GPA of 1.5 or less, must submit both high school and college level transcripts of all prior attended educational institutions.

3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

1. Students will be admitted into the program as degree seeking, with conditional acceptance

2. Upon admission, the student will receive a letter informing him/her of the conditional acceptance status

3. The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with them on a regular basis.

4. An assessment questionnaire will be administered to determine the student's needs and areas of risk to academic achievement

5. The student will be allowed to enroll in a maximum of three courses or nine credits per session, and must complete foundation courses before continuing with concentration courses

6. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.

7. The student must achieve a cumulative 2.0 grade point average by the end of the first academic year, and be in good standing as evaluated by the Program Faculty.

Failure to comply with the Challenge Criteria policies and procedures will result in dismissal from the program.

TRANSFER OF CREDIT POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate students may transfer up to 60 credits from a two- year accredited institution and up to 90 credits from a four-year accredited institution. Students are required to submit

official transcripts for evaluation. All transfer credits used toward a degree must be approved by the Program Director. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Program Director's evaluation and final approval.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The University has established a schedule for each degree program designating the minimum number of earned credits that a student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame. The designated schedule of minimum incremental progress for each degree program is listed below:

Bachelor of Science (B.S.) in Criminal Justice

Academic years completed	1	2	3	4	5	6
Number of credits successfully completed	20	40	60	80	100	121

ACADEMIC PROBATION

Undergraduate students must maintain a minimum cumulative and session grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with their advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student's progress. Failure to maintain a session or cumulative GPA of 2.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

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.

TIME LIMITATION

Every candidate for the B.S. degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN CRIIMNAL JUSTICE

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. Note: For the bachelor's degree in Speech and Language Therapy a grade of "B" or higher is required for 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.

CROSS REGISTRATION

Undergraduate students who enroll at other institutions to complete their transfer course requirements must request written approval from the Program Director for each academic session for which they enroll. Subsequent to the completion of coursework requirements for transfer to the Miami Campus, it is the responsibility of the student to ensure that their official transcript from each institution attended is forwarded to the Registrar's Office, and to complete a transfer of credit request at the Office of Enrollment Management.

ALBIZU UNIVERSITY
CURRICULUM REQUIREMENTS AND TRANSFER EVALUATION OF CREDITS
B.S. IN CRIMINAL JUSTICE
Minor: Behavioral Sciences

Name _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (45 Credits)

	Course Code	Course Title	Ses. Crs.	Course Title	Institution/Term	Grade
1	ENC101	English Composition I	3			
2	ENC102	English Composition II	3			
3		Oral Communication	3			
4		Introductory Algebra/Math	3			
5		Introductory Behavioral Science	3			
6		Introduction to Psychology	3			
7		Introductory Life/Physical Science I	3			
8		Introductory Life/Physical Science 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	PHI300	Critical Thinking	3			
15	*CGS200	Intro to Computers	3			

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

1	FOR200	Intro to Criminology	3			
2	FOR201	Juvenile Delinquency	3			
3	FOR400	Criminal Justice	3			
4	POS300	American Government	3			
5	PSY408	Statistics in Psychology	3			
6	PSY409	Research Methodology	3			
7	CCJ301	Policing & Law Enforcement	3			
8	CCJ302	Crime Control in America	3			
9	CCJ401	Cybercrime & Criminalistics	3			
10	CCJ405	Criminal Investigation	3			
11	CCJ402	Crime Scene Investigation	3			
12	CCJ300	Criminal Law	3			
13	CCJ403	Interview & Interrogation	3			
14	CCJ404	Correctional Institutions	3			
15	CCJ400	Ritualistic Crime Investigation	3			

CORE AREA III MINOR (15 Credits)

1	PSY313	Principles of Behavior	3			
2	PSY314	Community Service Systems	3			
3	PSY327	Substance Use, Abuse & Dep	3			
4	PSY418	Intro to Forensic Psychology	3			
5	PSY310	Group Dynamics	3			

CORE AREA III. ELECTIVES (15 Credits)

1			3			
2			3			
3			3			
4			3			
5			3			
6	SLS101	Student Life Skills	1			

121

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

Please refer to Course Descriptions for Available Offers of Those Courses without a Code.

Bachelor of Science in Criminal Justice
Minor: Behavioral Sciences
Course Sequence

SESSION	COURSE	Pre-Requisite
1st Session	English Composition I Oral Communication Introductory Algebra/Math Introductory Behavioral Science Humanities I Student Life Skills	None
2nd Session	English Composition II Introduction to Psychology Humanities II Introductory Life/Physical Science I Cross Cultural Studies I	English Composition I
3rd Session	Critical Thinking Introductory Life/Physical Science II Cross Cultural Studies II Introduction to Computers Literature	Intro to Life/Phys Sci I Cross Cultural Stud I
4th Session	Introduction to Criminology American Government Criminal Justice Principles of Behavior Elective	Intro to Psych
5th Session	Juvenile Delinquency Criminal Law Policing & Law Enforcement Community Service Systems Elective	Intro to Criminology
6th Session	Crime Control in America Cybercrime & Criminalistics Criminal Investigation Substance Use, Abuse & Dependence Elective	
7th Session	Crime Scene Investigation Statistics in Psychology Interview & Interrogation Introduction to Forensic Psychology Elective	
8th Session	Correctional Institutions Ritualistic Crime Investigation Research Methodology Group Dynamics Elective	Statistics in Psychology
	TOTAL CREDITS 121	

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE COURSE DESCRIPTIONS

NOTE: All program courses are offered in online, hybrid, and/or face-to-face on campus delivery formats in order to better accommodate the diverse needs of our students.

Core Area I: Foundation Courses (45 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 sills 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 sills 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

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.

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.

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.

Introduction to Psychology

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.

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 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.

SPN101 ELEMENTARY SPANISH I (3 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN102 ELEMENTARY SPANISH II (3 cr.)

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course. Prerequisite: SPN 101 Spanish I

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

PSY250 PSYCHOLOGY AS LITERATURE (3 cr.)

This course serves as an introduction to the literature of popular psychology, as it is perceived and presented to the lay public. Topics in Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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.

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.

**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: Major Concentration (45 credits)

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.

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.

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., MAT200 – Mathematics for Health Professionals; MAT102 – 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)

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.

CCJ301 POLICING & LAW ENFORCEMENT (3 cr.)

This is an introductory course designed to provide students with an understanding of law enforcement principles and practices. The course will present a general survey of the history and social issues involved in law enforcement in a democratic society with significant problems of crime. The course will also focus on aspects of police administration and police-community linkages.

CCJ302 CRIME CONTROL IN AMERICA (3 cr.)

Crime control in America focuses on the research regarding the effectiveness of various crime control programs. This course is designed to provide students with a broad analysis of both historic and contemporary crime control strategies implemented by the police, courts, legislators, and the correctional system. Studies indicating strengths and weaknesses of each strategy are examined. Special approaches outside the criminal justice system are reviewed, as well as juvenile crime issues. The course will offer suggestions as to where more research in this area might be best directed.

CCJ401 CYBERCRIME & CRIMINALISTICS (3 cr.)

This course will introduce students to legal and social issues as it relates to computer crimes, as well as defining computer crime, and providing specific examples of criminal activities involving computers, while discussing the phenomenon in the context of the criminal justice system. This course will provide students with a comprehensive analysis of current case law, constitutional challenges, and government legislation that relate to computer crimes. The course will also introduce students to aspects of Organized Crime & Terrorism and how it relates to computer related crimes as well as comprehensive information on Processing Evidence and Report Preparation.

CCJ405 CRIMINAL INVESTIGATION (3 cr.)

This course covers the fundamentals of criminal investigation including the gathering of investigative information from victims and witnesses, the search and recording of crime scenes, and the principles involved in collecting and preserving physical evidence. There is a strong emphasis on investigative policies, procedures, and practices that are necessary and essential to secure the truth within today's legal climate.

CCJ402 CRIME SCENE INVESTIGATION (3 cr.)

This course presents a systematic approach to the techniques that will help students answer the critical what, who, when questions of crime scene investigations. The course will focus on crime scene processing to familiarize students on the latest database technologies, digital cameras, DNA analyses and computer-aided crime scene reconstructions. Students will be introduced to crime scene reconstruction, as well as search and seizure laws that are fundamental for building a case.

CCJ300 CRIMINAL LAW (3 cr.)

This course introduces students to basic concepts of criminal law and criminal procedure. The course covers the development of the American legal system and places it in its historical context. The student will learn how the American legal system works, including how a case proceeds from the commission of an act which may be a crime through trial, appeal, incarceration and release. The student will also learn about the procedural protections afforded by the Constitution and the Bill of Rights. In addition, the student will become familiar with the wide range of behavior that is considered criminal, from murder to treason, from assault to property crimes, and from terrorism to bribery.

CCJ403 INTERVIEW & INTERROGATION (3 cr.)

This course will focus on the art of inquiry and persuasion. The course presents the student with standard techniques of communication while offering options for eliciting information. Interviewing procedures for obtaining statements from children and difficult adult populations will be explored. Emphasis is on investigative methodologies consistent with federal and state constitutional principles.

CCJ404 CORRECTIONAL INSTITUTIONS (3 cr.)

Correctional Institutions is a multidisciplinary study of corrections from the early 1800's to the present. Significant studies relating to the role of corrections and the methods of community treatment and analysis of current models and practices will be presented. This course focuses on the roles of corrections and offenders within society. The course presents a philosophical and historical view of the development of corrections (post-adjudication processing of criminal offenders) focusing on adult offenders. The course will present topics that include administrative and operational components of corrections, criminals in confinement, post-adjudication procedures and problems, and community corrections.

CCJ400 RITUALISTIC CRIME INVESTIGATION (3 cr.)

This course introduces students to basic concepts of ritualistic crime investigation and strategies for the objective identification of crimes involving religious beliefs. The course covers the emergence of ritualistic crimes as a unique phenomenon in North American culture. The student will learn about the nature and history of cult movements in general with particular emphasis on recent destructive cults that involve homicide and suicide of its members. The student will become familiar with the basic structure of cults, the psychological profile of cult leaders and followers, and the detrimental effects cults can have on the individual, families and society in general. The course will present guidelines to determine the criminal and non-criminal aspects of non-traditional religious practices in the United States.

Core Area III: Minor in Behavioral Sciences (15 credits)

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.

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

This course introduces the student to the range of substance use, abuse and dependence issues, 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.

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

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 process. Topics in Group Dynamics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Core Area IV: Electives (15 credits)

Undergraduate level course (100 to 499 level) in any discipline that are a minimum of 3 credits will be considered elective courses including those below.

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, behaviorist, 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 I Course).

PSY407 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

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

PSY315 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The Ethical Principles and Guidelines for Psychologist, Mental Health Counselors, and Marriage 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 (3cr.)

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 its implications in mental health careers will also be addressed.

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.

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 BEHAVIOR (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.

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.

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.

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 (1 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.

***SLS101 is required for students without prior college experience.*

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE PROGRAM FACULTY

Aguilar, Martha	B.S. 1987, University of Havana, Chemistry; M.S. 1997, Florida International University, Chemistry. Adjunct Professor RESEARCH INTERESTS: Chemistry
Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students, professional writing styles; language curriculum development.
Campa, Fina	B.S. 1992, Caribbean Center for Advanced Studies, Psychology; M.S. Caribbean Center for Advanced Studies, Psychology, School Counseling and Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Depression, anxiety and anger management.
Colorado, Jackie	B.S. 2005, Nova Southeastern University, Psychology; M.S. 2010, Carlos Albizu University, General Psychology; Psy.D. 2013, Carlos Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Issues in human sexuality; Couple therapy; LGBTQ issues.
Cunill, Philip J.	B.A. 1967, University of Havana, English Language and English and American Literature; M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages. Adjunct Professor RESEARCH INTERESTS: Literary translations; literature; curriculum in English language.
Garcia, Carmen	B.B.A. 2011, Carlos Albizu University, Business Administration; M.B.A. 2013, Carlos Albizu University, Business Administration. Adjunct Professor RESEARCH INTERESTS: Human resources; business administration.

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.
Guigou, Issel	B.S. 2010, Florida International University, Communications; M.A. 2015, Florida International University, English. Adjunct Professor RESEARCH INTERESTS:
Lledias, Juan Pablo	B.S. 1976, University of Havana, Engineer Geophysicist; Ph.D. 1985, Polytechnic Institute of Havana, Mathematics and Physics. Adjunct Professor RESEARCH INTERESTS: Application of mathematical principles in the classroom.
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 Education and Undergraduate Programs 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.
Picanol, Alfredo	B.A. 2002, D'Youville College, Philosophy; M.S. 2006, Carlos Albizu University, Psychology, Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Forensic psychology.
Plasencia-Diaz, Michelle	B.A. 2002, Florida International University, English; M.Ed. 2014, Lamar University, School Counseling; M.Ed. 2019, American College of Education, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: English language; school counseling; educational leadership.

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.
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 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.

Bachelor of Arts in
Elementary Education

GENERAL DESCRIPTION OF THE BACHELOR OF ARTS IN ELEMENTARY EDUCATION

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 their students those skills, attitudes and values necessary to be successful in graduate work.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the Bachelor of Arts in Elementary Education are:

1. Evidence of having completed high school or an equivalent.

2. High school graduation index, an equivalent, or when transferring from another Institution (a GPA) of 2.5.

3. Two letters of recommendation from a professor, employer or community leader (Official Form).

4. Compliance with additional requirements, as delineated in the Institutional Admission Policy section.

CHALLENGE CRITERIA ADMISSION

In accordance with the institutional Conditional Admission Policy, those applicants, whose transcripts indicate less than the required 2.5 cumulative GPA at the time of their application to CAU may be accepted on a conditional status, as authorized by the Program Director. A recommendation must be forwarded to the Program Director from the Office of Enrollment Management for discretionary evaluation. If an applicant is admitted to the program with a grade point average (GPA) of less than 2.5, the applicant's admission is subject to enrollment, using the Challenge Criteria. Any student enrolling under this status is limited to a maximum of nine (9) credits.

Students enrolled in the Challenge Program must comply with the following requirements:

1. Less than a 2.5 grade point average

2. Students with a cumulative GPA of 2.49 or less must submit both high school and college level transcripts of all prior attended educational institutions.

3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

1. Students will be admitted into the program as degree seeking, with conditional acceptance

2. Upon admission, the student will receive a letter informing him/her of the conditional acceptance status

3. The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with them on a regular basis

4. An assessment questionnaire will be administered to determine the student's needs and areas of risk to academic achievement

5. The student will be allowed to enroll in a maximum of three courses or nine credits per session, and must complete foundation courses before continuing with concentration courses

6. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.

7. The student must achieve a cumulative 2.5 grade point average by the end of the first academic year, and be in good standing as evaluated by the Program Faculty.

Failure to comply with the Challenge Criteria policies and procedures will result in dismissal from the program.

TRANSFER OF CREDITS POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate students may transfer up to 60 credits from a two- year accredited institution and up to 90 credits from a four-year accredited institution. Students are required to submit official transcripts for evaluation.

Students can earn 6 credits in the area of Humanities if they pass the Spanish CLEP test. All transfer credits used toward a degree must be approved by the Program Director. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Program Director's evaluation and final approval.

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.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The University has established a schedule for each degree program designating the minimum number of earned credits that a student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame. The designated schedule of minimum incremental progress for this degree is listed below:

Academic years completed	1	2	3	4	5	6
Number of credits successfully completed	20	40	60	80	100	124

ACADEMIC PROBATION

Undergraduate students in the Elementary Education Program must maintain a minimum cumulative and session grade point average (GPA) of 2.5. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with their advisor and commit to a Progress Plan. The students must enroll in the Mentoring Program and meet with their advisor on a regular basis to monitor progress. Failure to maintain the required cumulative GPA of 2.5 for two consecutive academic sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

ACADEMIC DISMISSAL

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

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

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 in order to meet graduation requirements.

TIME LIMITATION

Every candidate for the B.A. degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF ARTS IN ELEMENTARY EDUCATION

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 2.5 or higher on a 4.00 scale is required.

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.

Albizu University
Curriculum Requirements and Transfer Evaluation of Credits
B.A. in Elementary Education with ESOL & Reading Endorsement Courses

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (42 Credits)

	Course Code	Course Title	Sem. Cdts.	Course Title	Institution/Term	Grade
1		English Composition I	3			
2		English Composition II	3			
3		Oral Communication	3			
4		Introductory Algebra/Math	3			
5		Introductory Behavioral Science I	3			
6		Introductory Behavioral Science II	3			
7		Introductory Life/Physical Science I	3			
8		Introductory Life/Physical Science II	3			
9		Humanities I	3			
10		Humanities II	3			
11		Literature	3			
12		Cross Cultural Studies [1]	3			
13		Liberal Arts/Elective [2]	3			
14		Liberal Arts/Elective [2]	3			
15		Liberal Arts/Elective [3]	3			

[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 (43 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 School	3		
3	*	Read Perf: Methods & Ed Mater.	3		
4	*	Diagnosis & Remed for Reading	3		
5	*	Science in Elem School	3		
6	*	Social Studies in Elem School	3		
7	*	Health & Phys Ed in Elem Sch	3		
8	*	Art and Music in Elem School	3		
9	*	Mathematics in Elem School	3		
10	*	Lang. Arts/Writ. in Elem. School	3		
11	*	Liter.& Instr Tools in Elem. Sch.	3		
12		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

Albizu University
BA in Elementary Education
Course Sequence

SESSION	COURSE SEQUENCE(‡)
1st Session	English Composition I Oral Communication Introductory Behavioral Science I EDF101 Introduction to Education
2nd Session	English Composition II EDF102 Teaching Diverse Populations Introductory Behavioral Science II Literature
3rd Session	Liberal Arts Elective EDF103 Introduction to Educational Technology Introductory Life/Physical Science I Introductory Algebra/Math
4th Session	EDP104 Psychological Foundations of Teaching FLE301 Introduction to Theories and Practices of TESOL Liberal Arts Elective Introductory Life/Physical Science II Humanities I
5th Session	FLE305 Cross Cultural Communication and Understanding EDF202 Educational Measurement and Evaluation EDE201 Teaching Methods in Elementary School Humanities II
6th Session	SSE301 Social Studies in Elementary School REA301 Reading in Elementary School EDE221 Art and Music in Elementary School FLE304 Testing & Evaluation of ESOL
7th Session	HLP218 Health and Physical Ed. in Elementary School EED301 Introduction to Exceptional Child EDP301 Classroom Behavioral Management EDE302 Lit. & Instr. Tools in Elem. School
8th Session	REA303 Read Perf.: Methods & Ed. Material LAE301 Language Arts/Writing in Elem. School FLE302 TESOL Curriculum/Material Development EDF201 Curriculum Development
9th Session	REA305 Diagnosis and Remediation of Reading
	SCE302 Science in Elementary School
	FLE303 Applied Linguistics
	MAE303 Mathematics in Elementary
10th Session	EDE450 INTERNSHIP – Student Teaching (15 weeks)

NOTE: Pre-requisite courses may be taken co-jointly at the discretion of the Program Director or Faculty Advisor.

BACHELOR OF ARTS IN ELEMENTARY EDUCATION COURSES DESCRIPTIONS

NOTE: All program courses are offered in online, hybrid, and/or face-to-face on campus delivery format in order to better accommodate the diverse needs of our students.

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.

SPN101 ELEMENTARY SPANISH I (4 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN102 ELEMENTARY SPANISH II (4 cr.)

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course. Prerequisite: ESPN 101 Spanish I

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.

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, 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.

Education Electives

EDE202 TEACHING METHODS IN SECONDARY EDUCATION (3cr)

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.

EDE400 GENERAL KNOWLEDGE PREPARATION (3 cr.)

A review of basic test taking skills and concepts for achievement tests including mathematics, reading, English language skills and essay writing. The course also focuses on the general overall mastery of key academic areas in education as a preparation for the General Knowledge Test (GK), which is a requirement for Teacher Certification in Florida.

EDF302 MODERN TRENDS IN EDUCATION (3 cr.)

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.

REA302 READING IN ELEMENTARY SCHOOLS II (Comprehension) (3 cr.)

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.

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).

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 etiogenesis 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 BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF ARTS IN ELEMENTARY EDUCATION PROGRAM FACULTY

Aguilar, Martha	B.S. 1987, University of Havana, Chemistry; M.S. 1997, Florida International University, Chemistry. Adjunct Professor RESEARCH INTERESTS: Chemistry.
Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students; professional writing styles; language curriculum development.
Cabada, Maria	B.A. 1976, Biscayne College, Major: Psychology, Minor: Elementary Education/ESOL and Middle School Endorsements; M.S. 1981, Biscayne College, Human Resources/ Exceptional Childhood Education, Varying Exceptionalities. Assistant Professor. RESEARCH INTERESTS: Exceptional student Education and regulatory policies; Distance learning.
Carballo, Olga	B.S. 2000, Barry University, Exceptional Student Education; M.S. 2008, Nova Southeastern University, Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Exceptional student education; education and mental health.
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. Assistant Professor RESEARCH INTERESTS: Cultural competence and diversity; educational equity; generational poverty; educational opportunities for poor children.

du Vall-Brown, Timothy	A.A. 2007, Indian River State College, Psychology; B.S. 2009, University of Central Florida, Psychology; M.Ed. 2012, DePaul University, Teaching and Learning, World Language Education; M.Ed. 2017, DePaul University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Anti-racist pedagogy and practice; language acquisition; linguistics; neurodiversity; social justice; student leadership; student success.
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.
Guigou, Issel	B.S. 2010, Florida International University, Communications; M.A. 2015, Florida International University, English. Adjunct Professor RESEARCH INTERESTS: Computer sciences; Math education.
Lezcano, Yamila	B.S. 1994, Nova Southeastern University, Psychology; M.S. 2008, Nova Southeastern University, Psychology. Adjunct Professor RESEARCH INTERESTS: Social psychology; psychology of personality.
Martinez, 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 Education and Undergraduate Programs. RESEARCH INTERESTS: Cross-cultural issues.

Morales, Ruben	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.
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.
Plasencia-Diaz, Michelle	B.A. 2002, Florida International University, English; M.Ed. 2014, Lamar University, School Counseling; M.Ed. 2019, American College of Education, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: English language; school counseling; educational leadership.
Sanchez, Ramon	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.
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.

Bachelor of Arts in Exceptional Student Education
with a Minor in Autism Spectrum Disorder
and ESOL Endorsement

GENERAL DESCRIPTION OF THE BACHELOR OF ARTS IN EXCEPTIONAL STUDENT EDUCATION WITH A MINOR IN AUTISM SPECTRUM DISORDER AND ESOL ENDORSEMENT

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 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 their 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.

ADMISSIONS REQUIREMENTS

The minimum requirements for admission to the Bachelor of Arts in Exceptional Student Education are:

1. Evidence of having completed high school or an equivalent.

2. High school graduation index, an equivalent, or when transferring from another institution (GPA) of 2.5.

3. A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)

4. Official Transcript.

5. Two (2) letters of recommendation from a professor, employer or community leader (Official Form).

6. Official academic credentials by an authorized agency (only for students from abroad).

For more information, please refer to the Institutional Admission Policy section.

TRANSFER OF CREDITS POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate students may transfer up to 60 credits from a two- year accredited institution and up to 90 credits from a four-year accredited institution. Students are required to submit official transcripts for evaluation.

Students can earn 6 credits in the area of Humanities if they pass the Spanish CLEP test. All transfer credits used toward a degree must be approved by the Program Director. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Program Director's evaluation and final approval.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The University has established a schedule for each degree program designating the minimum number of earned credits that a student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame. The designated schedule of minimum incremental progress for each degree program is listed below:

Bachelor of Arts (B.A.) in Exceptional Student Education

Academic years completed	1	2	3	4	5	6
Number of credits successfully completed	20	40	66	86	103	132

ACADEMIC PROBATION

Undergraduate students in the Exceptional Student Education program must maintain a minimum cumulative and session grade point average (GPA) of 2.5. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with his/her advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student's progress. Failure to maintain a session or cumulative GPA of 2.5 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

ACADEMIC DISMISSAL

The University reserves the right to dismiss at any time a student who fails to maintain the required academic standards. Academic dismissal represents an administrative mandatory separation from the institution with no guarantee of automatic

readmission. Students under an academic dismissal status must wait at least one academic session to be eligible to apply for readmission to the Program from which they were dismissed.

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

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.

TIME LIMITATION

Every candidate for the B.S., degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SESSION	COURSE SEQUENCE
1st Session	English Composition I Oral Communication Introductory Behavioral Science I EDF101 Introduction to Education
2nd Session	English Composition II EDF102 Teaching Diverse Populations Introductory Behavioral Science II Literature
3rd Session	Cross Cultural Studies I EDF103 Introduction to Educational Technology Introductory Life/Physical Science I Introductory Algebra/Math
4th Session	PSY422 Educational Psychology Cross Cultural Studies II FLE301 Introduction to Theories and Practices of TESOL Humanities I
5th Session	Liberal Arts Elective I EDF202 Educational Measurement and Evaluation Introductory Life/Physical Science II Humanities II
6th Session	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
7th Session	EEX303 Curricular Development in Exceptional Student Education Liberal Arta Elective III EEX302 Progress Monitoring in Exceptional Student Education EEX301 Instructional Practices in Exceptional Student Education
8th Session	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
9th Session	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
10th Session	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

BACHELOR OF ARTS IN EXCEPTIONAL STUDENT EDUCATION COURSE DESCRIPTIONS

NOTE: All program courses are offered in online, hybrid, and/or face-to-face on campus delivery format in order to better accommodate the diverse needs of our students.

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 sills 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 sills 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 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.

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.

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.

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 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.

SPN101 ELEMENTARY SPANISH I (3 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN102 ELEMENTARY SPANISH II (3 cr.)

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course. Prerequisite: SPN 101 Spanish I

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

PSY250 PSYCHOLOGY AS LITERATURE (3 cr.)

This course serves as an introduction to the literature of popular psychology, as it is perceived and presented to the lay public. Topics in Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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.

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.

**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 EXCEPTIONAL STUDENT EDUCATION (3 cr.)

This course focuses on instructional strategies and curricular considerations for ESE students. The course content stresses the Individualized Educational Plan (IEP) as the cornerstone of a child's special education program, in terms of its development, implementation and evaluation. Special emphasis is placed on the specific objectives of the IEP including present level of performance (PLOP), the annual expectations and goals, special education supports/services the school will provide to help reach the goals set forth, any accommodations and modifications the school will need to provide, how and when progress will be measured, and transition planning for the future.

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

This course provides an overview of developmental and behavioral approaches and teaching techniques to promote adaptive life skills to special needs populations. These include interpersonal and intrapersonal competencies and adaptive life skills throughout the life cycle. A major objective of the course will be to explore the mediating mechanisms which can lead to effective adaptive life skills.

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

This course introduces students to transitional processes throughout development in ESE, with an emphasis on future vocational possibilities, career development and employability potential. The educator's pivotal role is emphasized in terms of their abilities to help students nurture their abilities, as well as be key players in enhancing transition-focused programs.

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

This course focuses on effective multi-disciplinary approaches to communication, consultation and collaboration in ESE populations. The course stresses the functions of information-seeking, planning, implementation, monitoring and evaluations as core inter and intra team activities. The theoretical and research based data on collaborative work is explored.

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 IN AUTISM SPECTRUM DISORDERS (3 cr.)

The course provides an overview of the basic principles, practices and procedures of behavior theory and support, and the applications to the improvement and remediation of maladaptive behaviors. Approaches to classroom behavior management are stressed in the context of these learning principles and other research-based intervention techniques in terms of their application to specific severe behaviors. Focus will also be placed on a variety of instructional goals and pedagogic techniques, which foster communication and socialization within the educational setting. Culturally sensitive behavioral themes will also be explored.

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

The course introduces students to the use of assessment for purposes of understanding specific criteria in diagnosis, comprehending causes or contributing factors, considering developmental aspects, and viewing potential outcomes of Autistic Spectrum Disorders. Special emphasis is placed on communication and language, relationship difficulties, intelligence, adaptive behavior, co-existing psychiatric illnesses and other elements in the ecosystem (i.e. family dynamics and functioning, parents, the school environment, and peer groups.) Core considerations for treatment planning are explored via evidence-based treatments and practices, which help students understand how practitioners select, use and interpret data when utilizing assessment tools for ASD.

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

The course will focus on how assistive technology can be a central component in helping children with autism with communication skills, social interaction problems, motivational and attentional difficulties, self-help and daily living skills and organizational strategies and environmental understanding. The course explores important elements that can be integrated into the curriculum, including functional strategies to problem behavior, 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 (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, 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 BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF ARTS IN EXCEPTIONAL STUDENT EDUCATION PROGRAM FACULTY

Aguilar, Martha	B.S. 1987, University of Havana, Chemistry; M.S. 1997, Florida International University, Chemistry. Adjunct Professor RESEARCH INTERESTS:
Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students; professional writing styles; language curriculum development.
Cabada, Maria	B.A. 1976, Biscayne College, Major: Psychology, Minor: Elementary Education/ESOL and Middle School Endorsements; M.S. 1981, Biscayne College, Human Resources/ Exceptional Childhood Education, Varying Exceptionalities. Assistant Professor RESEARCH INTERESTS: Exceptional student Education and regulatory policies; Distance learning.
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. Assistant Professor RESEARCH INTERESTS: Cultural competence and diversity; educational equity; generational poverty; educational opportunities for poor children.

du Vall-Brown, Timothy	A.A. 2007, Indian River State College, Psychology; B.S. 2009, University of Central Florida, Psychology; M.Ed. 2012, DePaul University, Teaching and Learning, World Language Education; M.Ed. 2017, DePaul University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Anti-racist pedagogy and practice; language acquisition; linguistics; neurodiversity; social justice; student leadership; student success.
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.
Guigou, Issel	B.S. 2010, Florida International University, Communications; M.A. 2015, Florida International University, English. Adjunct Professor RESEARCH INTERESTS:
Lezcano, Yamila	B.A. 2005, Florida Atlantic University, Psychology; M.S. 2008, NOVA Southeastern University, Mental Health Counseling Assistant Professor RESEARCH INTERESTS: Social psychology; psychology of personality.
Martinez, 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 Education and Undergraduate Programs RESEARCH INTERESTS: Cross-cultural issues, anthropology of religion, education and anthropology.

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.
Plasencia-Diaz, Michelle	B.A. 2002, Florida International University, English; M.Ed. 2014, Lamar University, School counseling; M.Ed. 2019, American College of Education, Educational leadership. Adjunct Professor RESEARCH INTERESTS: English language; school counseling; educational leadership.
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.

Bachelor of Business Administration

GENERAL DESCRIPTION OF THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

The Bachelor of Business Administration (BBA) degree program at Albizu University is designed to prepare graduates with the necessary skills and academic knowledge to effectively apply various business principles and tools in an organizational setting. The Bachelor of Business Administration program prepares graduates for supervisory and lower-tier management positions as well as for graduate study. The Bachelor of Business Administration (BBA) degree program is offered with a major in Organizational Management.

PROGRAM GOALS AND OBJECTIVES

The Bachelor of Business Administration program prepares graduates for supervisory and lower-tier management positions as well as for graduate study. The lower division portion of the BBA provides students with a balanced academic foundation that includes coursework in areas such as accounting, English composition, cross-cultural studies, humanities and sciences. The upper division portion of the BBA degree program exposes students to applied knowledge and best practices in the areas of management, marketing, communications, accounting, finance, and managerial decision making.

FAST-TRACK DELIVERY FORMAT

The BBA's upper division core courses are offered via a non-traditional "Fast-track" delivery format. Fast-track BBA students complete one cluster of three courses per academic session, attending once a week, one course at a time. The format is uniquely designed so that students can attend evening or weekend classes once a week, completing one intensive course at a time. This, in turn, permits students to receive intensive training in one subject area, before moving on to the next.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

The Miami Campus has established the following general degree requirements for the Bachelor of Business Administration degree:

1. The satisfactory completion of all required coursework, as follows:
   Lower Division foundation credits .....60 credit hours
   Upper Division core credits .....48 credit hours
   General elective credits .....12 credit hours
   Total* .....120 credit hours

2. A cumulative grade point average of no less than 2.0

3. One full year of residence at the University

4. Satisfactory completion of the required academic courses.

5. A grade of "C" or higher in all major courses.

6. Good standing in the program, i.e., no disciplinary action pending or academic probation.

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

ADMISSION REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

All Bachelor program candidates must satisfy the following minimal requirements:

1. The submission of a completed and signed application form with the appropriate fee within the established deadline. (See the Tuition and Fees Policy.)

2. Completion of a high school diploma or equivalent from an accredited institution of secondary education.

3. A grade point average of not less than 2.0 on a 4.0 scale. Those applicants whose transcripts indicate less than the required 2.0 cumulative GPA at the time of their application to AU, may be accepted on a probationary status on a case by case basis.

4. Official transcript.

   Applicants who have attended secondary or postsecondary institutions outside of the United States must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States.

5. For admission into the Upper Division portion of the BBA, the student must have earned at least 30 credits from an accredited institution of higher education.

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

ADMISSION PROCEDURES FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM

Application for admission must be received by the Office of Enrollment Management prior to the beginning of the term of enrollment for which the applicant is requesting admission. Out-of-state and international applicants should have all admission documents on file at least 90 days prior to the beginning of the term of expected enrollment. A non-refundable fee must accompany the application, which will be valid for one year. Should the student not enroll within one year of admission, the fee is forfeited. (See Tuition and Fees Policy.)

The student's academic record must contain all required documents by the end of the first academic session. Students with incomplete records after the first session at the University may be administratively withdrawn.

All inquiries and applications for admission to the Bachelor of Business Administration Program should be addressed to the Office of Enrollment Management,

Albizu University, Miami Campus, 2173 NW 99 Avenue, Miami Florida 33172-2209, phone (305) 593-1223 Ext. 3137, or 1-800-672-3246; Fax (305) 593-1854.

Admission to the Miami Campus is a highly selective process. It should be noted that satisfaction of the minimal admission requirements does not guarantee acceptance to the program. Albizu University, Miami Campus, reserves the right to reject any applicant. Students presenting falsified information may have their enrollment and credit forfeited. Failure to report all previous college work and/or graduate programs attempted constitutes a falsification of application and subjects the applicant to loss of all credits earned and will result in dismissal.

ADMISSIONS UNDER PROBATIONARY STATUS

If an applicant is admitted to the program under probationary status, the student must comply with the following requirements:

1. The student will be allowed to enroll in a maximum of ten credits per session.

2. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.

3. The student must achieve a cumulative and session grade point average of 2.0 by the end of the second session.

Failure to comply with these requirements will result in the student's dismissal from the Program.

TRANSFER OF CREDITS

The BBA Program accepts students who transfer from post-secondary institutions which are accredited by a regional or national accrediting association recognized by the U.S. Department of Education. Upon receipt of the application for admission and official academic transcripts from all colleges or universities of attended, the transfer student's transcripts are reviewed and evaluated by a Faculty member.

Undergraduate students may transfer up to a maximum of seventy-two (72) credits from an accredited four-year baccalaureate program, or a maximum of sixty (60) credits from an accredited two-year post-secondary program. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Faculty's evaluation and recommendation. Transferred credits must be from course work having a minimum G.P.A. of 2.0 on a 4.0 scale. Courses with a grade of "D" or lower will not be accepted for transfer to the BBA Program.

The process of transfer of credits is not automatic. The student must be prepared to satisfy the applicable fees for the transfer of credits should the application be approved. After the transfer approval, the student will be notified in writing by the University.

Students are not allowed to transfer credits into the upper division core area of the BBA program, due to its cohort design and accelerated nature.

ACADEMIC PROBATION

Undergraduate Business Administration students must maintain a minimum cumulative and session grade point average of 2.0 on a 4.0 scale. Failure to maintain a session G.P.A. of a minimum 2.0 will result in academic probation.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below 2.0. Grades accompanied by an Incomplete ("I") will not be taken into consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three Incompletes ("I") are received in one session.

ACADEMIC DISMISSAL

Failure to maintain a cumulative GPA of 2.0 for two consecutive sessions will result in academic dismissal.

STUDENT EVALUATIONS

BBA students are evaluated on a regular basis by the faculty in order to monitor academic performance. BBA students are required to maintain a minimum cumulative and session grade point average (GPA) of 2.0 in order to avoid academic sanctions. In such cases, the student is required to establish an appointment to meet with an undergraduate faculty advisor to discuss the circumstances that led to the sanction, the import of the sanction and the student's options, including the appropriate course of action in order to lift the sanction.

In order to graduate from the Program, students must be in good academic standing.

CHANGE OF PROGRAM/MAJOR

Students requesting to change their curriculum and/or major must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new curriculum or major.

A change of curriculum is not automatic and will be considered on a case-by-case basis. A form requesting a change of curriculum must be completed, and approved by an academic advisor.

RESIDENCY REQUIREMENTS

Undergraduate students must complete one full year of residency in order to meet graduation requirements, unless otherwise indicated by specific program guidelines.

TIME LIMITATION

Every candidate for the B.B.A. degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. Each undergraduate student must earn a degree within a maximum timeframe that does not exceed 150% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The BBA Program establishes the number of earned credits that the student should successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2	3	4	5	6
Number of credits successfully completed	20	40	60	80	100	120

CROSS REGISTRATION

Upon the approval of the Program Director, students may enroll in another accredited institution. The courses taken in other institutions cannot be transferred into the upper division core credits of the BBA program. Students must provide evidence of their status as regular students at the Miami Campus to be able to benefit from cross registration. Undergraduate students are allowed to register up to a maximum of 72 credits at other regionally accredited higher learning institutions. No substitutions are allowed for the core credits required for the BBA.

ACADEMIC PROCEDURES FOR REPEAT CLASSES WITHIN FAST TRACK

If a class has to be repeated for academic or any other reason, the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options.

Albizu University

Bachelor of Business Administration

Curriculum requirements

LOWER DIVISION COURSES (60 Credits)

	Crs Code	Crs Title	Crs Req
1		English Composition I	**3**
2		English Composition II	**3**
3		Oral Communication	**3**
4		Business Mathematics	**3**
5		Principles of Accounting I	**3**
6		Principles of Accounting II	**3**
7		Economics	**3**
8		Behavior Science	**3**
9		Behavior Science	**3**
10		Math / Science	**3**
11		Math / Science	**3**
12		Humanities I	**3**
13		Humanities II	**3**
14		Cross Cultural Studies	**3**
15	_	Principles of Marketing	**3**
16	_	Prin. of Management	**3**
17	_	Legal Environment of Business	**3**
18		General Elective	**3**
19		General Elective	**3**
20		Intro. to Computers	**3**
		Total Lower Division Credits	**60**

CORE UPPER DIVISION COURSES: * Courses must be taken at AU

PRE-REQUISITES: 30 credit hours of undergraduate coursework

MARKETING AND COMMUNICATIONS CLUSTER

Pre-requisites: English Comp. I & II, Oral Communications, Principles of Marketing

1	GEB315	Organizational Communication	**3**
2	MKT441	Managerial Marketing	**3**
3	MKT421	Internet Marketing	**3**

ACCOUNTING AND FINANCE CLUSTER

Pre-requisites: Accounting I & II

4	ACC431	Managerial Accounting	**3**
5	ACC435	Managerial Finance	**3**
6	FIN443	Financial markets and institutions	**3**

MANAGERIAL DECISION MAKING CLUSTER

Pre-requisites: Intro. to computers, Business Math, Business Law

7	GEB452	Business & Organizational Ethics	**3**
8	STA321	Research Methods & Analysis Using Statistics	**3**
9	ISM411	Management Information Systems	**3**

CORE MAJOR COURSES: ORGANIZATIONAL MANAGEMENT (18 Credits) * Courses must be taken at AU

CLUSTER I - Pre-requisites: Principles of Management

	GEB314	Group & Organizational Dynamics	**3**
	GEB321	Systems Approach to Management	**3**
	HRM441	Human Resources Management	**3**

CLUSTER II - Pre-requisite Clusters: Cluster I, Mktg & Communications, Accounting & Finance, Managerial Decision Making

10	MAN411	Special Topics in Management Seminar	**1**
11	MAN451	Operations Management	**4**
12	MAN452	Strategic Planning	**4**

Total Upper Division Core Credits **45**

GENERAL ELECTIVES (15 Credits)

1		General Elective	**3**
2		General Elective	**3**
3		General Elective	**3**
4		General Elective	**3**
5		General Elective	**3**

Total Upper Division Credits **60**

TOTAL DEGREE REQUIREMENT CREDITS **120**

COURSE DESCRIPTIONS FOR THE BACHELOR OF BUSINESS ADMINISTRATION

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.

ENC220 BUSINESS WRITING (3 cr.)

This course is designed for students interested in a career in business. It will teach you how to organize and evaluate effective communication in writing—how to compose the various forms of letters and reports found in the business field; how to evaluate job résumés.

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

MAT101 BUSINESS MATHEMATICS 3 cr.)

This course covers mathematics and computations used in business. Topics include simple and compound interest, cash and trade discounts, commissions, markup, markdown, depreciation, bank discounts, payroll, taxes, insurance, inventory valuation, analysis of financial statements, basic statistics, charts, graphs, and applications. An emphasis will be placed on today's growing global economy. Topics in Business Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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.

Accounting and Finance I

ACC101 PRINCIPLES OF ACCOUNTING I (3 cr.)

This course defines the objectives of accounting and their relationship to business. The fundamentals and principles are included, such as debits and credits, classification of accounts, journalizing, preparation of financial statements and the use of the trial balance.

ACC102 PRINCIPLES OF ACCOUNTING II (3 cr.)

An introduction to accounting theory including the function of financial and managerial accounting and the uses of accounting information in decision making within a business. Topics include financial statement analysis, inventory accounting, fixed asset accounting and depreciation, payroll liabilities and taxes, corporation equity transactions, business entity considerations and financial ratio analysis.

ACC435 MANAGERIAL FINANCE (3 cr.)

This course in corporate finance first covers the organization-wide use of financial planning within the firm. The adult learner will explore the financial tools available for planning and analysis, as well as how those tools are utilized to manage cash flows and financial resources, and to evaluate future investment opportunities. Next, three primary topics in corporate finance will be developed. These topics include the importance of short-term finance for current operations, the use of capital budgeting tools for investment analysis, and the foundation of long-term finance for defining the organization’s cost of capital and optimal capital structure.

ACC431 MANAGERIAL ACCOUNTING (3 cr.)

This module will focus on three levels of analysis and its effect upon cost centers and profit centers. These areas will be addressed as they relate to cost accounting, cost-volume-profit analysis, budget, variance and relevant cost analyses for decision-making. Adult learners will be expected to apply concepts covered in earlier courses in accounting.

ACC441 INTRODUCTION TO TAXATION (3 cr.)

This course introduces the student to taxation of business entities and transactions. Topics include taxation of property transactions, various tax issues that apply to different tax entities, tax administration and practice, and the taxation effects of formation, operating, and dissolution of several types of businesses.

ACC461 INCOME TAX (3 cr.)

Federal income tax fundamentals with emphasis on individual tax returns. Topics discussed include determination of gross income, short term and long term capital gain and losses, deductions and exemptions, and tax credits.

FIN443 FINANCIAL MARKETS AND INSTITUTIONS (3 cr.)

This module will provide students with an overview of the U.S. markets in which financial assets are traded, the various institutions which represent major participants in these markets, and dominant factors within the financial environment which affect financial markets and institutions. The course will also expose student to different financial assets based upon their individual properties and their implications for valuation and trading.

Behavioral Sciences

GEB311 ADULT DEVELOPMENT AND LIFE ASSESSMENT (3 cr.)

This course introduces the student to adult development theory and links these concepts to life through a process of individual reflection. Both classical and contemporary adult development theories are examined. These theories then provide the paradigm for self-analysis and life assessments, the bases for understanding individuals and cultural differences within organizations.

GEB314 GROUP AND ORGANIZATIONAL DYNAMICS (3 cr.)

This course is a study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision-making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or individuals.

GEB315 ORGANIZATIONAL COMMUNICATION (3 cr.)

This course investigates communication and relationships in creating a productive work environment. Effectiveness in personal, multicultural and social relationships is also covered through readings and exercises involving non-verbal communication, constructive feedback, dealing with anger, and conflict resolution.

GEB322 SOCIAL PROBLEMS AND THEIR IMPACT ON THE WORKPLACE (3 cr.)

This course presents an analysis of major contemporary social problems, especially in the United States. Particular attention is given to the problems of poverty, racism, cultural differences, sexism, drug and alcohol abuse, and illiteracy, and their impact on the contemporary workplace. Consideration is given to diverse sociological perspectives regarding the cause, consequences, and solutions to these problems.

GEB452 PERSONAL VALUES AND ORGANIZATIONAL ETHICS (3 cr.)

Several major ethical theories are reviewed. Students are asked to examine personal values through readings and workplace analysis to formulate a management philosophy incorporating business ethics, multicultural sensitivity, government accountability, human rights, and a responsible lifestyle in the contemporary world.

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.

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 process. Topics in Group Dynamics, from a multicultural perspective, shall be discussed to help students to 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 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.

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.

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.

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.

Life/Physical Science

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 SCIENCE (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.

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, 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.

Humanities

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.

SPN101 ELEMENTARY SPANISH I (4 cr.)

The fundamentals of Spanish syntax and grammar will be reviewed. Emphasis will be placed on listening, speaking, and writing basic skills as well as on reading comprehension. Practical vocabulary and pronunciation is emphasized. Topics include multi-cultural awareness. Additional basic skills practice is provided in the language laboratory.

SPN102 ELEMENTARY SPANISH II (4 cr.)

This course is a continuation of Spanish I. Emphasis is placed on the mastery of the Spanish language basic skills. Development of oral and written skills, intonation and pronunciation, vocabulary and conversational skills are stressed. Awareness of multi-cultural diversity is incorporated. Participation in the language laboratory provides additional practice in this proficiency-oriented course. Prerequisite: SPN101 Spanish I

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.

Cross Cultural Studies

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.

ART202 HISTORY OF ART (3 cr.)

A survey of world visual art from pre-history to the present will be presented. The influence on political, social and intellectual development will be emphasized. Development and influence of international and native painting, sculpture, architecture and crafts will be discussed as well as the major contributions of renowned artists from different cultures.

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.

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.

MAN464 MANAGING IN A MULTI-CULTURAL ENVIRONMENT (3 cr.)

This course will introduce opportunities and problems encountered by managers operating in a culturally diverse environment. Emphasis will be placed in how different cultures perceive and conduct the management functions of planning, organizing, staffing, leading and controlling a business.

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, shall be discussed to help students to enlarge their multicultural views.

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.

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.

Computers and Information Systems

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Application and demonstration of basic input and retrieval functions of psychological data utilizing micro/mini computers. Subcultures within the Internet will also be examined.

ISM441 MANAGEMENT INFORMATION SYSTEMS (3 cr.)

This course is designed to expose students to the role of Information technologies in managerial decision making and business activities, their business applications, environmental constraints, and relevance to firm strategy. Students will understand the role of information systems in business, the components of information processing technology, the application of productivity software, the importance of networks and telecommunications, and the strategic deployment of technology as a tool for decision making.

Economics

ECO101 INTRODUCTION TO ECONOMICS (3 cr.)

This course covers fundamental principles of economics. Topics include monetary and fiscal policies, entrepreneurship, markets, prices, scarcity, choice, employment, inflation, and international trade. Topics in Economics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Management

GEB321 SYSTEMS APPROACH TO MANAGEMENT (3 cr.)

Students examine the formal and informal functions of organizations and analyze an agency or organization based on a systems and multicultural model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to students' work-related independent study projects.

HRM441 HUMAN RESOURCES MANAGEMENT (3 cr.)

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to multicultural issues, Equal Opportunity, and Office of Safety and Health Administration legislation through a series of case studies and simulations.

MAN200 PRINCIPLES OF MANAGEMENT (3 cr.)

This course presents the nature of the management functions that are essential for running a business enterprise, including planning and decision-making, organizational structure and culture, leadership and teamwork, as well as fundamentals of control and supervision.

MAN411 SPECIAL TOPICS IN MANAGEMENT SEMINAR (1 cr.)

This course will serve as a one-credit seminar course that will explore current issues and challenges faced by future professionals in the business field. The seminar will enhance the student's academic experience by exposing them to trends and best practices not necessarily covered through their traditional academic coursework.

MAN451 OPERATIONS MANAGEMENT (4 cr.)

This module exposes students to concepts and techniques for the design, planning, management and control of operational processes. The course covers analytical frameworks and quantitative models for decision making when facing issues such as operational productivity and design, capacity planning, inventory control and operations scheduling.

MAN452 STRATEGIC PLANNING (4 cr.)

This course introduces students to various management planning models and techniques and applies these methodologies to business cases. Multicultural variables influencing strategic planning are incorporated into the strategy formulation, planning, and implementation processes. Stress is placed upon acquiring fundamental concepts and skills for strategic planning and strategic management.

MAN360 INTERNATIONAL DIMENSIONS OF BUSINESS (3 cr.)

The course provides an overview of the current global business environment, the factors impacting the transaction of business in the international community, and the problems managers encounter in international business settings.

Legal Environment of Business

BUL231 LEGAL ENVIRONMENT OF BUSINESS (4 cr.)

The module introduces students to our legal system by exploring the nature of legal relationships in business with emphasis on the foundations of the legal systems and regulatory environment, human resources in the legal environment, ownership, control and corporate governances, securities and financial transactions, and international business.

Marketing

MKT462 PRINCIPLES OF MARKETING (3 cr.)

The marketing management concept of satisfying a market need with emphasis on consumer behavior and analysis, product development, pricing, promotion, and distribution strategies. Typical roles and responsibilities of the marketing manager and cultural aspects of marketing will be discussed.

MKT221 FUNDAMENTALS OF SELLING (3 cr.)

This course explores the nature and theory of sales practices and techniques, including a consideration of consumer behavior, buyer motivations and selling theory in relation to various buyer-seller situations as well as reflections on dealing with minority groups, ethnically diverse populations and international markets.

MKT421 INTERNET MARKETING (3 cr.)

Internet Marketing provides students with the principles and best practices associated with marketing services and products via the Internet. These include examining the importance of the Internet for marketing, the development and implementation of marketing strategy, and the monitoring of online presence through web metrics and analytics. The course will expose students to online marketing communication techniques including search engine marketing, viral marketing and electronic customer relationship management (e-CRM).

MKT441 MANAGERIAL MARKETING (3 cr.)

A study of the principles of marketing that need to be understood by managers in all areas in order to develop and utilize effective marketing practices. Concepts of our global economy, including major social, cultural, psychological and political influences, will be explored and their marketing implications considered from a manager's perspective.

Quantitative Analysis and Research

STA321 RESEARCH METHODS AND ANALYSIS USING STATISTICS (3 cr.)

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem in their work or a vocational environment, which they have selected for a research project. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, and analyzing variance.

SPC311 DYNAMIC BUSINESS PRESENTATION (3 cr.)

In today's competitive marketplace, it is critical for members of an organization to communicate persuasively and effectively. This course enhances the ability to make dynamic and powerful business presentations through the use of different delivery techniques, with a clear emphasis on how to impress and win over listeners from diverse backgrounds.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF BUSINESS ADMINISTRATION PROGRAM FACULTY

Espina, Pilar	B.S. 1996, Universidad Yacambu, Barquisimeto, Venezuela, Accounting; M.B.A. 2013, University of Miami, Business Administration. Adjunct Professor RESEARCH INTERESTS: Accounting; business administration.
Lemus, Edel	B.S. 2007, Nova Southeastern University, Business Administration; MIBA 2009, Nova Southeastern University; International Business; D.B.A. 2015, Argosy University, Accounting. Assistant Professor. RESEARCH INTERESTS: Accounting; finance; international business.
Parrondo, Aida	A.S. 1985, Miami Dade College, Computers; A.A. 1985, Miami Dade College, Business; B.B.A. 1989, Florida International University, Finance; M.I.B. 2010, St. Thomas University, International Business. Adjunct Professor RESEARCH INTERESTS: Finance; international Business.
Peruyera, Raul	B.S. 1971, University of Miami, Business Administration, Minor Management J.D. 1986, University of Miami. Adjunct Professor RESEARCH INTERESTS: Commerce taxation; banking; finance law.
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 systems.

Sweetland, Lascelle	B.A.A. 19896, SUNY at old Westbury, Business Administration; M.S. 2013, Kaplan University, Environmental Policy; E.M.B.A. 2013, Texas Southern University, Finance; Ed.D. 2014, St. Thomas University, Leadership and Management. Adjunct Professor RESEARCH INTERESTS: Environmental policy; business administration; leadership and management.
Velez, Angel	BSBA. 2003, Sullivan University, Management, Accounting; M.B.A. 2010, Carlos Albizu University, Organizational Management; D.B.A. 2014, Argosy University, Organizational Management. Adjunct Professor RESEARCH INTERESTS; Quality management; strategic planning; organizational management.
Von Feigenblatt, Otto F.	B.S. 2007, Ritsumeikan Asia Pacific University, Japan, Asia Pacific Studies; M.A. 2008, Chulalongkorn University, Thailand, International Development; Ph.D. 2013, Nova Southeastern University, Conflict and Resolution. Adjunct professor RESEARCH INTERESTS: International development; conflict analysis and resolution.
Wimbley, Shaunkysheia	B.A. 2011, University of Miami, Psychology; M.B.A. 2013, Carlos Albizu University, Business Administration. Adjunct Professor RESEARCH INTERESTS: Business administration.

Early Childhood Education
College Certificate Program

EARLY CHILDHOOD EDUCATION COLLEGE CERTIFICATE PROGRAM

PROGRAM GOALS AND OBJECTIVES

Consistent with the goals, philosophy and objectives of Albizu University, the Early Childhood Education College Certificate Program seeks to accomplish the following objectives:

1. Provide future educators with a solid academic background to perform teaching and/or teaching assistant duties from Pre-K through Grade 3, as well as to help engage parents and the community in the early childhood education process.

2. Conduct an academic program in Early Childhood Education that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in the solution of Pre-K through Grade 3 children's education.

3. Foster an attitude and willingness to actively pursue personal academic and professional growth.

4. Develop an appreciation for the individual worth and dignity of all people, regardless of their cultural background, origin, and life circumstances.

5. Conduct a training program in a professional atmosphere where students may view faculty members, their peers, and themselves as members of a single academic community.

6. Instill in students those skills, attitudes, principles, and values necessary to succeed in their professions.

PROGRAM DESCRIPTION

1. The Early Childhood Education College Certificate Program is designed for students planning to pursue a career in early childhood education as teachers or teaching assistants.

2. The program is designed for education majors and consists of 18 credits or coursework.

3. The program's courses have been infused with additional psychological principles and cultural diversity content to address the psychological and multicultural aspects of the early childhood education.

4. The availability of day, evening, and weekend classes is aimed to meet the needs of an ample spectrum of students.

5. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in their field to provide the students with a solid academic background in early childhood education.

6. The program coursework may lead to teacher certification in ECE.

ADMISSION REQUIREMENTS/PREREQUISITES

1. Minimum of 60 credit hours with a minimum GPA of 2.0.

2. A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)

3. Official transcript.

4. 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 AU's Student Catalog.

5. Two 2x2 recent photographs will be required subsequent to admission at AU.

PROGRAM BREAKDOWN BY COURSE

1.	Interventions for Children with Special Needs and their Families	3 cr.
2.	Curriculum for the Young Child: Math and Science	3 cr.
3.	Health Nutrition and Safety for Children	3 cr.
4.	Diagnosis, Assessment and Evaluation of Young Children	3 cr.
5.	Curriculum Development in Early Childhood Education	3 cr.
6.	Classroom Management and Child Guidance	3 cr.

EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS

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.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

EARLY CHILDHOOD EDUCATION COLLEGE CERTIFICATE PROGRAM

Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students; professional writing styles; language curriculum development.
Cabada, Maria	B.A. 1976, Biscayne College, Major: Psychology, Minor: Elementary Education/ESOL and Middle School Endorsements; M.S. 1981, Biscayne College, Human Resources/ Exceptional Childhood Education, Varying Exceptionalities. Assistant Professor. RESEARCH INTERESTS: Exceptional student Education and regulatory policies; Distance learning.
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. Assistant Professor RESEARCH INTERESTS: Cultural competence and diversity; educational equity; generational poverty; educational opportunities for poor children.
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.

Martinez, 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;

Mathematics Education (Grades 5 through 9)
College Certificate Program

GENERAL DESCRITPTION OF THE MATHEMATICS EDUCATION (GRADES 5 THROUGH 9) COLLEGE CERTIFICATE PROGRAM

The Mathematics Education College Certificate Program is intended for students planning to pursue a career as Mathematics teachers in Grades 5 through 9. The program is designed for education program majors and consists of 18 credits of coursework. The program's courses have been infused with principles in cultural diversity education to address the multicultural aspects in mathematics education with students in middle grades. The availability of day, evening and weekend classes is aimed to meet the needs of an ample spectrum of students. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of mathematics to provide the students with a solid academic background in mathematics education. The program coursework may lead to Florida teacher certification in Middle Grades Mathematics (Grades 5-9).

PROGRAM GOALS AND OBJECTIVES

Consistent with the goals, philosophy and objectives of Albizu University, the Mathematics Education College Certificate Program seeks to accomplish the following objectives:

1. Provide future educators with a solid academic background to perform teaching duties in Mathematics from Grades 5 through 9, as well as to help engage parents and the community in the education process.

2. Conduct an academic program in Mathematics Education that will allow for the acquisition of theoretical and applied knowledge necessary to improve mathematics learning in students.

3. Foster an attitude and willingness to actively pursue personal academic and professional growth.

4. Develop critical pedagogical skills in mathematics that will significantly improve students' retention and future application of mathematical concepts.

5. Conduct a training program in a professional atmosphere where students may view faculty members, their peers, and themselves as members of a single academic community.

6. Instill in students those skills, attitudes, principles, and values necessary to succeed as Mathematics education professionals.

ADMISSION REQUIREMENTS

1) Applicants must have a grade point average (G.P.A.) or equivalent of 2.0 or higher to be considered for admission.

2) A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)

3) Official transcripts from colleges or universities attended.

4) International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University. International students must comply with INS regulations and the procedures established under the International Students section of AU's Catalog.

5) Two (2) letters of recommendation from former professors/teachers and/or employers/supervisors.

ACADEMIC PROBATION

Students must maintain a minimum cumulative grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an advisor. Students on academic probation must meet with his/her advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student's progress. Failure to maintain a session or cumulative GPA of 2.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

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.

TIME LIMITATION

Every candidate for the certificate program must complete the certificate requirements within a period of two years from the date of admission for the anticipated certificate. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will an extension petition of more than one year be granted.

GENERAL REQUIREMENTS FOR THE MATHEMATICS EDUCATION (GRADES 5 THROUGH 9) COLLEGE CERTIFICATE:

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

1. The satisfactory completion of the required credits.

2. A grade point average of no less than 2.00.

3. A student must pass all coursework in their concentration with a grade of "C" or higher.

Mathematics Education (Grades 5 through 9) College Certificate Program
Course Sequence

SESSION	COURSE SEQUENCE(‡)	TERM	GRADE
1st Session	Geometry for Education Majors		
	Trigonometry for Education Majors		
	Pre-Calculus for Education Majors		
2nd Session	Calculus for Education Majors		
	Probability for Education Majors		
	Statistics for Education Majors		
		Total Cr.	**18**

MATHEMATICS EDUCATION (GRADES 5 THROUGH 9) COLLEGE CERTIFICATE PROGRAM COURSE DESCRIPTIONS

MTG300 GEOMETRY FOR EDUCATION MAJORS (3 cr.)

This course is designed to study the properties and applications of common geometric figures in two and three dimensions. This course also includes studying transformations and right triangle trigonometry. The use of inductive and deductive thinking skills in problem solving situations and applications to the real world are also reviewed and illustrated. The writing and solving of geometric proofs are also used to understand the properties of geometric figures.

MAC302 TRIGONOMETRY FOR EDUCATION MAJORS (3 cr.)

This course is designed to study relations, polar coordinates, functions, graphs, limits, trigonometry, complex numbers and derivatives. The student will receive instruction on how to analyze and graph mathematical functions. There is an emphasis on verification of trigonometric identities using all of the basic trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

MAC300 PRECALCULUS FOR EDUCATION MAJORS (3 cr.)

This course is a detailed review and intensive preparation on Algebra, Trigonometry, and Series. It has been designed as an introduction to higher level Mathematics courses like Calculus. This course is intended for students majoring in science education. After completing the class the students will be able to graph and operate with polynomial, rational, radical, exponential, and logarithmic functions. Students will be introduced to and will graph and operate with trigonometric functions and identities. The course will include an introduction to conics, sequences, series, and limits.

MAC301 CALCULUS FOR EDUCATION MAJORS (3 cr.)

This calculus course is intended for students majoring in education or business. The course covers: Functions and their graphs, limits and their properties, Differentiation and Applications of Differentiation, Integration, Transcendental Functions, Introduction to Differential Equations, Applications of Integration, Conics, Parametric Equations and Polar Coordinates.

STA300 PROBABILITY FOR EDUCATION MAJORS (3 cr.)

This course in probability for education majors presents the basic principles of the theory of probability on which methods of inferential statistics are built. Topics include basic concepts of probability, addition rule, multiplication rule, counting, probabilities through simulations, probability distributions, binomial probability distribution and normal probability distribution.

STA301 STATISTICS FOR EDUCATION MAJORS (3 cr.)

This course in statistics for education majors presents the fundamental procedures for data organization and analysis. Topics include frequency distributions, types of statistical graphs, measures of central tendency, measures of dispersion, counting rules, the standard normal distribution, estimation and sample sizes, hypothesis testing, correlation and regression.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MATHEMATICS EDUCATION COLLEGE CERTIFICATE PROGRAM

Lledias, Juan Pablo	B.S. 1976, University of Havana, Engineer Geophysicist; Ph.D. 1985, Polytechnic Institute of Havana, Mathematics/Physics. Adjunct Professor RESEARCH INTERESTS: Application of mathematical principles in the classroom.
Martinez, 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. Assistant Professor RESEARCH INTERESTS: Cross-cultural issues.

Science Education (Grades 5 through 9)
College Certificate Program

GENERAL DESCRIPTION OF THE SCIENCE EDUCATION (GRADES 5 THROUGH 9) COLLEGE CERTIFICATE PROGRAM

The Science Education College Certificate Program is intended for students planning to pursue a career as Science teachers in Grades 5 through 9. The program is designed for education majors and consists of 20 credits of coursework. The program's courses have been infused with principles in cultural diversity education to address the multicultural aspects in science education with students in middle grades. The availability of day, evening and weekend classes is aimed to meet the needs of an ample spectrum of students. Courses are held in laboratories equipped with modern scientific resources and equipment and conducted by professors with theoretical and practical expertise in scientific methods to provide the students with a solid academic background in science education. The program coursework may lead to Florida teacher certification in Middle Grades Science (Grades 5-9).

PROGRAM GOALS AND OBJECTIVES

Consistent with the goals, philosophy, and objectives of Albizu University, the Science Education College Certificate Program seeks to accomplish the following objectives:

1. Provide future educators with a solid academic background to perform teaching duties in Science from Grades 5 through 9, as well as to help engage parents and the community in the education process.

2. Conduct an academic program in Science Education that will allow for the acquisition of theoretical and applied knowledge necessary to improve scientific inquiry skills in students.

3. Foster an attitude and willingness to actively pursue personal academic and professional growth.

4. Develop critical pedagogical skills in science that will significantly improve students' retention and future application of the scientific method.

5. Conduct a training program in a professional atmosphere where students may view faculty members, their peers, and themselves as members of a single academic community.

6. Instill in students those skills, attitudes, principles, and values necessary to succeed as Science education professionals.

ADMISSION REQUIREMENTS

1. Applicants must have a grade point average (G.P.A.) or equivalent of 2.0 or higher to be considered for admission. The applicant must provide the following to the Office of Enrollment Management:

2. A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)

3. Official transcripts from colleges or universities attended.

4. International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University. International students must comply with INS regulations and the procedures established under the International Students section of AU's Catalog.

5. Two (2) letters of recommendation from former professors/teachers and/or employers/supervisors.

   For more information, please refer to the Institutional Admission Policy section.

ACADEMIC PROBATION

Students must maintain a minimum cumulative and session grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an advisor. Students on academic probation must meet with his/her advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student's progress. Failure to maintain a session or cumulative GPA of 2.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

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.

TIME LIMITATION

Every candidate for the certificate program must complete the certificate requirements within a period of two years from the date of admission for the anticipated certificate. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will an extension petition of more than one year be granted.

GENERAL REQUIREMENTS FOR THE SCIENCE EDUCATION (GRADES 5 THROUGH 9) COLLEGE CERTIFICATE

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

1. The satisfactory completion of the required credits.

2. A grade point average of no less than 2.00.

3. A student must pass all coursework in their concentration with a grade of "C" or higher.

Science Education (Grades 5 through 9) College Certificate Program
Course Sequence

SESSION	COURSE SEQUENCE(‡)	TERM	GRADE
1st Session	Biology I		
	Biology I Laboratory		
	General Chemistry I		
	General Chemistry I Laboratory		
	Introduction to Earth Science		
2nd Session	Biology II		
	General Chemistry II		
	Physics		
		Total Cr.	**20**

SCIENCE EDUCATION (GRADES 5 THROUGH 9) COLLEGE CERTIFICATE PROGRAM COURSE DESCRIPTIONS

BSC300 BIOLOGY I (3 cr.)

Biology I is designed to instruct the students on the fundamental principles of biology, the scientific process, the chemistry of life, cell structure of function, metabolism, genetics, and the structure and function of DNA. Students will be exposed to the basic principles of biology including biochemistry, enzyme kinetics, cellular energetics, molecular biology and the characteristics of populations. This course runs in conjunction with Biology I Laboratory.

BSC300L BIOLOGY I LABORATORY (1 cr.)

Biology I Laboratory is designed to reinforce the concepts of Biology I lecture. Students will be exposed to the basic principles of biology including biochemistry, enzyme kinetics, cellular energetics, molecular biology, and the characteristics of populations.

BSC301 BIOLOGY II (3 cr.)

This biology course is a continuation of the Biology I course; it is the second in a sequence of two courses that deals with the principles of modern biology. It covers organic evolution, phylogeny, biological diversity, overviews of plant, and animal form and function, behavior, as well as population, community, and ecosystem ecology.

CHM102 GENERAL CHEMISTRY I (3 cr.)

This course is an introductory college level chemistry course which covers fundamental concepts of atoms, molecules, stoichiometry, chemical reactions, thermochemistry, gas laws, atomic structure, periodic table, chemical bonding, acid base theories and solutions. Students will learn chemistry related nomenclature and understand the content, principles, and methods of chemistry while developing an appreciation for the relevance of chemistry in the everyday of life. Students will improve their analytical and problem solving skills and improve their experimental skills.

CHM102L GENERAL CHEMISTRY I LABORATORY (1 cr.)

This laboratory course has been designed to be offered with General Chemistry I and focuses on challenging the student to think independently about science while collaborating with classmates. This laboratory course will expand on the chemistry and scientific concepts covered during the lecture section and build the student tool box of creativity and inquiry in the sciences. As with other science courses, this lab course will demand time and energy and require spending time on pre and post lab assignments.

CHM103 GENERAL CHEMISTRY II (3 cr.)

General Chemistry II is the second semester of a two-semester general chemistry course for science teacher certification. General Chemistry II topics include solids and liquids, thermochemistry, thermodynamics, kinetics, gas phase equilibrium, ionic equilibrium of soluble substances (including acids and bases, buffers, and hydrolysis), titration curves, equilibrium of slightly soluble salts, and electrochemistry. Students will learn chemistry related nomenclature and understand the content, principles, methods of chemistry, while developing an appreciation for the relevance of chemistry in everyday life. Students will improve their analytical and problem solving skills and improve their experimental skills.

BSC302 APPLIED EARTH SCIENCE WITH LABORATORY (3 cr.)

This course is designed to acquaint students with a basic survey of geology and the physical environment. Subjects covered include: formation of the solar system and the Earth, plate tectonics, formation and classification of minerals and rocks, geologic time, external and internal Earth processes, such as earthquakes and volcanoes.

PHY300 PHYSICS (3 cr.)

This course is a comprehensive overview, in classical and modern Physics, intended for students majoring in elementary or middle school education. The course covers mechanics, properties of matter, heat, sound, electricity and magnetism, light, atomic and nuclear physics and relativity.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

SCIENCE EDUCATION COLLEGE CERTIFICATE PROGRAM

Lledias, Juan Pablo	B.S. 1976, University of Havana, Engineer Geophysicist; Ph.D. 1985, Polytechnic Institute of Havana, Mathematics/Physics. Adjunct Professor RESEARCH INTERESTS: Application of mathematical principles in the classroom.
Martinez, 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. Assistant Professor RESEARCH INTERESTS: Cross-cultural issues.

GRADUATE PROGRAMS

Master of Science in
Exceptional Student Education

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION

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 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 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 in 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.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the Master of Science in Exceptional Student Education 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.

3. Two (2) letters of recommendation from a professor, employer or community leader (Official Form).

4. Compliance with the requirements established in the Institutional Admission Policy which can be found in this Catalog.

TRANSFER OF CREDITS POLICY AND PROCEDURES

Six (6) transferred credits may be applied towards the M.S. ESE degree. Courses completed more than five (5) years prior to the date of admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at AU or other accredited institutions. Only courses completed at an accredited institution of higher learning and passed with a grade of "B" or better (3.0 on a 4.0 scale) will be accepted for transfer.

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 in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2	3
Number of credits successfully completed	9	21	36

ACADEMIC PROBATION

Students in the M.S. ESE Program must maintain a minimum cumulative and session grade point averages (GPA) of 3.0. Failure to maintain the minimum GPAs will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an academic advisor. Students on academic probation must meet with their advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with an advisor on a regular basis to monitor progress. Failure to maintain a session and cumulative GPA of 3.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

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.

TIME LIMITATION

Every candidate for the M.S. in Exceptional Student Education (M.S. in ESE) and the M.S. in Teaching English to Speakers of Other Languages (M.S. in TESOL) is three years from the date of admission for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

GENERAL REQUIREMENTS FOR THE MASTER OF SCIENDE 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 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 or Word Perfect).

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
1ST Session	Foundations of Exceptional Student Education
	Foundations of Exceptional Student Educational Technology
	Social and Personal Skills for the ESE Student
2nd Session	Behavior Management for the ESE Student
	Learning Disabilities: Instructional Strategies
	Mental Handicaps: Instructional Strategies
3rd Session	Emotional Handicaps: Instructional Strategies
	Curriculum Development in Exceptional Student Education
	Transitional Interventions and Strategies
4th Session	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.

MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION
COURSE DESCRIPTIONS

NOTE: All program courses are offered in online, hybrid, and/or face-to-face on campus delivery format in order to better accommodate the diverse needs of our students.

CORE AREA I. FOUNDATION COURSES (24 Credits) (EEX 500 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 redirective 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: (3 cr.)
Instructional Design and Assessment

This course provides an analysis and synthesis of theoretical and research issues in exceptional student education. Through the development of a comprehensive portfolio, future teachers will research the needs of students with varying exceptionalities, and design a curriculum that is appropriate for a given grade level, subject area and sensitive to cultural/ethnic backgrounds. This curriculum will include an analysis of learning styles, instructional strategies and methods and assessment techniques. Students will be provided with didactics in experimental design and methodology 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 BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION PROGRAM FACULTY

Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students; professional writing styles; language curriculum development.
Cabada, Maria	B.A. 1976, Biscayne College, Major: Psychology/Minor: Elementary Education; Teaching Certificate. 1977, Florida International University, Emotionally Handicapped K-12. Education; Teaching Certificate. 1981, Biscayne College, Specific Learning Disability, K-12 M.S. 1981, Biscayne College. Human Resources/Exceptional Childhood Education. Varying Exceptionalities (Suma Cum Laude) Adjunct Professor RESEARCH INTERESTS: Exceptional student education and regulatory policies.
Dean, Sharrie	A.A. 1981, Miami Dade Community College; B.A. 1985, Barry University, Professional Studies; M.S. 1990, Nova Southeastern University, Education; Ph.D. 1997, Union Institute and University, Specialized in Curriculum Design. Adjunct Professor RESEARCH INTERESTS: Foundation of reading; less proficient children; intelligence and learning disorders; educational measurement; educational human services; curriculum design; diversified career goals.
du Vall-Brown, Timothy	A.A. 2007, Indian River State College, Psychology; B.S. 2009, University of Central Florida, Psychology; M.Ed. 2012, DePaul University, Teaching and Learning, World Language Education; M.Ed. 2017, DePaul University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Anti-racist pedagogy and; practice; language acquisition; linguistics; neurodiversity; social justice; student leadership; student success.

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.
Paz, Mary	B.S. 1984, Florida State University, Special Education; M.S. 1984, Florida State University, Specific Learning Disabilities, Emotionally Handicapped, and Varying Exceptionalities; Ed.S. 1999, Florida State University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Exceptional Student Education.
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.

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

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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 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 student's 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.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the Master of Science in TESOL 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.

3. Two (2) letters of recommendation from a professor, employer or community leader (Official Form).

4. Compliance with the requirements established in the Institutional Admission Policy which can be found in this Catalog.

TRANSFER OF CREDIT POLICY AND PROCEDURES

Six (6) transferred credits may be applied towards the M.S. degree in TESOL. Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at AU or other accredited institutions. Only courses completed at an accredited institution of higher learning and passed with a grade of "B" or higher (3.0 on a 4.0 scale) will be accepted for transfer.

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 in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2	3
Number of credits successfully completed	9	18	30

ACADEMIC PROBATION

Students in the online MS in TESOL Program must maintain a minimum cumulative and session grade point average (GPA) of 3.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to discuss the probation with the online degree coordinator. Students on academic probation must consult with their online degree coordinator and commit to a Progress Plan. Failure to maintain a session and cumulative GPA of 3.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken into consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

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. 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 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.

TIME LIMITATION

Every candidate for the M.S. in Exceptional Student Education (M.S. in ESE) and the M.S. in Teaching English to Speakers of Other Languages (M.S. in TESOL) is three years from the date of admission for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

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 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 or Word Perfect).

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.

M.S. in Teaching English to Speakers of Other Languages (TESOL)
Curriculum Requirements

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	TESL 500
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.

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

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

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

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 BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM FACULTY

Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano Graduate School, Education; Ed.S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. RESEARCH INTERESTS: Educational interventions with cross cultural students; professional writing styles; language curriculum development.
Cabada, Maria	B.A. 1976, Biscayne College, Major: Psychology, Minor: Elementary Education/ESOL and Middle School Endorsements; M.S. 1981, Biscayne College, Human Resources/ Exceptional Childhood Education, Varying Exceptionalities. Assistant Professor RESEARCH INTERESTS: Exceptional student education and regulatory policies; distance learning.
Dean, Sharrie	A.A. 1981, Miami Dade Community College; B.A. 1985, Barry University, Professional Studies; M.S. 1990, Nova Southeastern University, Education; Ph.D. 1997, Union Institute and University, Curriculum Design. Adjunct Professor RESEARCH INTERESTS: Foundation of reading; Less proficient children; intelligence and learning disorders; educational measurement; educational human services; curriculum design; diversified career goals.
du Vall-Brown, Timothy	A.A. 2007, Indian River State College, Psychology; B.S. 2009, University of Central Florida, Psychology; M.Ed. 2012, DePaul University, Teaching and Learning; World Language Education; M.Ed. 2017, DePaul University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Anti-racist pedagogy and practice; language acquisition; linguistics; neurodiversity; social justice; student leadership; student success.

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.
Martinez, 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 Education and Undergraduate Programs RESEARCH INTERESTS: Cross-cultural issues.

Master of Science
in Psychology

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN PSYCHOLOGY

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.

ADMISSION REQUIREMENTS

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

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

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.

2. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a master's level program must have obtained a bachelor degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.

3. Three letters of recommendation preferably from past professors.

4. A current resume/vitae.

5. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects AU to contribute to such goals. The statement should be double-spaced, typed, and one page in length.

6. International students must submit an official evaluation of academic credentials by an authorized agency. (See the Catalog section titled International Students for a detailed description of this requirement.)

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

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Enrollment Management, the applicant's file is forwarded to the corresponding program. The file is then reviewed by faculty who determines if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance of a candidate. If an interview is granted, the applicant will be evaluated by the faculty to determine his/her qualifications for admission into the program requested. If the applicant is approved for admission, a letter of acceptance will be issued by the Office of Enrollment Management. Upon notification of acceptance, the University requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition. Ultimately, Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program, the prospective student must provide the Office of Enrollment Management with one recent 2 x 2 photograph before the end of the first academic session following matriculation. The admission file will not be considered complete until such requisite has been met.

NON-DEGREE STUDENTS

Students admitted under non-degree status may enroll for a maximum of twelve (12) credit hours. Requests for practicum are evaluated for approval by the Program Director on a case by case basis. Non-degree students can repeat courses failed as long as they do not exceed the maximum 12 credits. Any requests for additional coursework must be approved by the corresponding Program Director and the Chancellor.

TRANSFER OF CREDITS

Six (6) transfer credits may be applied towards the terminal Master's degree. Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at AU or other accredited institutions. Only courses completed at an accredited institution of higher learning and passed with a grade of "B" or better (3.0 on a 4.0 scale) will be eligible for transfer.

Internal Transfer for Terminal Master Students Only:

Students enrolled in the terminal Master of Science in Psychology degree at the University who plan to pursue a Doctor of Psychology (Psy.D.) degree at AU may transfer a maximum of 21 credits upon satisfactory admission to the Psy.D. Program. The total number of credits that students will be eligible to transfer will vary according to their M.S. in Psychology major as follows.

Mental Health Counseling Major: Maximum of 21 credits

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM523 Cross Cultural Counseling	3	PSYD789 Diversity and Culture in Clinical Practice	3
PSYM562 Family Therapy: Theory & Practice	3	PSYD862 Couples and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Therapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span Development	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality	3
PSYM-Master's Elective	3	PsyD Elective as approved by the Program Director	3
PSYM-Master's Elective	3	PsyD Elective as approved by the Program Director	3

Marriage and Family Therapy Major: Maximum of 18 credits

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM523 Cross Cultural Counseling	3	PSYD789 Diversity and Culture in Clinical Practice	3
PSYM562 Family Therapy: Theory & Practice	3	PSYD862 Couples and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Therapy	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality	3
PSYM-Master's Course	3	PsyD Elective (1) as approved by the Program Director	3
PSYM-Master's Course	3	PsyD Elective (2) as approved by the Program Director	3

School Counseling Major: Maximum of 18 credits

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM523 Cross Cultural Counseling	3	PSYD789 Diversity and Culture in Clinical Practice	3
PSYM520 Group Counseling	3	PSYD840 Group Therapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span Development	3
PSYM624 Counseling Children and Adolescents	3	PSYD702 Child Psychotherapy	3
PSYM-Master's Course	3	PsyD Elective (1) as approved by the Program Director	3
PSYM-Master's Course	3	PsyD Elective (2) as approved by the Program Director	3

Internal Transfer for Psy.D. Students Only:

Students enrolled in the Psy.D. degree program who leave the program to pursue a terminal master's degree at the university may transfer a maximum of 21 credits upon satisfactory admission to the Master of Science in Psychology program. The total number of credits that students will be eligible to transfer will vary according to their intended M.S. in Psychology major as follows.

Mental Health Counseling Major: Maximum of 21 credits

Psy.D. Course	Credits	Master's in Psychology Equivalent	Credits
PSYD789 Diversity and Culture in Clinical Practice	3	PSYM523 Cross Cultural Counseling	3
PSYD862 Couples and Family Therapy	3	PSYM562 Family Therapy: Theory & Practice	3
PSYD840 Group Therapy	3	PSYM520 Group Counseling	3
PSYD740 Life Span Development	3	PSYM510 Human Growth and Development	3
GRAL702 Human Sexuality	3	PSYM563 Human Sexuality and Sexual Dysfunctions	3
Psy.D. course	3	Elective (1) as approved by the Program Director	3
Psy.D. course	3	Elective (2) as approved by the Program Director	3

Marriage and Family Therapy Major: Maximum of 12 credits

Psy.D. Course	Credits	Master's in Psychology Equivalent	Credits
PSYD789 Diversity and Culture in Clinical Practice	3	PSYM523 Cross Cultural Counseling	3
PSYD862 Couples and Family Therapy	3	PSYM562 Family Therapy: Theory & Practice	3
PSYD840 Group Therapy	3	PSYM520 Group Counseling	3
GRAL702 Human Sexuality	3	PSYM563 Human Sexuality and Sexual Dysfunctions	3

School Counseling Major: Maximum of 15 credits

Psy.D. Course(s)	Credits	Master's in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD840 Group Therapy	3	PSYM520 Group Counseling	3
PSYD740 Life Span Development	3	PSYM510 Human Growth and Development	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD702 Child Psychotherapy	3	PSYM624 Counseling Children and Adolescents	3

Please note that transfer from the Psy.D. program to the terminal Master of Science in Psychology program for students in good standing is NOT an automatic process. It must be approved by both corresponding Program Directors.

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.

ACADEMIC PROBATION

Students matriculated in the M.S. in Psychology program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session or cumulative G.P.A. of 3.0 will result in academic probation.

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

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" (Incomplete) will not be taken into consideration for the G.P.A. at any session in which an "I" is granted.

2. Two (2) grades of "C" or lower are received in clinical coursework in a single session.

3. A grade of No Pass ("NP") in clinical Practicum courses.

PRACTICUM PROBATION

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

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.

2. Failure to obtain a minimum grade of "B" when repeating a clinical course.

3. Failure to comply with clinical probation conditions.

4. Two grades of No Pass ("NP") in Practicum.

5. Failure to pass the Comprehensive Examination after the four attempts permitted have been exhausted.

STUDENT EVALUATIONS

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

Graduate students who obtain a grade of "C" or lower in any graduate level clinical course must repeat the course the next session it is offered. Failure to obtain a grade of "B" or better when they repeat the course will result in academic dismissal.

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

CHANGE OF PROGRAM / MAJOR

Students who request a change of program, major and/or concentration, must abide by the applicable catalog and amendments in effect at the time that they petition the change.

1. Change of program, major and/or concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Program, Major and/or Concentration must be obtained from the Registrar's Office, completed, and signed by both Program Directors in the case of a change of program, and by the designated Program Director in the case of changes in concentration or major within a program. This form may only be used for 1) changes in concentrations or majors within a program, and 2) 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 Programs' students.

TIME LIMITATION

Every candidate for the M.S. degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Terminal Master's in Psychology Program

Major: Mental Health Counseling

Academic years completed	1	2	3	4
Number of credits successfully completed	15	30	48	61

Major: Marriage and Family Therapy

Academic years completed	1	2	3	4
Number of credits successfully completed	12	27	42	52

Major: School Counseling

Academic years completed	1	2	3	4
Number of credits successfully completed	12	24	39	49

At the end of each academic year, the Miami Campus will certify the student's successful completion of the required number of earned credits according to the above schedule.

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.

MASTER'S CURRICULA
MASTER OF SCIENCE IN PSYCHOLOGY

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.
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 Area ..... 21 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 Credits ..... 45 cr.

AREA III: Clinical Practicum ..... 10 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 Credits ..... 10 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	

Note: 1. *=Courses required for comprehensive exam.
2. All courses in blocks 1-3 must be completed before beginning practicum (PYMH.631, 632, 633)
3. (C)=Clinical course. Must be completed with a grade of "A" or "B". Grades of "Incomplete" must be removed before beginning practicum.
4. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.
5. **Electives can be from any 2 Core courses from MFT, SC or I/O, or other available courses approved by faculty advisors.

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 Area ..... 21 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 Credits ..... 45 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 Credits ..... 7 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 *PSYM501Counseling 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	

Note: 1. *=Courses required for comprehensive exam.
2. All courses in blocks 1-3 must be completed before beginning practicum (PYMF 631, 632)
3. (C)=Clinical course. Must be completed with a grade of "A" or "B". Grades of "Incomplete" must be removed before beginning practicum.
4. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.

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 Practicum ..... 7 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

(C) 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	

Note: 1. *=Courses required for comprehensive exam.
2. All courses in blocks 1-3 must be completed before beginning practicum (PYSC 631, 632).
3. (C) Clinical course. Must be completed with a grade of "A" or "B". Grades of "Incomplete" must be removed before beginning practicum.
4. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.

MASTER OF SCIENCE IN PSYCHOLOGY 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 (3 cr.)
Clinical Course

This course covers the basic concepts and skills related to the identification and educational adaptation of children who differ significantly from the normal child in their physical, psychosocial, mental, sensory, or communication abilities. Cultural and social implications are also discussed.

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 (3 cr.)
Clinical course

This course covers therapeutic techniques drawn from theoretical models in the field of marital therapy. Emphasis is placed on developing a practical framework for understanding 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 BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN PSYCHOLOGY DEGREE PROGRAM 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.
Bauer, Scott	B.S. 1988, Barry University, Psychology; M.S. 1991, Nova Southeastern University, Counseling Psychology; Psy.D. 2001, Carlos Albizu University, Clinical Psychology; Neuropsychology; M.Sc.PP. 2009, Nova Southeastern University, Clinical Psychopharmacology. Assistant Professor RESEARCH INTERESTS: Pediatric neuropsychology and neurorehabilitative treatment; neuropsycho-pharmacological treatment for mental illness; psycho-neuroimmunology and stress-related illnesses; negative environmental influences and their impact on behavioral issues.
Black, Ronald	B.A. 1978, University of Hawaii, Psychology; M.S.W. 1990, Florida International University, Social Work. Adjunct Professor RESEARCH INTERESTS: Chemical dependency; mental health counseling; continuing education.
Campa, Fina	B.S. 1992, Caribbean Center for Advanced Studies, Psychology; M.S. 1994, Caribbean Center for Advanced Studies, Psychology, School Counseling and Mental Health Counseling. Adjunct Professor RESEARCH INTERESTS: Depression; anxiety; anger management.

Concepcion, Raquel	B.S. 2004, University of South Florida, Psychology, Sociology; M.S. 2008, Florida International University, Mental Health Counseling; M.S. 2008, University of Florida, School Psychology; Ph.D. 2020, University of Florida, School Psychology. Adjunct Professor RESEARCH INTERESTS: Infant mental health; parent Child attachment; professional development in teacher Preparation and education; teacher professional identity.
Díaz, Tania	B.S. 1993, Nova Southeastern University, Psychology; M.S. 1995, Caribbean Center for Advanced Studies, General Psychology; Psy.D. 1999, Caribbean Center for Advanced Studies, Clinical Psychology. Professor and Practicum Coordinator RESEARCH INTERESTS: Multicultural issues; psychological and social development of children reared in same gender family matrix.
DiDona, Toni	B.S. 1987, University of Miami, Psychology; M.S.W. 1989; Florida International University; Ph.D. 1994, Florida International University, Social Welfare. Professor and Practicum Coordinator RESEARCH INTERESTS: Clinical work with children and families; assessments; human sexuality; ethics.
García, Manny	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.
Harper, Melissa	B.S. 2001, Florida International University, Psychology (Major), Social Welfare (Minor); M.S. 2003, St. Thomas University, Marriage and Family Therapy; Ph.D. 2009, Nova Southeastern University, Family Therapy. Adjunct Professor RESEARCH INTERESTS: Blended family dynamics, and step fathers' 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. Associate Professor and Practicum Coordinator RESEARCH INTERESTS: Forensic psychology, forensic issues, hypnosis.
Insua-Auais, Mayte	B.A. 1990, University of Miami; Sociology and Criminal Justice; M.S. 1994, Caribbean Center for Advanced Studies, Psychology; Psy.D. 2001, Carlos Albizu University, Clinical Psychology; Adjunct Professor RESEARCH INTERESTS: Assessment of pediatric neurodevelopment disorders; early identification of attention deficit/hyperactivity disorder in children; international adoption environments and early childhood development; infant/early childhood development and education; development of age appropriate toys; play therapy; use of pop culture to teach psychology; the Millennial Generation.
Medina, Isabel	B.A. 1972, Bellarmine University, Psychology; M.Ed. 1975, University of Louisville, Kentucky, Counseling Psychology; Ed.D. 2014, Nova Southeastern University, Higher Educational Leadership, Organizational Leadership. Assistant Professor RESEARCH INTERESTS: Grants and funding for higher education; transitions to college of non-traditional students; strategies for engagement of online students.
Najara, Sara	A.S. 1989, Miami Dade College, Psychology; B.S. 1994, The Union Institute University, Psychology; M.S. 1996, St. Thomas University, Marriage and Family Therapy and Post Master on School Counseling K-12; C.A.C. 1992, Addiction Training Institute, Certified Addiction Counselor. Adjunct Professor RESEARCH INTERESTS: Children of immigrants; Adaptation vs. loss of cultural identity.
Orta, Luis	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.

Popham, Jessica
B.A. 2012, Florida International University, Psychology;
M.S. 2017, Florida International University, Marriage and Family Therapy;
Ph.D. 2020, Nova Southeastern University, Family Therapy.
Assistant Professor and Practicum Coordinator
RESEARCH INTERESTS: Adoption; adoption reunification; identity; sexual offenders; human sexuality.

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
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.

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.

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.

Master of Science in
Industrial and Organizational
Psychology

(Campus-Based Program)

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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

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

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.

2. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a master's level program must have obtained a bachelor degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of

training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.

3. Three letters of recommendation preferably from past professors.

4. A current resume/vitae.

5. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects AU to contribute to such goals. The statement should be double-spaced, typed, and one page in length.

6. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section titled International Students for a detailed description of this requirement.

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

ADMISSION PREREQUISITE

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.

ADMISSION PROCEDURES

After the Office of Enrollment Management has received all documentation and credentials, the applicant's file is forwarded to the corresponding program. The file is then reviewed by faculty who determines if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance of a candidate. If an interview is granted, the applicant will be evaluated by the faculty to determine his/her qualifications for admission into the program requested. If the applicant is approved for admission, the Office of Enrollment Management will issue a letter of acceptance. Upon notification of acceptance, the University requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition. Ultimately, Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program, the prospective student must provide the Office of Enrollment Management with one recent 2 x 2 photograph before the end of the first academic session following matriculation. The admission file will not be considered complete until such requisite has been met.

TRANSFER OF CREDITS

Six (6) transfer credits may be applied towards the terminal Master's degree. Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the

approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at AU or other accredited institutions. Only courses completed at an accredited institution of higher learning with a grade of "B" or better (3.0 on a 4.0 scale) will be eligible for transfer.

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.

ACADEMIC PROBATION

Students matriculated in the M.S. in I/O Psychology program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session or cumulative G.P.A. of 3.0 will result in academic probation.

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

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" (Incomplete) will be taken into consideration for the G.P.A. at any session in which an "I" is granted.

2. A grade of No-Pass ("NP") in Practicum courses.

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.

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.

2. Failure to comply with Practicum probation conditions.

3. Two grades of No Pass ("NP") in Practicum.

4. Failure to pass the Comprehensive Examination after the four attempts permitted have been exhausted.

STUDENT EVALUATIONS

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

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

RESIDENCY REQUIREMENTS

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

TIME LIMITATION

Every candidate for the M.S. degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Master of Science in Industrial/Organizational Psychology

Academic years completed	1	2	3	4
Number of credits successfully completed	12	24	36	48

At the end of each academic year, the Miami Campus will certify the student's successful completion of the required number of earned credits according to the above schedule.

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.

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

MASTER OF SCIENCE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CURRICULUM

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.
PYIO69 8 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.**

Total Core Credits ..... 18 cr.

Possible Electives ..... 6 cr.

2 electives as approved by the I/O Program Coordinator

TOTAL DEGREE REQUIREMENTS ..... 48 cr.
(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 PIO631 and PYIO632 Industrial and Organizational Practicum I and
6. II, as approved by the I/O Coordinator.
4. ** Students must select 2 electives as approved by the I/O Program Coordinator.

MASTER OF SCIENCE IN I/O PSYCHOLOGY 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.

MASTER'S PRACTICUM DESCRIPTION

PYIO631, 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 BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN I/O PROGRAM 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 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.
Cook, Leslie	B.S. 1981, College of Charleston, Biology; M.A. 1997, Webster University, Human Resource Development. Adjunct Professor RESEARCH INTERESTS: Performance excellence and organizational management.
DiDona, Toni	B.S. 1987, University of Miami, Psychology; M.S.W. 1989; Florida International University, Ph.D. 1994, Florida International University, Social Welfare Associate Professor and Practicum Coordinator RESEARCH INTERESTS: Assessment centers, selection, legal issues, leadership, teams/work groups
Morton, Lorrianne	B.A. 1995, Wesleyan College, Psychology; M.A. 2002, Louisville Presbyterian Theological Seminary, Marriage and Family Therapy; M.S. 2012, Albizu University, Industrial / Organizational Psychology. Adjunct Professor RESEARCH INTERESTS: Leadership; followership; career progression; workplace motivation.
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. Assistant Professor RESEARCH INTERESTS: Assessment; selection.

Master of Science in
Industrial and Organizational
Psychology

(Online Program)

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY-ONLINE PROGRAM

Albizu University, Miami Campus, offers a Master of Science in Industrial and Organizational Psychology degree fully online in addition to a live program on campus. 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 management, and organizational development, as well as opportunities for applied research. 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 includes 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 will be considered academically eligible for admission if they earned a Bachelor degree with a cumulative grade point average (GPA) of 3.00 or above from an accredited institution of higher learning. Completed applications may be reviewed on a case by case basis if the academic credentials of the applicant do not meet the minimum requirement, but his or her cumulative undergraduate GPA was at least 2.50. Enrollment may be recommended at the discretion of the Admissions Committee. In those cases, a GPA of 3.00 must be maintained in the first session in order to retain matriculation status.

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

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.

2. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a master's level program must have obtained a bachelor degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.

3. Three letters of recommendation preferably from past professors.

4. A current resume/vitae.

5. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects AU to contribute to such goals. The statement should be double-spaced, typed, and one page in length.

6. International students must submit an official evaluation of academic credentials by an authorized agency (see Catalog section titled International Students for a detailed description of this requirement.

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

ADMISSION PREREQUISITE

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.

ADMISSION PROCEDURES

After the Office of Enrollment Management has received all documentation and credentials, the applicant's file is forwarded to the academic department. The file is then reviewed by faculty who determines if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance of a candidate. If an interview is granted, the applicant will be evaluated by the faculty to determine his/her qualifications for admission into the program requested. If the applicant is approved for admission, the Office of Enrollment Management will issue a letter of acceptance. Upon notification of acceptance, the university requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition. Ultimately, Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program, the prospective student must provide the Office of Enrollment Management with one recent 2 x 2 photograph before the end of the first academic session following matriculation. The admission file will not be considered complete until such requisite has been met.

TRANSFER OF CREDITS

A maximum of six (6) transfer credits may be applied towards the Master of Science in Industrial and Organizational Psychology degree after an evaluation of content equivalency. Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at AU or other accredited institutions. Only graduate level courses completed at an accredited institution of higher learning with a grade of "B" or better (3.0 on a 4.0 scale) will be eligible for transfer.

ACADEMIC PROBATION

Students in the online M.S. in Industrial and Organizational Psychology program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session or cumulative G.P.A. of 3.0 will result in academic probation.

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

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" (Incomplete) will be taken into consideration for the G.P.A. at any session in which an "I" is granted.

2. A grade of No-Pass ("NP") in Final Projects courses.

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.

2. Failure to comply with academic probation conditions set by the Program Director.

3. Two grades of No Pass ("NP") in Final Project courses.

STUDENT EVALUATIONS

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

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

STUDENT ADVISEMENT

Upon admission to the program, students are assigned a Faculty member who will serve as their advisor. Students are expected to contact their advisor before registering, and periodically throughout the student's course of studies, as determined by the student and the advisor.

RESIDENCY REQUIREMENTS

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

TIME LIMITATION

Every candidate for the M.S. degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF INCREMENTAL PROGRESS

The Miami Campus establishes the number of minimum earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Master of Science in Industrial/Organizational Psychology-(online)

Academic years completed	1	2	3	4
Number of credits successfully completed	12	24	36	48

At the end of each academic year, the Miami Campus will certify the student's successful completion of the required number of earned credits according to the above schedule.

CHANGE OF PROGRAM

While students enrolled in the M.S. in I/O Psychology campus-based program may be allowed to take some courses from the online program and vice versa as approved by the I/O Program Coordinator, requests to change from one degree program to the other will be evaluated on a case by case basis. Change of programs will require the approval of both the I/O Program Coordinator and the Program Director. In those cases, all applicable coursework will be transferred.

GENERAL DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY-ONLINE PROGRAM

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 3.00 or higher on a 4.00 scale. No more than two (2) standing grades of "C" are allowed.

2. At least one full year of academic residency.

3. Satisfactory completion of all required academic courses.

4. Satisfactory completion of the required final projects courses.

5. Demonstrated competence in APA style for publications and computer literacy.

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

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

MASTER OF SCIENCE IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY CURRICULUM-ONLINE

Requirements for this degree include 42 academic credits, 6 Final Project credits, and a cumulative G.P.A. of 3.00.

AREA I: Foundation Courses .....18 cr.

PYIOV571 Foundations of I/O Psychology .....3 cr.
PYIOV594 Small Group Theory and Process .....3 cr.
PYIOV500 Research Methods.....3 cr.
PYIOV596 I/O Statistics .....3 cr.
PYIOV595 Advanced Research Methods .....3 cr.
PYIOV502 Attitude Theory .....3 cr.

AREA II. Core I/O Courses .....18 cr.

PYIOV689 Work Motivation.....3 cr.
PYIOV698 Organizational Psychology.....3 cr.
PYIOV672 Employment Law .....3 cr.
PYIOV674 Personnel Psychology .....3 cr.
PYIOV676 Organizational Training & Development 3 cr.
PYIOV683 Psychological Assessment
Techniques in the Organization.....3 cr.

AREA III. Final Project Courses .....**6 cr.**

PYIOV696 Applied Research and
Capstone Project I .....3 cr.
PYIOV697 Applied Research and
Capstone Project II .....3 cr.

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

TOTAL DEGREE REQUIREMENTS 48 cr.

Note:

Grades of "incomplete" must be removed before beginning Applied Research/Capstone Project.

M.S. IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY SEQUENCE TABLE (ONLINE)

BLOCK/ SESSION	RECOMMENDED NUMBER OF ACADEMIC CREDITS	ACADEMIC PREREQUISITES FOR FINAL PROJECT COURSES	FINAL PROJECTS COURSES
1	6 Academic Credits	PYIOV689 Work Motivation PYIOV571 Foundations of I/O Psychology	
2	6 Academic Credits	PYIOV500 Research Methods PYIOV698 Organizational Psychology	
3	9 Academic Credits	PYIOV672 Employment Law PYIOV596 I/O Statistics PYIOV674 Personnel Psychology	
4	9 Academic Credits	PYIOV676 Organizational Training and Development PYIOV595 Advanced Research Methods PYIOV683 Psychological Assessment Techniques in the Organization	
5	6 Academic Credits 3 Final Project Credits 9 Total Credits	PYIOV594 Small Group Theory & Process PYIOV502 Attitude Theory	PYIOV696 Applied Research and Capstone Project I (3 credits)
6	6 Academic Credits 3 Final Project Credits 9 Total Credits	**2 electives as approved	PYIOV697Applied Research and Capstone Project II (3 credits)
Total	42 Academic Credits 6 Final Project Credits 48 Credits		

Note: 1. All courses in blocks 1-4 must be completed before enrolling in the final project courses, or a minimum of 30 credits including PYIOV500, PYIOV596 and PYIOV595 as approved by the I/O Coordinator.

2. PYIOV500 is a pre-requisite of PYIOV596, and PYIOV596 is a prerequisite of PYIOV595.
3. PYIOV595 is a prerequisite of PYIOV696, and PYIOV696 is a prerequisite of PYIOV697.
4. Grades of "Incomplete" in Blocks 1-4 courses or the minimum 30-credit sequence approved by the I/O Coordinator must be removed before enrolling in final project courses.
5. **Student must select 2 electives as approved by the I/O Program Coordinator.

MASTER OF SCIENCE IN I/O PSYCHOLOGY-ONLINE COURSE DESCRIPTIONS

PYIOV571 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.

PYIOV674 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.

PYIOV683 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.

PYIOV594 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.

PYIOV500 RESEARCH METHODS (3 cr.)

This course is a pre-requisite of PYIOV596 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.

PYIOV595 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.

PYIOV596 I/O STATISTICS (3 cr.)

This is an applied course. This course is a prerequisite for PYIO 595 Advanced Research Methods. The student will become familiar with various statistical techniques. Topics include: measures of central tendency; measures of variability; sampling distributions; inferences about the differences between means, proportions, etc.; univariate analysis of variance; linear regression and correlation. The course includes an introduction to and use of the statistical software program, SPSS as well as Excel.

PYIOV698 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.

PYIOV676 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.

PYIOV672 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

PYIOV502 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.

PYIOV689 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.

FINAL PROJECT COURSE DESCRIPTIONS

PYIOV696 APPLIED RESEARCH AND CAPSTONE PROJECT I (3 cr.)

Students will apply theoretical knowledge to address professional practice issues in the field of industrial and organizational psychology through an applied research or capstone project. Students who choose an applied research project will work on the application of psychological research and will be responsible for the planning, implementation of the research, and dissemination of the findings. Students who choose a capstone project will develop or improve a system or product relevant to I/O practice. Students may continue to work on their projects, as approved by their professor, in the following course, Applied Research and Capstone Project II.

PYIOV697 APPLIED RESEARCH AND CAPSTONE PROJECT II (3 cr.)

Students will continue their work in the project that they selected in Applied Research and Capstone Project I, or pursue a project in a related or new area as approved by their professor. Students may be enrolled in this course in subsequent sessions to complete their projects within their degree time limitation terms. Continuous enrollment is required until all requirements have been met.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN I/O PSYCHOLOGY PROGRAM 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, TESOL (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;
Cook, Leslie	B.S. 1981, College of Charleston, Biology M.A.1997, Webster University, Human Resource Development Adjunct Professor RESEARCH INTERESTS: Performance excellence and organizational management.
DiDona, Toni	B.S. 1987, University of Miami; Psychology, Psychology; M.S.W. 1989; Florida International University; Ph.D. 1994, Florida International University, Social Welfare Associate Professor and Practicum Coordinator RESEARCH INTERESTS: Assessment centers, selection, legal issues, leadership, teams/work groups.
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. Assistant Professor RESEARCH INTERESTS: Assessment; selection.

Master of Science in
Speech and Language Pathology

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLGY

The Speech and Language Pathology Program at Albizu University is dedicated to the development of speech and language professionals in order 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 the passing of Master Level Comprehensive Exam or thesis project. Supervised clinical practicum is offered in the Speech-Language Pathology Clinic as well as in external settings throughout the South Florida area. The program requirements are in compliance with the Florida Board of Speech-Language Pathology 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

- Possess knowledge of the principles and methods of the prevention, assessment, and intervention for individuals with communication and swallowing disorders.
- Mastery in the use of assessment tools designed to assess children and adults with communication and swallowing disorders.
- Mastery in the use of intervention methods and techniques used to treat individuals with communication and swallowing disorders.

CLINICAL SKILLS

- Design and implement intervention techniques according to clients' level of functioning and needs.
- Use of clinical procedures, strategies, and assessment tools in order to make appropriate referrals as necessary.
- Use of assistive technology in order to provide services to clients with communication disorders.
- Provide guidance to general population about prevention of communication disorders.
- Perform supervisory functions to include consulting services in various clinical settings.
- Perform research work in the speech language pathology field which could be applied in the design and implementation of intervention programs with children and adults with communication and swallowing disorders.

- Administer standardized and non-standardized tests and interpret their results in the assessment of children and adults with communication and swallowing disorders.

ATTITUDES

- Perform clinical functions under the ethical standards of the profession, as stated by the American Speech-Language-Hearing Association (ASHA).
- Have a holistic view of the human being.
- Contribute to the development of the profession through active participation in professional organizations.
- 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 speech and language professionals to provide quality clinical services to children and adults with communication and associated disorders in a variety of clinical settings for children and adults with communication and swallowing disorders.

2. Prepare speech and language pathologists to work as clinical supervisors and consultants.

3. Prepare speech and language pathologists to collaborate with other professionals in a variety of settings.

4. Prepare speech and language pathologists to work in an ethical, competent, and professional 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.

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 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 the area of 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. In order to successfully complete the written comprehensive exam, students must pass all parts and areas of the exam. The number of allowable attempts to successfully complete the exam is four (4). Students must obtain a grade of "B" or better in all courses.

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.

ADMISSION REQUIREMENTS

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

1. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate, as required by the corresponding jurisdiction.

2. Bachelor's degree graduation index of 3.0 out of a 4.0 scale.

3. Students must have completed with a grade of "C" or higher the following prerequisites either at the undergraduate or graduate level:

    - Physics/Physical Science/Chemistry
    - Biology/Biological Science/Human Anatomy & Physiology/Human Genetics/ Neuroanatomy & Neurophysiology
    - Human Growth and Development/Child Psychology
    - Professional Writing/English Composition & APA Style Workshop
    - Statistics
    - Introduction to Special Child Education/Communication Disorders/Children with Special Needs/Clinical Management in Communication Disorders
    - 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 which provides a clear indication of the applicant's interest in the field, short and long term career goals, and how the applicant expects the institution contributes to such goals. The statement is written at the time of the interview or as scheduled.

4. An article critique which is an indicative of 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 POLICY AND PROCEDURES

Six (6) transferred credits may be applied towards the M.S. in Speech and Language Pathology degree. Courses completed more than five (5) years prior to the date of admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at Albizu University or other accredited institutions. Only courses completed at an accredited institution of higher learning and passed with a grade of "B" or better (3.0 on a 4.0 scale) will be accepted for transfer.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS – MS IN SPEECH AND LANGUAGE PATHOLOGY

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 in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2	3
Number of credits successfully completed	30	60	----
Clinical Practicum			X
Comprehensive Exam or Thesis Project			X

ACADEMIC PROBATION

Students in the M.S. in Speech and Language Pathology program must maintain a minimum cumulative and session grade point averages (GPA) of 3.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an academic advisor. Students on academic probation must meet with their advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with an advisor on a regular basis to monitor progress. Failure to maintain a session and cumulative GPA of 3.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

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 course previously attempted but not completed, 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 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 Speech and Language Pathology must complete one full year residency (10 courses minimum) in order to meet graduation requirements.

TIME LIMITATION

Every candidate for the M.S. in Speech and Language Pathology must complete the degree within four years from the date of admission. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

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 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, if applicable.

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 core (foundation) courses.

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 of the Master degree requirements, the 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 FOR THE M.S. IN SPEECH AND LANGUAGE PATHOLOGY DEGREE

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 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 for completion of the master's degree in Speech and Language Pathology. Students who elect the Thesis Project in the Speech and Language Pathology track must complete and successfully defend their thesis project.

Albizu University
Curriculum Requirements
M.S. in Speech and Language Pathology

Name _____ SS# _____ Student ID _____ Date _____

** Undergraduate Major: _____

	Course Code	Course Title	Ses. Crs.	Course Title	Institution /Term	Grade
1	MSLP540	Anatomy & Physiology of the Speech & Hearing Mechanism	3			
2	MSLP541	Basic Audiology	3			
3	MSLP542	Normal Speech & Language Development	3			
4	MSLP543	Ethics & Legal Aspects in Health Professions	3			
5	MSLP545	Language Disorders in Children	3			
6	MSLP546	Fluency Disorders: Assessment & Treatment	3			
7	MSLP547	Voice Disorders: Assessment & Treatment	3			
8	MSLP548	Language Disorders in Adults	3			
9	MSLP549	Dysphagia in Children and Adults	3			
10	MSLP550	Articulatory Disorders: Assessment & Treatment	3			
11	MSLP551	Phonological Disorders: Assessment & Treatment	3			
12	MSLP650	Aural Rehabilitation	3			
13	MSLP651	Augmentative & Alternative Aids for Communication	3			
14	MSLP652	Assessment & Differential Diagnosis of Communication Disorders	3			
15	MSLP653	Neurogenic Disorders in Adults	3			
16	MSLP654	Early Intervention in Speech & Language	3			
17	MSLP655	Supervision, Consultation & Administration of Clinical Services	3			
18	MSLP657	Research Methodology in Communication Disorders	3			
19	MSLP661	Multicultural Perspectives in Speech and Language Pathology	3			
20	MSLP662	Reading and Writing Disorders: Assessment & Intervention	3			
21	PRSP656	Advanced Clinical Practicum I	0			
22	PRSP657	Advanced Clinical Practicum II	0			
23	MSLP605	Comprehensive Exam (1st Part)	0			
24	MSLP606	Comprehensive Exam (2nd Part)	0			
25	MTES670	Thesis Project	0			
		Total Credits:	60			

_____ _____ _____
Program Director / Date Registrar / Date Pre-Evaluator /Adm. Officer /Date

Albizu University
M.S. in Speech and Language Pathology

CURRICULAR SEQUENCE

Term 1 – FIRST YEAR	**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	**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	**PREREQUISITES**
MSLP548 – Language Disorders in Adults	MSLP540
MSLP551 – Phonological Disorders: Assessment & Treatment	MSLP540, 550
Term 1 – SECOND YEAR	**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	**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	**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	**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	**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 FOR THE MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY

NOTE: Courses may be offered in online, hybrid, web-assisted or face-to-face on campus delivery format. Course schedules for each academic session will indicate how the course will be offered.

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 children and adults. The course emphasizes in the interdisciplinary intervention and role of the Speech/Language Pathologist that work with this population.

MSLP550 ARTICULATORY DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

Study of the anatomical, acoustic and perceptual aspects related to the articulatory mechanism. The course emphasizes in the typical and atypical articulatory development of the Spanish and English sounds. Cultural variations and different types of disorders are considered. The course also emphasizes in the assessment and differential diagnosis of such disorders and other conditions. The clinical management and treatment techniques used in intervention are discussed.

MSLP551 PHONOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

This course describes the phonological system considering the theories and phonological perspectives. It emphasizes in the description of the typical and atypical phonological development of the Spanish and English language sounds. The study of the criteria for determining differential diagnosis of organic and functional disorders is also considered. The course also emphasizes in the clinical management of such disorders.

MSLP650 AURAL REHABILITATION (3 cr.)

Study of the habilitation and rehabilitation processes including auditory training, lipreading, total communication in theory and methodology.

MSLP651 AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION (3 cr.)

Discussion of the history background of the AAC and its impact in the life of people with severe communication impairments. Study of the equipment used, its characteristics and uses. Discussion of strategies for implementation of the effective use of AAC to meet communicative needs. The course requires laboratory experiences, and building of low cost communication boards and adaptations for equipments.

MSLP652 ASSESSMENT AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 cr.)

Study of different clinical procedures used in evaluations of patients with speech and language disorders. The student will learn and develop assessment tools for evaluation and diagnosis of language disorders in children and adults.

MSLP653 NEUROGENIC DISORDERS IN ADULTS (3 cr.)

The course presents the etiology, diagnostic and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with right hemisphere, cranial traumas and degenerative disorders.

MSLP654 EARLY INTERVENTION IN SPEECH AND LANGUAGE (3 cr.)

The theoretical model focus of this course is the transactional model for communication development. The course emphasizes in the influence of environment and linguistic competence of the child.

MSLP655 SUPERVISION, CONSULTATION, AND ADMINISTRATION OF CLINICAL SERVICES (3 cr.)

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies and service programs design are studied. The course analyzes different models of supervision and consultation.

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 BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY PROGRAM FACULTY

Aviles, Alberto
B.S. 2003, University of Puerto Rico-Mayaguez, Biology;
M.S. 2007, University of Puerto Rico, Medical Sciences, Communication Disorders;
DHSc. 2017, A.T. Still University, Health Sciences.
Adjunct Professor
RESEARCH INTERESTS: Medical speech language pathology; swallowing disorders in adults; voice disorders; neurogenic speech disorders; instrumental evaluation of voice and swallowing.

Bretl, Michelle
B.S. 2016, University of Washington, Speech and Hearing Sciences;
B.M. 2916, University of Washington, Vocal Performance;
M.S. 2018, Bowling Green State University, Communication Sciences and Disorders.
Adjunct Professor
RESEARCH INTERESTS: Voice disorders; upper airway disorders; voice modification; research in CSD; teaching.

Cosgrove-Naftal, Melissa
A.A. 1997, Palm Beach Community College;
B.S. 1999, University of Central Florida, Communication Disorders;
M.A. 2001, University of Central Florida, Communication Disorders.
Adjunct Faculty
RESEARCH INTERESTS: Communication disorders.

Del Cristo, Brittany
B.A. 2012, Florida International University, Psychology;
M.S. 2017, Nova Southeastern University, Speech and Language Pathology.
Assistant Professor and Clinical Coordinator
RESEARCH INTERESTS: Apraxia of speech, early Intervention.

Elizondo, Denise
B.S. 2010, Marquette University, Speech Pathology ad Audiology;
M.S. 2017, Rockhurst University, Communication Science Disorders.
Adjunct Professor and Program Coordinator
RESEARCH INTERESTS: Phonologic disorders; receptive/expressive language; aphasia; voice disorders; fluency.

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.
Assistant Professor
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.

Hernandez, Samantha
B.A. 2002, University of Miami, Psychology and Foreign Languages;
M.S. 2007, Florida International University, Speech and Language Pathology.
Assistant Professor
RESEARCH INTERESTS: Neurogenic disorders in adults; dysphagia; pediatric articulation and phonological disorders; differential diagnosis of bilingual language learners.

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.

Lowe, Mary Ann
B.S. 1968, West Virginia University, Speech

	Pathology and Audiology; M.Ed. 1988, Florida Atlantic University, Speech Pathology; Ed.S. 1998, University of New Mexico, Special Education/Assistive Technology; SLP.D. 2006, Nova Southeastern University, Speech Pathology. Adjunct Professor RESEARCH INTERESTS: Assistive technology; augmentative and/or alternative communication; child language disorders; communication disorders
Marino, Analia	B.S. 2006, Florida International University, Speech and Language Pathology; M.S. 2011, Florida International University, Speech; and Language Pathology. Adjunct Professor and Clinical Supervisor RESEARCH INTERESTS: Early intervention; apraxia of Speech; phonological disorders; articulation disorders.
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/Electroaudiometry. Research Fellow 2003, Neural Basis of Hearing & Language, Toronto, Canada. Adjunct Professor RESEARCH INTERESTS: Aural rehabilitation, electroaudiometry.
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 Licensed Speech-Language Pathologist Assistant Professor, Director of the M.S. in Speech and Language Pathology Program RESEARCH INTERESTS: Training and self-confidence in treatment individual swallowing disorders; reading and writing assessment practices for diagnosis of communication disorders among speech and language pathologists; speech and language pathologists cultural competencies; dysphagia, adult language, cognitive-communication disorders in adults
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.
Suarez, Mildred	A.A. 1976, Miami Dade College, Special Education;

B.A. 1978, Eastern Illinois University, Speech Pathology;
M.S. 1979, Eastern Illinois University, Speech Pathology.
Assistant Professor and Clinical Education Coordinator
RESEARCH INTERESTS: Early intervention; pediatric speech-language evaluation and therapy; autism spectrum disorder.

Tessel, Carol A.

B.S. 1999, University of Florida, Communication Sciences;
M.S. 2001, Arizona State University, Communication Sciences;
Ph.D. 2013, Graduate Center CUNY, Speech and Hearing Sciences.
Associate Professor
RESEARCH INTERESTS: Second language acquisition; bilingual phonology; early intervention/parent coaching; teaching and learning issues in communication sciences and disorders.

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.

Autism Spectrum Disorder
Graduate Certificate Program
(Online Program)

GENERAL DESCRIPTION OF THE AUTISM SPECTRUM DISORDER GRADUATE CERTIFICATE PROGRAM

- The Autism Spectrum Disorder Certificate Program is intended for educators that are working with autistic individuals.

- This program focuses on understanding the needs, assessment, and intervention of students that have been diagnosed with Autism Spectrum Disorder with a special emphasis on teaching the skills necessary to work with culturally diverse populations.

- The program is designed for educators and consists of 12 credits of coursework which includes ten hours of field experience.

- The program's courses have been designed with the principles of cultural diversity in order to equip educators to address the multicultural aspects of Autism Spectrum Disorder populations.

- The availability of day, evening, and weekend classes is aimed to meet the needs of a diverse spectrum of students.

- Courses are delivered online using modern technological resources and conducted by professors with theoretical and practical expertise in the field of Autism Spectrum Disorder so as to provide students with a solid academic and practical education.

PROGRAM GOALS AND OBJECTIVES

Consistent with the goals, philosophy and objectives of Albizu University, the Autism Spectrum Disorder Certificate Program seeks to accomplish the following objectives:

- Provide exceptional student educators with proficiency in understanding the needs of the Autism Spectrum Disorder population.

- Prepare exceptional student educators with an understanding of the assessments and interventions that the Autism Spectrum Disorder population require.

- Equip exceptional student educators with skills to understand how to work with the families of exceptional students in order to provide a holistic service that is culturally congruent to their needs.

- Conduct training in a professional atmosphere in which students may view faculty, peers, and themselves as an academic community dedicated to a scholarly and practical engagement of the principles and practices that will enable students to succeed in working with the students and families that form a part of the Autism Spectrum Disorder population.

ADMISSION REQUIREMENTS

1. A completed bachelor's degree.

2. A completed and signed application form accompanied by the appropriate fee, within the established deadline (See the Tuition and Fees Policy.)

3. Official transcripts from all colleges, universities, or other post-secondary educational institutions.

4. 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 AU's Catalog.

5. Two letters of recommendation from former professors/teachers and/or employers/supervisors.

   For additional information, please refer to the Institutional Admission Policy section.

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.

ACADEMIC PROBATION

Graduate students must maintain a minimum cumulative and session grade point average (GPA) of 3.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with his/her advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student's progress. Failure to maintain a session or cumulative GPA of 3.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

Probation is a disciplinary sanction serving notice to students that their behavior and/or academic performance is in serious violation of institutional policies and procedures. Continued enrollment depends upon satisfactory performance during the period of probation.

TIME LIMITATION

Every candidate for the certificate program must complete the degree requirements within a period of two (2) years from the date of admission for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

GENERAL REQUIREMENTS FOR THE AUTISM SPECTRUM DISORDER GRADUATE CERTIFICATE PROGRAM

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.

AUTISM SPECTRUM DISORDER GRADUATE CERTIFCATE PROGRAM
COURSE SEQUENCE

COURSE CODE	COURSE SEQUENCE	CREDIT HOURS
EEXX514	The Nature of Autism: Intervention Methods, Strategies, and Application	3
EEXX515	Language, Communication Development and Augmentative Communication in Autism Spectrum Disorder	3
EEXX516	Assessment and Nature of Individuals with Autism Spectrum Disorder	3
EEXX517	Behavioral Management, Assessment and Intervention for Students with Autism Spectrum Disorder	3
	Total Credit Hours	**12**

AUTISM SPECTRUM DISORDER GRADUATE CERTIFICATE PROGRAM COURSE DESCRIPTIONS

EEXX514 THE NATURE OF AUTISM: INTERVENTION METHODS, STRATEGIES AND APPLICATION (3 cr.)

This course will help students develop skills and attain knowledge of the nature and the needs of students with autism including the characteristics, teaching methods, learning objectives, and environmental arrangements necessary for successful pedagogy related to this population. The course will focus on interventions designed to improve deficits in the area of academics, communication, learning readiness, independent functioning, social skills, and behavior. Accommodations and modifications necessary for inclusion will be covered, as well as the role of collaboration among educational personnel, families, and community agencies to help advocate for the success of the autism spectrum disorder individual.

EEXX515 LANGUAGE, COMMUNICATION DEVELOPMENT, AND AUGMENTATIVE COMMUNICATION IN AUTISM SPECTRUM DISORDER (3 cr.)

This course will focus on the nature of communication and language challenges and methods for remediating these using high and low levels of technology. Current and past research which supports the use of a variety of augmentative and alternative communication, language facilitation, and assistive technology to support the development of communication for the individual with autism spectrum disorder will be discussed. The role of assistive technology in language facilitation, teaching literacy, and providing a method for communication for individuals with nonverbal abilities will be reviewed.
Co-requisite: EEXX515

EEXX516 ASSESSMENT, DIAGNOSIS, AND NATURE OF INDIVIDUALS WITH AUTISM SPECTRUM DISORDER (3 cr.)

Students will develop an understanding and attain skills related to the current formal and informal assessments utilized in the diagnosis, intervention, and instructional planning for students with autism spectrum disorder. The course will also provide students with knowledge on the educational strategies for students with autism spectrum disorder while focusing on the major social, behavioral, communication, and learning characteristics for this population. The screening and diagnostic tools used to identify individuals with autism spectrum disorder will be reviewed.
Prerequisite: EEXX514, EEXX515

EEXX517 BEHAVIORAL MANAGEMENT, ASSESSMENT AND INTERVENTION FOR STUDENTS WITH AUTSIM SPECTRUM DISORDER (3 cr.)

This course will focus on the assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community for individuals with autism spectrum disorder. Students will learn to generate hypotheses about the functions of challenging behavior as they relate to communication skills and identify strategies to implement positive behavioral support. The course will discuss functional behavioral assessment, functional communication training, and other pertinent and current strategies of behavior management. Students will participate in a ten hour field experience that involves completing a functional assessment through direct and indirect assessment and developing a positive behavioral support plan based on that assessment. Prerequisite: EEXX514, EEXX515

FACULTY BACKGROUND AND RESEARCH INTERESTS

AUTISM SPECTRUM DISORDER GRADUATE CERTIFICATE PROGRAM

Arbelo, Floralba	B.A. 1997, Brooklyn College, Psychology; M.S. 2001, Milano The New School for Public Engagment, Managmenet and Urban Policy; Ed..S. 2012, Liberty University, Curriculum and Instruction; Ed.D. 2013, Liberty University, Educational Leadership. Assistant Professor RESEARCH INTERESTS: Hispanic student academic retention, persistence; Hispanic student achievement; online teaching and learning; nontraditional populations; Hispanic Serving Institutions.
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.
Frigerio, Ailema	B.S. 1997, Florida International University, Psychology; M.S. 2001, Carlos Albizu University, Psychology; Psy.D. 2010, Carlos Albizu University, Clinical Psychology, Concentration: Child Psychology. Adjunct Professor RESEARCH INTERESTS: Child psychotherapy methods; school phobia; psycho-educational assessment.
Paz, Mary	B.S. 1984, Florida State University, Special Education; M.S. 1984, Florida State University, Specific Learning Disabilities, Emotionally Handicapped, and Varying Exceptionalities; Ed.S. 1999, Florida State University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Exceptional Student Education; learning disabilities; varying exceptionalities.

Master of Business Administration

GENERAL DESCRIPTION OF THE MASTER IN BUSINESS ADMINISTRATION DEGREE

The Master of Business Administration degree program is primarily designed for working professionals, allowing them to earn their MBA degree without interrupting their careers. The degree program consists of 36 credit hours of course work delivered through a non-traditional fast track format. The Executive MBA degree program consists of three core clusters totaling 27 credit hours, plus one concentration cluster of nine credit hours. Students must choose an MBA concentration from among the following: Organizational Management, Entrepreneurship, and Non-Profit Management.

PROGRAM GOALS AND OBJECTIVES

The Master of Business Administration **(**M.B.A.**)** is an executive program that prepares students for middle and senior level management positions through advanced level course work. The Executive MBA degree program prepares culturally competent professionals who can succeed in today's challenging and competitive business environment.

FAST-TRACK DELIVERY FORMAT

The MBA program is offered with a non-traditional "Fast-track" delivery format. Fast-track MBA students complete one cluster of three courses per academic session, attending once a week, one course at a time. The format is uniquely designed so that students can attend evening or weekend classes once a week, completing one intensive course at a time. This, in turn, permits students to receive intensive training in one subject area, before moving on to the next.

ADMISSION REQUIREMENTS

All Master of Business Administration Program candidates must satisfy the following minimal requirements:

1. File a completed application form accompanied by the appropriate fee with the Office of Enrollment Management prior to deadline dates.

2. Applicants to the MBA 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.

   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.

3. 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.

4. Applicants must submit three letters of recommendation from supervisors, faculty or professional associates.

5. 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.

6. Submit a statement of purpose describing the applicant's professional goals and reasons for pursuing an MBA degree at Albizu University.

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

CONDITIONAL ADMISSION

If the applicant does not meet the minimum admission requirements for the MBA program, conditional admission may be recommended at the discretion of the Faculty on a case by case basis. Any pending admissions requirements and academic prerequisites must be fulfilled within the first academic session of enrollment into the MBA program. Conditionally admitted students must maintain a minimum GPA of 3.0 on a 4.0 scale during the first academic session in order to gain full admission and remain in good academic standing in the MBA program.

TRANSFER OF CREDITS

Due to the curricular design and accelerated nature of the program, students are not allowed to transfer credits into the MBA program.

ACADEMIC PROBATION

MBA Program students must maintain a cumulative and session GPA of 3.0 or higher. Failure to maintain a session GPA. of 3.0 will result in academic probation. Failure to maintain a session or cumulative GPA of 3.0 or higher for two consecutive sessions will result in an academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" will not be taken into consideration for the GPA of any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Failure to successfully complete pre-requisite coursework within the first academic session of enrollment.

4. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines.

ACADEMIC DISMISSAL

Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers will result in academic dismissal of a student.

STUDENT EVALUATIONS

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

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

CHANGE OF PROGRAM/CONCENTRATION

Students requesting to change their Program and/or Concentration must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new program or concentration.

Students in good standing admitted prior to the Summer 2008 academic session may request to change from the previous curriculum and transfer the credits from their successfully completed courses into the revised MBA curriculum as stated in the current edition of the catalog.

Change of Concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Concentration must be obtained from the Registrar's Office, completed, and signed by the program director. This form may only be used for changes in concentrations within a program.

TIME LIMITATION

Every candidate for the M.S., M.A. or M.B.A. degree must complete the degree requirements within a period of four (4) years from the date of admission for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The MBA Program establishes the number of earned credits that the student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2
Number of credits successfully completed	18	36

At the end of each academic year, the Miami Campus will certify the student's successful completion of the appropriate percentage or amount of work according to the above schedule.

GENERAL DEGREE REQUIREMENTS

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

1. Completion of all required coursework

2. Overall academic grade point average of 3.00 or higher on a 4.00 scale

3. No more than two (2) grades of "C" 9in any courses

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

ACADEMIC PROCEDURES FOR REPEAT CLASSES

If a class has to be repeated for academic or any other reason the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options.

DUAL CONCENTRATION OPTION

Students in good standing may obtain a dual concentration within the Master of Business Administration (MBA) Program by completing an additional cluster (nine credits) of concentration courses. Students seeking a dual concentration must submit a written request and meet with their academic advisor in order to determine the degree and concentration requirements at the time of the request. All requests for the dual concentration option must be approved by the Program Director.

Master of Business Administration
Curriculum Requirements- All Concentrations

Cluster I

			SESSION	GRADE
MGMT516	Managing Multicultural Organizations	3		
GEBB515	Organizational Leadership	3		
MKMT521	Strategic Marketing	3		

Cluster II

ACCG521	Accounting for Managerial Decision Making	3		
MGMT615	Production and Operations Management	3		
ECON521	Economics of Organizational Architecture and Strategy	3		

Cluster III

Pre-requisites: Clusters I and II

MGMT649	Financial Management	3		
MGMT630	Managerial Ethics	3		
MGMT637	Strategic Management	3		

Cluster IV
Concentration Courses - Select one concentration of 9 credits

Pre-requisites: Clusters I and II

Organizational Management Concentration (9 credits)

GEBB517	Organizational Diagnosis and Change Management	3		
MGMT635	Beyond Quality Management and Continuous Improvement	3		
HRMT648	Building Competitive Advantage tnrough HR Development	3		

Entrepreneurship Concentration (9 credits)

GEBB648	New Venture Creation	3		
FINA649	Entrepreneurial Finance	3		
MGMT618	Business Plan Development	3		

Non-Profit Management Concentration (9 credits)

BUSS648	Institutional Advancement	3		
MGMT650	Non-Profit Management and Governance	3		
FINA643	Public and Non-Profit Budgeting	3		

TOTAL DEGREE REQUIREMENT CREDITS	**36**

TOTAL CREDITS COMPLETED TO DATE	

Director/Faculty Signature **Date**

COURSE DESCRIPTIONS FOR THE MASTER OF BUSINESS ADMINISTRATION

ACCG521 ACCOUNTING FOR MANAGERIAL DECISION-MAKING (3 cr.)

The module focuses on cost centers and profit centers. The following topics are addressed: cost accounting, cost-volume-profit analysis, budgeting and variance analysis, and relevant costs for decision-making. The module requires the adult learner to apply concepts covered in an earlier course or module in accounting. Therefore, it has been designed assuming the adult learner has taken such a course.

MGMT637 STRATEGIC MANAGEMENT (3 cr.)

In this module, adult learners examine strategic processes that influence the direction of an organization. Adult learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders. Multicultural variables influencing strategic planning are incorporated into the strategy formulation, planning, and implementation processes. This module is considered a capstone course, as it incorporates the application of many of the business concepts learned throughout the curriculum as a basis for the development of a strategic analysis project.

BUSS647 INTEGRATIVE PROJECT (3 cr.)

This module is designed to advance the adult learner's abilities to plan, design, develop and implement a research project. The Research Project is a major research effort designed to enhance knowledge in an area related to one's work or community, improve writing and incorporate multicultural factors to assist in effective decision-making. The adult leaner uses appropriate research techniques to analyze a work-related project in an area of mutual interest to the adult learner and his/her Project Advisor.

BUSS648 INSTITUTIONAL ADVANCEMENT (3 cr.)

Within this module, adult learners address issues and concepts related to the external relations functions of the nonprofit organization. Specifically, the module examines organizational positioning and effectiveness, leadership, communications, multicultural issues, institutional image, and elements of the fundraising program.

GEBB648 NEW VENTURE CREATION (3 cr.)

This module examines the process of entrepreneurship, including the generation of potential business opportunities, evaluation of venture potential, development of a new venture team and an entrepreneurial organization, startup, growth, and harvest strategies for entrepreneurial ventures, and marketing of new ventures.

MGMT630 MANAGERIAL ETHICS (3 cr.)

Using a business ethics foundation, this module explores ethical issues faced in the process of managing multicultural personnel and implementing organizational programs, including quality and continuous improvement efforts. It is assumed that most, but not all, adult learners have had an undergraduate ethics course of some sort. However, the module will start with a brief overview of ethical theory to reacquaint adult learners with basic ethical concepts and insure we are all using the same terminology.

BUSS516 BUSINESS RESEARCH METHODS (3 cr.)

This module offers an introduction to research methods in general, and management research methods in particular. First, an overview of research is given, with attention to various purposes and approaches. Next, the components of the research process are studied, including the research problem, review of literature, methodology, collection of data, analysis (including cultural biases), results of the data, and conclusions. Statistical software is introduced as a tool to analyze, interpret, and present data. Adult learners are provided with an opportunity to synthesize these concepts as consumers of research (by critiquing published research) and as producers of research (by beginning their Integrative Project.)

ECON521 ECONOMICS OF ORGANIZATIONAL ARCHITECTURE & STRATEGY (3 cr.)

This module is designed to expand the adult learner's understanding of how analysis can assist corporate managers in their goal of maximizing firm value (shareholder wealth). Management theory has long recognized the importance of a thorough assessment of both a firm's internal and external environment. However, a thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems.

FINA649 ENTREPRENEURIAL FINANCE (3 cr.)

Beginning with a review of basic finance, including discounted cash flow analysis and capital budgeting, this module examines financial projections for new ventures, sources of venture capital, debt capital, and external assistance; and structuring and negotiating entrepreneurial deals.

MGMT635 BEYOND QUALITY MANAGEMENT AND CONTINUOUS QUALITY IMPROVEMENT (3 cr.)

This module focuses on past, current, and emergency quality improvement theories, practices, techniques and skills, including an overview of organizational systematic processes and programs necessary to deliver quality results including the Baldridge Award and standards programs such as ISO 9000. The work of Deming and other current and past pioneers and programs are examined. The mechanics, structures, and dynamics of effective quality improvement teams are covered, as are issues relating to the effective implementation of quality-related programs.

MGMT649 FINANCIAL MANAGEMENT (3 cr.)

This module is designed to help managers to understand financial analysis and management so that they can work effectively with financial decision-makers in organizations. Topics covered include the cost of quality, cash flow analysis, capital budgeting, long-term financing, working capital management, financial analysis, financial planning, and cost analysis.

MGMT650 NONPROFIT MANAGEMENT AND GOVERNANCE (3 cr.)

Adult learners examine the legal requirements for establishing and operating nonprofit organizations and for securing tax-exempt status. Participants compare nonprofit management styles and learn methods for creating internal systems that set standards of accountability. This module also covers the roles and responsibilities of nonprofit personnel and volunteers, risk management, and the changing role of nonprofit organizations in American society.

MKMT521 STRATEGIC MARKETING (3 cr.)

This module provides managers with a broad overview of marketing principles for both for profit and nonprofit organizations, including an emphasis on customer/client satisfaction, multiculturalism, and advanced marketing strategies. Adult learners are given the opportunity to perform case analysis and develop a marketing plan.

GEBB515 ORGANIZATIONAL LEADERSHIP (3 cr.)

This module examines principle-centered leadership, the leadership role of vision/mission, articulation/communication, methods for effectively motivating and managing teams, and systems analysis tools that support quality performance and continuous improvement. Multicultural aspects are incorporated via case analysis.

GEBB517 ORGANIZATIONAL DIAGNOSIS AND CHANGE MANAGEMENT (3 cr.)

This module examines the structural and environmental forces that influence the management process within organizations. Adult learners learn how to identify an organization's type, relative readiness for change, and appropriate intervention and change strategies. Issues examined include power and resistance, multicultural issues, human motivation and behavior, intervention in systems, group dynamics, team building, and the creation of change-oriented cultures.

HRMT648 DEVELOPMENT BUILDING COMPETITIVE ADVANTAGE THROUGH HUMAN RESOURCE DEVELOPMENT (3 cr.)

While most Human Resource Management (HRM) courses are designed for current or future HRM professionals, this module is presented from the general manager's perspective. Managers, whatever their department or function, work with people and are constantly faced with people issues. Accordingly, this module is a review of many of the most important people issues confronted in organizations. It will provide graduate learners with a knowledge base in fundamental HRM topics and an in-depth introduction to the most recent theories and practices of building competitive advantage through human resource development.

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.

MGMT615 PRODUCTION AND OPERATIONS MANAGEMENT (3 cr.)

In this era of outsourcing and globalization, issues such as operational productivity and design, capacity planning, inventory control and supply chain management are at the core of most manufacturing and service organizations. This module exposes adult learners to concepts and techniques for the design, planning, management and control of production and operational processes. The module covers analytical frameworks and quantitative models for decision making within a managerial context.

MGMT618 BUSINESS PLAN DEVELOPMENT (3 cr.)

This module focuses on the creation and development of a business plan for the purpose of either starting a new business venture or taking an existing one into new markets. The course explores a number of issues that entrepreneurs face while seeking to bring a new idea into the market, including opportunity analysis, business plan outline, new venture financing, pitching the idea and evaluating alternative deals.

FINA643 PUBLIC AND NON-PROFIT BUDGETING (3 cr.)

Graduate learners will gain a working knowledge of the budgeting and compliance requirements of non-profit organizations. This module provides an overview of fiscal responsibilities of public and non-profit agency executives. Issues such as the accounting process, procurement, budgeting, internal controls, audits, tax compliance, fund accounting and financial reporting are examined.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF BUSINESS ADMINISTRATION FACULTY

Lemus, Edel	B.S. 2007, Nova Southeastern University, Business Administration; MIBA 2009, Nova Southeastern University, International Business; D.B.A. 2015, Argosy University, Accounting. Assistant Professor RESEARCH INTERESTS: Accounting; finance; international business.
Peruyera, Jose R.	B.S. 1971, University of Miami, Business Administration; Minor Management J.D. 1986, University of Miami. Adjunct Professor RESEARCH INTERESTS: Commerce taxation; banking; finance law.
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 systems.
Sweetland, Lascelle	B.A.A. 1986, SUNY at Old Westbury, Business Administration; M.S. 2013, Kaplan University, Environmental Policy; E.M.B.A. 2013, Texas Southern University, Finance; Ed.D. 2014, St. Thomas University, Leadership and Management. Adjunct Professor RESEARCH INTERESTS: Environmental policy; business administration; leadership and management.
Von Feigenblatt, Otto F.	B.S. 2007, Ritsumeikan Asia Pacific University, Japan, Asia Pacific Studies; M.A. 2008, Chulalongkorn University, Thailand, International Development; Ph.D. 2013, Nova Southeastern University, Conflict and Resolution. Adjunct professor RESEARCH INTERESTS: International development; conflict analysis and resolution.

Master of Business Administration
(Online Program)

Albizu University, Miami Campus offers a Master of Business Administration **(**M.B.A.**)** degree fully online in addition to a live program on campus.

GENERAL DESCRIPTION OF THE MASTER IN BUSINESS ADMINISTRATION DEGREE (ONLINE PROGRAM)

The Executive Master of Business Administration online degree program is primarily designed for working professionals, allowing them to earn their MBA degree without interrupting their careers. The degree program consists of 36 credit hours of course work. The Executive online MBA degree program consists of three core clusters totaling 27 credit hours, plus one concentration cluster of nine credit hours. Students must choose an MBA concentration from among the following: Accounting, Finance, and Healthcare Management.

PROGRAM GOALS AND OBJECTIVES

The online MBA is an executive program that prepares students for middle and senior level management positions through advanced level course work. The Executive online MBA degree program prepares culturally competent professionals who can succeed in today's challenging and competitive business environment.

FAST-TRACK DELIVERY FORMAT

The MBA program is offered with a non-traditional "Fast-track" delivery format. Fast-track MBA students complete one cluster of three courses per academic session. All courses are offered fully online, and they are uniquely designed so that students with multiple responsibilities can login on their computer from any accessible location. These courses are intensive and completed one at a time. This, in turn, permits students to receive intensive training in one subject area, before moving on to the next.

ADMISSION REQUIREMENTS

All Master of Business Administration Program candidates must satisfy the following minimal requirements:

1. File a completed application form accompanied by the appropriate fee with the Office of Enrollment Management prior to deadline dates.

2. Applicants to the MBA online program must have obtained a bachelor's degree from an accredited institution of higher education. Students with bachelor's degrees in unrelated disciplines may be admitted into the MBA online program subject to recommendation by the Faculty.

3. Students with Bachelor's degrees from non-U.S. institutions of higher education are 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 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.

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

CONDITIONAL ADMISSION

If the applicant does not meet the minimum admission requirements for the MBA online program, conditional admission may be recommended at the discretion of the Faculty on a case by case basis. Any pending admissions requirements and academic prerequisites must be fulfilled within the first academic session of enrollment into the MBA online program. Conditionally admitted students must maintain a minimum G.P.A. of 3.0 on a 4.0 scale during the first academic session in order to gain full admission and remain in good academic standing in the MBA online program.

TRANSFER OF CREDITS

Due to the curricular design and accelerated nature of the program, students are not allowed to transfer credits into the MBA online program.

ACADEMIC PROBATION

MBA online program students must maintain a cumulative and session GPA of 3.0 or higher. Failure to maintain a session G.P.A. of 3.0 will result in academic probation. Failure to maintain a session or cumulative GPA of 3.0 or higher for two consecutive sessions will result in an academic dismissal, regardless of overall GPA.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" will not be taken into consideration for the G.P.A. of any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Failure to successfully complete pre-requisite coursework within the first academic session of enrollment.

4. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines.

ACADEMIC DISMISSAL

Failure to maintain a cumulative G.P.A. of 3.0 for two consecutive sessions in which the student registers will result in academic dismissal of a student.

STUDENT EVALUATIONS

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

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

CHANGE OF PROGRAM/CONCENTRATION

Students requesting to change their Program and/or Concentration must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new program or concentration.

Change of Concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Concentration must be obtained from the Registrar's Office, completed, and signed by the program director. This form may only be used for changes in concentrations within a program.

TIME LIMITATION

Every candidate for the M.S., M.A. or M.B.A. degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The MBA online program establishes the number of earned credits that the student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2
Number of credits successfully completed	18	36

At the end of each academic year, the Miami Campus will certify the student's successful completion of the appropriate percentage or amount of work according to the above schedule.

ACADEMIC PROCEDURES FOR REPEAT CLASSES

If a class has to be repeated for academic or any other reason the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options.

DUAL CONCENTRATION OPTION

Students in good standing may obtain a dual concentration within the Master of Business Administration (MBA) Program by completing an additional cluster (nine credits) of concentration courses. Students seeking a dual concentration must submit a written request and meet with their academic advisor in order to determine the degree and concentration requirements at the time of the request. All requests for the dual concentration option must be approved by the Program Director.

GENERAL DEGREE REQUIREMENTS

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

1. Completion of all required coursework

2. Overall academic grade point average of 3.00 or higher on a 4.00 scale

3. No more than two (2) grades of "C" in any courses

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

Master of Business Administration (Online)
Curriculum Requirements- All Concentrations

Cluster I

			SESSION	GRADE
MGMT516	Managing Multicultural Organizations	3		
GEBB515	Organizational Leadership	3		
MKMT521	Strategic Marketing	3		

Cluster II

ACCG521	Accounting for Managerial Decision Making	3		
MGMT615	Production and Operations Management	3		
ECON521	Economics of Organizational Architecture and Strategy	3		

Cluster III

Pre-requisites: Clusters I and II

MGMT649	Financial Management	3		
MGMT630	Managerial Ethics	3		
MGMT637	Strategic Management	3		

Cluster IV
Concentration Courses - Select one concentration of 9 credits

Pre-requisites: Clusters I and II

Accounting Concentration (9 credits)

ACCG500	Accounting Theory	3		
ACCG501	Financial Statement Analysis	3		
ACCG502	International Accounting	3		

Finance Concentration (9 credits)

FINA500	Money Markets and Monetary Institutions	3		
FINA501	Investment Principles and Policies	3		
FINA502	International Finance	3		

Healthcare Management Concentration (9 credits)

HCMA500	Financial Resource Management	3		
HCMA501	Managing in Today's Healthcare Organizations	3		
HCMA502	Leadership	3		

TOTAL DEGREE REQUIREMENT CREDITS	**36**

TOTAL CREDITS COMPLETED TO DATE	

_____ _____
Director/Faculty Signature **Date**

Course Descriptions for the Masters of Business Administration (Online)

ACCG521 ACCOUNTING FOR MANAGERIAL DECISION-MAKING (3 cr.)

The module focuses on cost centers and profit centers. The following topics are addressed: cost accounting, cost-volume-profit analysis, budgeting and variance analysis, and relevant costs for decision-making. The module requires the adult learner to apply concepts covered in an earlier course or module in accounting. Therefore, it has been designed assuming the adult learner has taken such a course.

MGMT637 STRATEGIC MANAGEMENT (3 cr.)

In this module, adult learners examine strategic processes that influence the direction of an organization. Adult learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders. Multicultural variables influencing strategic planning are incorporated into the strategy formulation, planning, and implementation processes. This module is considered a capstone course, as it incorporates the application of many of the business concepts learned throughout the curriculum as a basis for the development of a strategic analysis project.

ACCG500 ACCOUNTING THEORY (3 cr.)

This course serves as the first graduate course students take in the Accounting concentration of the MBA. This course studies the generally accepted accounting principles (GAAP) as they affect today's practitioners. The theoretical structures of accounting for assets, income definition, recognition and measurement of income, influence of professional standards, and the future of the profession are examined.

FINA500 MONEY MARKETS AND MONETARY INSTITUTIONS (3 cr.)

This course examines the structure and functions of modern US and international financial markets and institutions. The course covers the nature of the global financial system, interest rate determination, pricing of interest-rate dependent securities, money market instruments, the goals and roles of central banks, and commercial banking. Students will develop a thorough understanding of modern financial institutions and will learn to apply modern financial theory to practical problems in liability pricing and management.

MGMT630 MANAGERIAL ETHICS (3 cr.)

Using a business ethics foundation, this module explores ethical issues faced in the process of managing multicultural personnel and implementing organizational programs, including quality and continuous improvement efforts. It is assumed that most, but not all, adult learners have had an undergraduate ethics course of some sort. However, the module will start with a brief overview of ethical theory to reacquaint adult learners with basic ethical concepts and insure we are all using the same terminology.

ECON521 ECONOMICS OF ORGANIZATIONAL ARCHITECTURE & STRATEGY (3 cr.)

This module is designed to expand the adult learner's understanding of how analysis can assist corporate managers in their goal of maximizing firm value (shareholder wealth). Management theory has long recognized the importance of a thorough assessment of both a firm's internal and external environment. However, a thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems.

HCMA500 FINANCIAL RESOURCE MANAGEMENT (3 cr.)

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

MGMT649 FINANCIAL MANAGEMENT (3 cr.)

This module is designed to help managers to understand financial analysis and management so that they can work effectively with financial decision-makers in organizations. Topics covered include the cost of quality, cash flow analysis, capital budgeting, long-term financing, working capital management, financial analysis, financial planning, and cost analysis.

MKMT521 STRATEGIC MARKETING (3 cr.)

This module provides managers with a broad overview of marketing principles for both for profit and nonprofit organizations, including an emphasis on customer/client satisfaction, multiculturalism, and advanced marketing strategies. Adult learners are given the opportunity to perform case analysis and develop a marketing plan.

GEBB515 ORGANIZATIONAL LEADERSHIP (3 cr.)

This module examines principle-centered leadership, the leadership role of vision/mission, articulation/communication, methods for effectively motivating and managing teams, and systems analysis tools that support quality performance and continuous improvement. Multicultural aspects are incorporated via case analysis.

ACCG501 FINANCIAL STATEMENT ANALYSIS (3 cr.)

A review of financial statements for fairness and completeness in reporting. Focus is on the analysis of financial statements and related footnotes from the standpoint of the different users of financial reports.

FINA501 INVESTMENT PRINCIPLES AND POLICIES (3 cr.)

This course will deal with a thorough analysis of the theory and application of investments in relation to business cycles, institutional behavior and risk and return opportunities in the economics setting. The course is presented from the investor's viewpoint and incorporates applied and empirical methodologies. The course covers investment strategies and policies.

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.

MGMT615 PRODUCTION AND OPERATIONS MANAGEMENT (3 cr.)

In this era of outsourcing and globalization, issues such as operational productivity and design, capacity planning, inventory control and supply chain management are at the core of most manufacturing and service organizations. This module exposes adult learners to concepts and techniques for the design, planning, management and control of production and operational processes. The module covers analytical frameworks and quantitative models for decision making within a managerial context.

HCMA501 MANAGING IN TODAY'S HEALTHCARE ORGANIZATIONS (3 cr.)

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management, and human resource management. Students apply various organizational theories to contemporary issues.

ACCG502 INTERNATIONAL ACCOUNTING (3 cr.)

Focus is on the evolution of the international dimensions of accounting and national differences in accounting thought and practice, problems, and issues.

FINA502 INTERNATIONAL FINANCE

International Finance covers the broad scope of the international monetary system, examining financial markets and financial instruments. Investigating the interrelationship of foreign exchange operations with corporate financial management decision leads students to understand the intricacies of finance, contiguous with international operations. Attention is paid to capital management and investment analysis in the context of risk exposure for foreign investment.

HCMA502 LEADERSHIP

This course examines organizational leadership in the context of the health care organization. Principles, theories, and models of leadership are explored. Collaborative relationships, concepts of power and professional culture are explored. Students will articulate a personal vision of leadership and ways of providing direction within today's complex health care system.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF BUSINESS ADMINISTRATION (ONLINE) FACULTY

Lemus, Edel	B.S. 2007, Nova Southeastern University, Business Administration; MIBA 2009, Nova Southeastern University, International Business; D.B.A. 2015, Argosy University, Accounting. Assistant Professor RESEARCH INTERESTS: Accounting; finance; international business.

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. 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 ad 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 offer 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 of the various areas of specialization: Clinical Neuropsychology, Health Psychology, Forensic Psychology, Addictions Psychology, and Psychology of Religion and Spirituality.

The newly revised 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.

Student 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.

PROGRAM MISSION, PHILOSOPHY, AND TRAINING MODEL

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 areas: Clinical Neuropsychology, Health Psychology, Forensic Psychology, Addictions Psychology, and Psychology of Religion and Spirituality. 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 403.

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 an 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 University is accredited by the Middle States Commission on Higher Education (MSCHE).

The Doctor of Psychology Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association.

*Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

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

ADMISSION

Financial Aid

Financial Aid is available primarily in the form of student loans. In order to receive Financial Aid students must complete the; FAFSA application. Students who are designated as "full-time" or "part-time" are eligible to receive federal loans. The Albizu Scholarship is available to students as well as independent scholarship opportunities. Federal work-study options are available as well.

ADMISSION REQUIREMENTS

1. Overall grade point average of 3.25

2. Submission of GRE verbal and quantitative scores

Applicant with a GPA below 3.25 will still receive thorough consideration for acceptance.

Application Materials

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 introductory/general psychology, statistics, research methods, 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 should include any degree received.
   c) A bachelor's degree from an 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.

3. Official scores on the Graduate Record Examination (GRE) taken in the past seven years.

4. Two letters of recommendation from current or past professional contacts.

5. A current curriculum vitae summarizing the applicant's credentials.

6. A personal statement describing the applicant's professional goals and academic objectives.

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. When selected for an interview, applicants will be invited to attend the program's Interview Day. 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, Interview, etc. The score obtained from this assessment will allow the applicant to be included in a ranking system from which the Office of Enrollment Management, together with the Psy.D. Program Director, selects candidates for admission.

Every applicant receives a letter from the Office of Enrollment Management containing the decision of the University 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.

Note that 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, or other external practicum sites.

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 POLICY

Courses eligible for transfer of credits must be graduate-level courses that were completed at an accredited institution of higher learning and passed with a grade of "B" or better (3.00 on a 4.00 scale).

The Psy.D. Program director is responsible for evaluating requests for transfer of credits. Students who wish to transfer a course should send the Psy.D. Program director a copy of his/her graduate transcript that shows the grade for the course and the course syllabus from the semester that the student took the course. The maximum number of credits that a student in the Psy.D. Program may transfer is 24.

Internal Transfer for Terminal Master Students Only

Students enrolled in the terminal Master of Science in Psychology degree at the university who plan to pursue a Doctor of Psychology (Psy.D.) degree at AU may transfer a maximum of 21 credits upon satisfactory admission to the Psy.D Program.

Mental Health Counseling Major: Maximum of 21 credits

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM523 Cross Cultural Counseling	3	PSYD789 Diversity and Culture in Clinical Practice	3
PSYM562 Family Therapy: Theory & Practice	3	PSYD862 Couples and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Therapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span Development	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality	3
PSYM-Master's Elective	3	PsyD Elective as approved by the Program Director	3
PSYM-Master's Elective	3	PsyD Elective as approved by the Program Director	3

Marriage and Family Therapy Major: Maximum of 18 credits

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM523 Cross Cultural Counseling	3	PSYD789 Diversity and Culture in Clinical Practice	3
PSYM562 Family Therapy: Theory & Practice	3	PSYD862 Couples and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Therapy	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality	3
PSYM-Master's Course	3	PsyD Elective as approved by the Program Director	3
PSYM-Master's Course	3	PsyD Elective as approved by the Program Director	3

School Counseling Major: Maximum of 18 credits

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM523 Cross Cultural Counseling	3	PSYD789 Diversity and Culture in Clinical Practice	3
PSYM520 Group Counseling	3	PSYD840 Group Therapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span Development	3
PSYM624 Counseling Children and Adolescents	3	PSYD702 Child Psychotherapy	3
PSYM-Master's Course	3	PsyD Elective as approved by the Program Director	3
PSYM-Master's Course	3	PsyD Elective as approved by the Program Director	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."

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 code, 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 may be provided a prescriptive pan. The Dean of Academic Affairs will evaluate the program's recommendation and will issue a notification to the student.

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 FOR THE DOCTOR OF PSYCHOLOGY (PSY.D.) DEGREE

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. 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 courses are expected to repeat the course to demonstrate minimum level of achievement in the content area.

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 7th 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 Program 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 student' enrollment status and financial aid eligibility wen 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.

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 must continue to register for Doctoral Project until the Project is completed. 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.

Students may register for elective practicum after their 7th practicum with approval from the Program. Any practicum thereafter (i.e., elective practicum) will be for 1 credit hour, except PRAC750 (3 cr.), and will require the same academic requirements of all practicum experience.

Additionally, students are expected to comply with all policies and procedures (found in the Practicum Handbook) related to practicum.

The Clinical Practicum sequence is as follows:

TIME LIMITATION

Each Psy.D. or Ph.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.

SCHEDULE OF TUITION AND FEES

Tuition:	$1050.00 (per credit)
Course	$1050.00 (per credit
Clinical Practicum	$1050.00 (per credit)
Independent Study	$1050.00 (per credit)
Special Projects	$1050.00 (per credit)
Training-Related Fees:	
Laboratory	$1050.00 (per credit)
Internship Application	$25.00
Internship	$200.00 (per academic session)
Doctoral Project Seminar	$1050.00 (per credit)
Doctoral Project	$1050.00 (per credit)
Doctoral Project Fee (for students that have not completed the Doctoral Project after having finished their Internship)	$1050.00 (per credit)
Course Audit	$1050.00 (per course)
Doctoral Comprehensive Examination if Enrolled in Other Courses for the Session	$25.00 (per application)
Doctoral Comprehensive Examination (only)	$1050.00 (per application)

Background Check	Varies based on setting

Other Student Fees:

Global Fees	$322 (per academic session)
Global Fees (For Interns, Students Auditing One Credit or Taking the Doctoral Comprehensive Examination	$50 (per academic session)
Diploma and Graduation Fee	$150
Add/Drop Fee	$10.00
Late Registration Fee	$150 (per event)
Reinstatement of Registration	$25.00
Evaluation of Transfer of Credits from Outside Institutions	$15.00 (per credit transferred)
Readmission Application Fee	$50.00
Returned Check Fee	$29.00 (per check)
Transcript Fee	$5.00 (per transcript)
Transcript Fee (Next Day Service)	$10.00 (per transcript)
Change of Incomplete Grade	$25.00 (per grade)
Change of Program and/or Concentration	$25.00 (per change)
Inter Campus Transfer	$200.00
Photo ID	Cost
Certifications	$10.00 (per certification)
Replacement Diploma	$60.00 (per replacement)
Deferment Fee	$50.00 (per deferment)
Late Payment (Short Term Loan)	$100.00 (per violation)
Issuance of Duplicate Documents	$0.10 (per page)
Seat Reservation	$200.00
Application Fee	$50.00

The above fees have been approved by the Board of Trustees of AU and are subject to change without prior notice.

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, PSYD840
	PRAC704 Practicum IV and Practicum Seminar		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
	Register for comprehensive exam		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
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	

Curricular Sequence for Students that Started the Program Prior to Fall 2019

Below is a suggested plan for students who transitioned into the new curriculum that became effective as of Fall 2019. Individual students may deviate from this plan as warranted but should note that each course will be offered only once a year, except in unusual circumstances. Therefore, significant deviation from this plan may prolong a student's time to program completion.

Entering class Fall 2018	Entering class Fall 2017	Entering class Fall 2016
4th Block (Fall 2019) PSYD746 Cognitive and Behavioral Therapy PSYD788 Theories of Tests and Test Construction PSYD840 Group Psychotherapy Practicum IV	**7th Block (Fall 2019)** PSYD817 Integrative Assessment PSYD749 Psychopharmacology PSYD901 Doctoral Project Seminar Elective Practicum VII	**10th Block (Fall 2019)** Elective – may be optional if already took 4 concentration courses (If no elective, can take a Transitional LOA)
5th Block (Spring 2020) PSYD789 Diversity and Culture in Clinical Practice PSYD703 Intellectual and Cognitive Assessment PSYD709 Personality Assessment I Practicum V	**8th Block (Spring 2020)** PSYD880 Clinical Supervision and Professional Consultation PSYD712 History and Systems of Psychology PSYD900 Doctoral Project Elective Practicum VIII	**11th Block (Spring 2020)** Elective – may be optional if already took 4 concentration courses (If no elective, can take a Transitional LOA)
6th Block (Summer 2020) PSYD810 Research Methods PSYD710 Personality Assessment II Practicum VI	**9th Block (Summer 2020)** Elective PSYD900 Doctoral Project PSYD777 Social Psychology Practicum IX	Internship Summer/Fall 2020 – Summer 2021
7th Block (Fall 2020) PsyD862 Couples and Family Therapy PSYD817 Integrative Assessment PSYD901 Doctoral Project Seminar Practicum VII	**10th Block (Fall 2020)** Doctoral Project Elective	
8th Block (Spring 2021) PSYD749 Psychopharmacology PSYD880 Clinical Supervision and Professional Consultation PSYD900 Doctoral Project Elective (optional) Practicum VIII	**11th Block (Spring 2021)** Optional elective or transitional LOA	
9th Block (Summer 2021) PSYD712 History and Systems of Psychology Elective Elective (optional) PSYD900 Doctoral Project Practicum IX	Internship Summer/Fall 2021-Summer 2022	
10th Block (Fall 2021) Elective PSYD900 Doctoral Project		
11th Block (Spring 2022) Elective Elective PSYD777 Social Psychology		

COURSE DESCRIPTIONS FOR THE DOCTOR OF PSYCHOLOGY (PSY.D.) IN CLINICAL PSYCHOLOGY

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 SEMINAR I-III (3 cr.)

These seminars provide a broad understanding of the profession of psychology, the competencies that are essential for professionals in the field and the various requirements of the Doctor of Psychology in Clinical Psychology program. Emphasis is placed on professional values, attitudes and behaviors; relational skills; development of a professional identity; and overall professional development. Ethical practices, foundational clinical skills, and multicultural considerations will also be explored.

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 is an introduction to theories of psychopathology and their application to clinical conditions. Diversity issues and their implications for intervention will be discussed. The course will focus on the study of the method of classifying behavioral disorders according to the multi-axial system of the prevailing Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V). This course will also cover personality disorders and their classification according to the DSM-V. The biological foundations of psychopathological disorders will be addressed. Advanced issues in psycho-diagnostics will be reviewed, including co-morbid conditions.

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, ad interpersonal approaches will be reviewed. Empirical evidence related to these approaches will be considered. Diversity factors that may play a part in determining the acceptability and effectiveness of a treatment approach and its implications for treatment planning will be discussed.

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, Africa Americans, Asians, and American Indians. There will also be a broader understanding with current trends focused on contextual factors and intersectionality regarding ability status, sexual orientation, gender, gender identity, age, language, culture, race, socioeconomic status, religion, spirituality, immigration status, education, and employment, among other variables. A critical review of the relevant research in the area will be conducted.

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 discussion 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.

PRAC702-707 CLINICAL PRACTICUMS I-VII AND PRACTICUM SEMINAR
(Practicum I = 1 cr. Practicum II-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 re expected to complete a one calendar year full-time internship. In exceptional cases two years of half-time internship may be approved. Completion of the internship requires a minimum of two thousand (2000) hours of supervised clinical experience.

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.

GRAL705 ADDICTIVE BEHAVIORS AND THEIR TREATMENT (3 cr.)

This course provides instruction in the scientific understanding, clinical assessment, and treatment of addictive behaviors. While the course emphasizes addiction to substances, non-substance-related behavioral addictions (e.g., gambling) are also discussed. The course covers the major intervention strategies such as cognitive behavioral therapy, motivational interviewing, and psychopharmacological treatments for acute withdrawal, maintenance, and prevention of relapse. Cultural considerations as well as considerations when working with special populations and specific substances are also 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 ASSESMENT 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

Issues related to minorities in the legal system will be addressed. This course will focus on basic methods of profiling, jury selection, interrogation, dangerousness, competency, insanity defenses, interviewing adults and predicting violent behavior using risk assessments. Specific emphasis will be placed on the specialty Guidelines for Forensic Psychologists (per APA). This course will also examine forensic psychology in the workplace, child custody evaluations, substance abuse evaluations related to child custody matters, sentencing and the controversial topic of the death penalty.

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, taking into account 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, ad 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: DRUGS, CULTURE, AND SOCIETY (3 cr.)
Pre-requisites: All courses through Block 6

This course will explore scholarship to trace how drugs and addiction – as topics of cultural, political, economic, and health concern – have been approached and theorized within anthropology at different historical moments both in the United States and internationally. This course will also examine drug use as a reflection of social processes and cultural expressions.

PRAC750 GLOBAL HEALTH EXPERIENCE (3cr.)
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 ad 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 SPIRITUIALITY INTEGRATED PSYCHOTHERAPY (3 cr.)
Pre-requisites: All courses through Block 6

This course will review the controversy of the peculiar tension between psychology and spirituality. 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 BACKGROUND DATA AND RESEARCH INTERESTS

DOCTORAL PROGRAM FACULTY

Alonso, Evangelina

A.S. 1992, Miami Dade College, Psychology;
B.S. 1994, Miami Institute of Psychology, Psychology;
Psy.D. 1999, Carlos Albizu University, Clinical Psychology.
Director of Clinical Training, PsyD Program, and
Director of the Goodman Psychological Services Center
Associate Professor
RESEARCH INTERESTS: Multicultural psychology; psychology of religion and spirituality; physiological psychology; neuropsychology; forensic psychology; child and adolescent psychology; education and training.

Alonso-Mahoney, Maria

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.

Barron, Irma

A.A. 1988, Miami-Dade Community College, Liberal Arts;
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.

Behbahani, Samantha

B.A. 2002, American University, Psychology;
M.S. 2005, Nova Southeastern University, Clinical Psychology;
Psy.D. 2008, Nova Southeastern University, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Psychodynamic implications of medical illness; health psychology; organ transplant; neuropsychological implications of cardiac and renal disease; psychopharmacology.

Feuerman, Karen	B.A. 1984, University of Miami, Psychology; M.S. 1987, Nova Southeastern University, Clinical Psychology; Ph.D. 1994, Nova Southeastern University, Clinical Psychology. Assistant Professor RESEARCH INTERESTS: Forensic psychology; addictions; sports psychology.
Hyman, Scott	B.A. 1998, Binghamtom 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.
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. Adjunct Professor RESEARCH INTERESTS: Cross-cultural issues.
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.
Padrón, Felix O.	B.S. 1987, Florida International University, Psychology; M.S. 1993, Carlos Albizu University, Psychology; Psy.D. 2009, Carlos Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Trauma; marriage and family therapy.
Picanol, Jaime	B.A. 1997, Barry University, Liberal Arts; M.S. 2003, Carlos Albizu University, General Psychology; Psy.D. 2008, Carlos Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Forensic psychology; neuropsychology; physiological psychology.

Rodriguez, Miriam J.	B.A. 2002, Florida International University, Psychology; M.S. 2010, Nova Southeastern University, Clinical Psychology; Ph.D. 2013, Nova Southeastern University, Clinical Psychology. Assistant Professor RESEARCH INTERESTS: Neuropsychology; dementia; cognitive rehabilitation.
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.
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. Assistant Professor RESEARCHS INTERESTS: Substance use disorders; treatment development; consultation; outcome.

Doctor of Philosophy (Ph.D.) Program
in Clinical Psychology

PROGRAM MISSION, PHILOSOPHY, AND TRAINING MODEL

MISSION

The mission of the Ph.D. Program in Clinical Psychology at Albizu University, Miami Campus, is to provide a comprehensive doctoral level training in clinical psychology based on scientific findings to promote in depth understanding of human behavior in a multicultural context.

PHILOSOPHY OF TRAINING

The philosophy of training for the Ph.D. Program is based on the Boulder, scientist-practitioner model with emphasis on the integration of science and practice demonstrated in the coursework, research projects, and clinical experiences.

TRAINING MODEL

The Ph.D. Program follows the Scientist-Practitioner model, as expressed in the Boulder Conference, to train psychologists with a foundation on research and evidence-based, scientific practice. The goal of the program is to train students as clinical researchers and practitioners who are able to understand and approach psychological problems from a scientific perspective and create knowledge through theoretical and empirical research. Students will be able to pursue academic, research- or clinical-oriented careers.

PROGRAM GOALS AND OBJECTIVES

The Doctor of Philosophy (Ph.D.) Program in Clinical Psychology's goal is to train students in developing strong research and clinical skills that allow them to meaningfully contribute to the advancement of the science and practice of clinical psychology with a strong understanding of the cultural context in which individuals live. To train students as clinical researchers and practitioners who approach psychological problems from a scientific perspective.

The objectives are:

1. Demonstrate a scientific understanding of normal and abnormal behaviors of humans considering the cultural and historical contexts in which they live.

2. Demonstrate comprehensive skills and knowledge of psychological assessment and interventions, acknowledging the role played by biological, psychological, and socio-cultural factors in human functioning.

3. Demonstrate the ability to conduct clinical research and to integrate scientific findings into clinical practice.

4. Demonstrate a thorough knowledge of and ability to apply ethical principles to clinical research and practice.

5. Identify and understand issues related to cultural diversity and individual differences as they affect clinical and research competencies.

CURRICULUM PLAN

The curriculum of the Ph.D. Program is derived from its mission, philosophy, training model, and goals as articulated above. The program consists of 109 credits.

ACCREDITATION

The University is accredited by the Middle States Commission on Higher Education (MSCHE).

The Ph.D. in Clinical Psychology Program has not been accredited by the American Psychological Association (APA) because it is a new program. However, according to the new APA standards of accreditation, it is possible that the program can be accredited before it graduates the first cohort of students.

For more information about the accreditation process, please visit:

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

ADMISSION

Program Costs

Description	2015-2016 1st-year Cohort Cost
Tuition for full-time students (in-state)	30,750
Tuition for full-time students (out-of-state)	30,750
Tuition per credit hour for part-time students (*if applicable enter amount; if not applicable enter "NA")*	750
University/institution fees or costs	906
Additional estimated fees or costs to students (e.g., books, travel, etc.)	900

Financial Aid

Financial Aid is awarded on the basis of need and is offered primarily in the form of student loans. The Albizu Scholarship is available to students as well as independent scholarship opportunities. Federal work-study options are available as well. Because of the commitment to academic, clinical and research activities, off-campus full time employment is discouraged and should be approved by the Program Director.

ADMISSION REQUIREMENTS

1. Applicants must have an undergraduate or graduate grade point average (GPA) or equivalent of 3.25 or higher to be considered for admission.

2. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.

3. Official transcripts from all undergraduate and graduate institutions attended. Applicants to the Ph.D. Program must have obtained at least a bachelor's degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education. Consideration will also be given to 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.

4. Two letters of recommendation preferably from current or past professors.

5. G.R.E. (Graduate Record Examination) or EXADEP (Graduate Studies Admission Examination) scores taken within the last 5 years.

6. A current curriculum vitae.

7. A Statement of Purpose which should be double spaced, typed, and one to two pages in length articulating career goals.

8. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section entitled International Students for a detailed description of this requirement.

Importance of nonobjective criteria: previous research activity, **high**; work experience, **high**; extracurricular activity, **medium**; clinically related public service, **low**; letters of recommendation, **high**.

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

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Enrollment Management, the applicant's file is forwarded to the Program. The file is first reviewed by a faculty committee to determine if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance. After an interview is granted, the applicant will be evaluated by the faculty to determine if he/she meets criteria for admission. If the applicant is approved for admission, a letter of acceptance is issued by the Office of Enrollment Management. Upon notification of acceptance, the University requires confirmation of acceptance by receipt of a non-refundable deposit towards fees and tuition. Ultimately, Albizu University reserves the right to reject any applicant.

Upon admission to the Program, the student must provide the Office of Enrollment Management with one recent 2x2 photograph before the end of the first academic session following matriculation.

The Ph.D. Program also requires fingerprint analysis and background screening prior to receiving clearance to interview, evaluate, and/or treat clients at the Goodman Psychological Services Center, the Ph.D. Program's training clinic.

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. However, students are expected to follow the curricular sequence as presented below. Students enrolled in Doctoral Project and/or Internship must pay the corresponding fee as stated in the Schedule of Tuition and Fees section on pp. 16-17.

Ph.D. PROGRAM MODEL CURRICULAR SEQUENCE

Prototypical sequence (109 credits)

Fall	Hrs.	Spring	Hrs.	Summer	Hrs.
First Year					
PHCP701 Clinical Interviewing	3	PHCP734 Psychopathology I	3	PHCP705 Professional Standards and Ethics	3
PHRM725 Research Methods	3	PHPRA701 Clinical Practicum I – Team	3	Advanced Methods (Elective)	3
PHCP703 Assessment	4	PHRM822 Statistics II	3	PHRP701 Research Practicum I	1
PHRM768 Statistics I	3	PHCP716 Psychotherapy I	3	PHCP700 Theories of Learning and Motivation	3
PHRML768 Statistics I Lab	1			PHRM700 Master's Thesis	1
	14		12		11
Second Year					
PHRM830 Cultural Diversity Seminar	3	PHCP749 Psychopharmacology	3	PHCP761 Social Psychology	3
PHCP728 Cognitive Neuroscience	3	PHCP740 Developmental Psychology	3	PHRP704 Research Practicum IV	1
PHRP702 Research Practicum II	1	PHRP703 Research Practicum III	1	PHRM700 Master's Thesis	1
PHPRA702 Clinical Practicum II – Team	3	PHPRA703 Clinical Practicum III – Team	3		
PHRM700 Master's Thesis	1	PHRM700 Master's Thesis	1		
	11		11		5
Third Year					
PHCP712 History and Systems of Psychology	3	Advanced Clinical Seminar Elective	3	PHCP880 Clinical Supervision & Consultation	3
Advanced Clinical Assessment Elective	3	Empirically Supported Interventions Elective	3	PHRP707 Research Practicum VII	1
PHPRA704 Clinical Practicum IV	3	PHPRA705 Clinical Practicum V	3	PHPRA706 Clinical Practicum VI	3
PHRP705 Research Practicum V	1	PHRP706 Research Practicum VI	1		
	10		10		7
Fourth Year					
PHPRA707 Clinical Practicum VII	3	PHPRA708 Clinical Practicum VIII	3	PHPRA709 Clinical Practicum IX	3
DISS870 Doctoral Dissertation	3	DISS870 Doctoral Dissertation	3	DISS870 Doctoral Dissertation	3
	6		6		6
Fifth Year					
PHIN890 Clinical Psychology Internship	0	PHIN890 Clinical Psychology Internship	0	PHIN890 Clinical Psychology Internship	0
	0		0		0

*Complete Written and Oral Comprehensive Examinations in Summer of Year 3. Students must complete both sections of the Comprehensive Examinations before applying for internship.

Upon the satisfactory completion of all 30 credits students may apply for an en-route Master of Science in General Psychology by completing an application form at the Registrar's Office along with payment of a processing fee.

TRANSFER OF CREDITS POLICY

Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at Albizu University. Only courses completed at an 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.

The maximum number of credits that a student in the Ph.D. Program may transfer from another institution is twelve (12). Syllabi for courses to be transferred will be reviewed by the instructor who teaches the course. Transfer of credits should be approved by the Director of Clinical Training (DCT).

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 doctoral project and internship. Students must remain enrolled in the doctoral project and/or internship until the completion of these program 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 doctoral project, internship, or both 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, clinical, and professional areas three times a year at the Midterm Student Evaluation Meeting (i.e., March, July, October), three times a year at the Final Student Evaluation

Meetings (i.e., April, August, December), and annually, in writing, towards the end of every summer semester. 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 not be allowed to obtain a grade of "C". Any student who obtains a grade of "C" 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. Any student who obtains a second 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.

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. Program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session 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 or session 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. One grade of "C" or lower is received in any coursework.

3. Two Incompletes ("I") are received in one session.

4. A grade of No Pass ("NP") in clinical practicum. Students will not be given any credit for clinical hours on a practicum session in which a No Pass ("NP") was awarded.

PRACTICUM PROBATION

Failure to successfully complete Clinical Practicum requirements will result in probation or dismissal. Probationary conditions must be satisfied during the subsequent session. Students will not be given any credit for clinical hours on a practicum session in which a No Pass (NP) was awarded. Receipt of one NP in Clinical Practicum will automatically result in clinical probation, and two NPs in the Clinical Practicum will result in dismissal from the Program.

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal from the Program:

1. Failure to maintain a cumulative GPA of 3.0 for two (2) consecutive semesters in which the student registers.

2. Failure to maintain a GPA of 3.0 for two (2) consecutive sessions in which the student registers, regardless of overall GPA.

3. Failure to obtain a grade of "B" or better in a course that is being repeated.

4. A second grade of "C" or below in any course regardless of whether or not the other course obtained with a "C" or lower was repeated.

5. Two (2) No Pass ("NP") grades in Doctoral Dissertation proposal or defense.

6. Two (2) No Pass ("NP") grades in Clinical Practicum.

RESIDENCY REQUIREMENT

Full time residency of a minimum of three full time academic years of graduate study is required of all students enrolled in the Ph.D. Program. Full time residency is considered a minimum of 3 courses a semester; these semesters do not need to be completed consecutively.

GENERAL REQUIREMENTS FOR THE DOCTOR OF PHYLOSOPHY (PH.D.) DEGREE

The University has established the following requisites for the awarding of the doctoral degree:

1. Grade point average (GPA) of 3.00 or higher on a 4.00 scale.

2. Completion of a minimum of three years of full time residency in the Program.

3. Satisfactory completion of all academic courses and laboratories, as applicable.

4. Satisfactory completion of the required supervised practicum hours and internship, if applicable.

5. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examination and a "Pass" in the oral portion of the Examination, if applicable.

6. Satisfactory completion and approval of a Doctoral Dissertation.

7. Satisfactory completion of a 2,000-hour pre-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, if applicable.

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

9. 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.

DOCTORAL EXAMINATIONS

Students applying for a doctoral degree at AU must pass the Doctoral Comprehensive Examination; students are eligible to take the written and the oral portions of the exam starting in Summer of Year 3 in the program. 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 core (foundation) courses

The student aspiring to a doctoral degree must pass both portions (i.e., written and oral) of the Doctoral Comprehensive Examination before being eligible to apply for internship; this is a requirement of the Ph.D. Program. These examinations are 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 examinations, the student must have successfully completed the academic credit hours of the core courses stipulated by each academic program.

Students are permitted a maximum of three (3) attempts at passing each portion of the exam. If a third attempt is required, the student must complete a prescriptive plan of action as established by the faculty prior to sitting for the examination. Please see the respective program director for the Doctoral Comprehensive Examination Outline for further information.

INTERNSHIP

Ph.D. students in clinical psychology must fulfill an internship of 2,000 hours. All students must have the prior written approval of the Director of Clinical Training before accepting or beginning a pre-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 completed both portions of the Doctoral Comprehensive Examination.

Students are required to attempt the Association of Psychology Postdoctoral and Internship Centers (APPIC) internship match process at least once before they can make a request to the Director of Clinical Training to complete a non-APA and/or non-APPIC internship. This request must be put in writing and the student must make a strong case as to why attending a non-APA, non-APPIC internship is necessary. The Director of Clinical Training reserves the right to deny this request. 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 PHIN890 – Internship every

academic session until completion of this training requirement. 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 academic and clinical requirements for the Ph.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 DISSERTATION

All candidates for the Ph.D. degree must complete a doctoral dissertation demonstrating a doctoral level of professional and scholarly sophistication in a topic related to the field of clinical psychology. A doctoral project will consist of empirical study (qualitative or quantitative). Other projects such as program proposal, literature review, or single case study are not allowed.

The Doctoral Project Committee consists of a dissertation chair who serves as the student's chief advisor, and two committee members. The Doctoral Project Committee advises the student and monitors his/her progress. At the Miami Campus, the Chair and committee members are normally members of the core doctoral faculty. A committee member may be a faculty from other doctoral program at AU, an adjunct faculty member of the Ph.D. Program or a professional from another institution.

The Doctoral Dissertation process includes a written paper and an oral presentation. The major function of a research proposal is to provide students an opportunity to develop a research question and means of answering that question. Students should prepare this proposal with care and in consultation with the research committee. The process includes a thorough literature search and revisions of the written proposal until the sponsor deems it acceptable to bring to the committee.

The final draft of the proposal typically includes the Introduction and Method section plus any additional sections requested by the research committee. In addition, the proposed statistical analysis should be presented in detail. It may be desirable to present hypothetical data representing expected results. A fourth section should be included which would suggest the possible explanations of alternative outcomes. This meeting proposal should be conducted in person to establish a plan for the completion of the Doctoral Project.

The dissertation proposal and final defense must take place at an oral examination. A final version of the paper must be circulated to the committee members at least two weeks before the examination and must include a notice of the time, date, and place of the defense. Students are responsible that the document is received by the committee members. The outcome of the examination will be decided by the committee immediately following the examination. The committee may accept the project, call for revision, or reject it completely. If the project is rejected, the committee will recommend alternative courses of action.

Additional requirements and guidelines for the Doctoral Project are listed in the Doctoral Project Handbook.

Students may begin the Doctoral Project upon the completion of the sixth training block. The student is required to enroll for a minimum of two academic sessions for the Doctoral Project and complete two (2) on-line seminars during the first two (2) sessions

that she/he is enrolled in this endeavor. Students enrolled in DISS870 – Doctoral Dissertation are considered full-time students.

Students receive a grade of Pass or No-Pass for each session they are enrolled in the Doctoral Project. If a student receives two grades of No Pass in the Doctoral Project at any time while enrolled in this process, he/she is subject to automatic dismissal from the Ph.D. Program. Students enrolled in the Doctoral Project are considered to be full time students up to a maximum of six sessions of enrollment. After the sixth session, students who are only enrolled in this process will be ineligible for financial aid as full time students.

In order to complete the Doctoral Project process, five bound copies of the final written project (one for the Miami Campus' Albizu Library, one for the AU/San Juan Campus, one for each committee member, and one for the students' personal library) and two digital master copies of the final written project (one for the Chair and one for the Miami Campus' Albizu Library) are required. In addition, the student must complete and have approved by his/her Doctoral Project Committee a summary of the Project for posting in the Ph.D. Program web site. The actual posting of the summary in the Ph.D. Program web site must have the approval of the Chancellor or his/her designee. If the student fails to submit the bound and signed Doctoral Project 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 Ph.D. students are required to complete their clinical practicum training at the Goodman Psychological Services Center and/or at an external agency designated by the Director of Clinical Training. Clinical practicum is a supervised experiential training designed to enhance the student's clinical skills. Students must register for PHPRA701-709 - Clinical Practicum every academic session until the completion of the Clinical Practicum requirements. All clinical practicum students are required to undergo fingerprint analysis and background screening prior to receiving clearance to interview, treat and/or evaluate clients. Upon first enrollment in clinical practicum (Pre-Practicum) all students are to contact the Goodman Center staff to complete this process, the semester prior to starting.

Supervision of clinical practice is provided by licensed psychologists. All practicum students must be supervised a minimum of one hour per week either at the Goodman Psychological Services Center and/or the designated external agency. Each semester, supervision should include either live supervision sessions or review of session recordings.

Students must complete a total of 1035 clock hours of clinical practicum training. All requests for outside placement should be addressed to the Assistant Director of Clinical Training who, in consultation with the faculty, will arrange for the placement at an external designated agency. 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.

A student will not be allowed to enroll in more than the pre-assigned practicum hours per session unless authorized by the Director of Clinical Training. A maximum of 4 credits of clinical practicum per session beginning in the sixth practicum session is allowed.

TIME LIMITATION

Each Psy.D. or Ph.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.

COURSE DESCRIPTIONS FOR THE DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY

AREA I. FOUNDATION COURSES (18 cr.)

PHCP700 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

PHCP705 PROFESSIONAL STANDARDS AND ETHICS (3 cr.)

Topics related to ethical issues and professional conduct in the practice of psychology. Analysis of value conflicts, decision making, maintenance of professional standards, confidentiality, and standards for human research, are some of the topics addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements are discussed.

PHCP712 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

Review of systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

PHCP728 COGNITIVE NEUROSCIENCE (3cr.)

This course will provide a review of the major of theories of cognition and affective aspects of behavior. The course will include the description of the physiological processes of human behavior, such as: the structure of the neurological system, sensory systems, synaptic chemistry and electrophysiology of the encephalon. Also this course will present different pathologies and deficits related to the cognitive and affective aspects of behavior.

PHCP740 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

A review of theory and research on human development across the life span. The focus is on the psychosocial, cognitive, moral and intellectual development. Emphasis is given to the identification of factors in developmental disorders, and cross-cultural differences in life context and world view.

PHCP761 SOCIAL PSYCHOLOGY (3 cr.)

The course will review the theoretical bases of social psychology that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts Relevant research concerning these topics will be analyzed in the existing literature.

AREA II. CLINICAL COURSES (19 cr.)

PHCP716 PSYCHOTHERAPY I (3 cr.)

Strategies and techniques of psychotherapeutic intervention approaches. The student will apply techniques during supervised clinical practice. Clinical intervention with Hispanic clients will be stressed.

PHCP880 CLINICAL SUPERVISION & CONSULTATION (3 cr.)

Readings and discussion of theory and practice in the supervision of psychotherapists and consultation.

PHCP703 ASSESSMENT (4 cr.)

A critical analysis of the principal theories dealing with cognitive development and their application to measurement of intelligence. The student is expected to develop skills in the administration, scoring and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices and the Stanford Binet. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. This course has a laboratory course.

PHCP701 CLINICAL INTERVIEWING (3 cr.)

The goal of this course is to teach students the foundation of clinical interviewing and develop skills in establishing rapport with patients using appropriate techniques. Students will learn how to obtain information about symptoms, personal and family history, mental status, behavioral risk, and other relevant issues. Introduction to the foundation of structured and semi-structured interviews.

PHCP734 PSYCHOPATHOLOGY I (3 cr.)

Introduction to dysfunctional behavior through the study of the method of classifying behavioral disorders according to the multiaxial system of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V). The course is designed to develop clinical skills in the use of DSM diagnostic system. Introduction to theories of psychopathology and their application to clinical conditions.

PHCP749 PSYCHOPHARMACOLOGY (3 cr.)

This course aims to explain the effects of drugs on the mind and on behavior of human beings. The course familiarizes the student with basic knowledge, therapeutic issues and recent research related to the psychopharmacology area. Since 1950, psychopharmacotherapy has been a major factor in allowing the early discharge of hospitalized mental patients and permitting them to function in the community. The course aims to present biochemical mechanisms of major drug families commonly used in psychopathologies. In addition, biotransformation process, therapeutics doses, toxicity effects and contraindications of major psychoactive drugs are discussed. The implications of the bio-psycho-social model and the importance in the prevention, treatment and incidence of drug abuse are emphasized.

AREA III. RESEARCH COURSES (13 cr.)

PHRM768 STATISTICS I (3 cr.)

Probability; sampling distributions, steps in testing statistical hypothesis; parametric test of significance; statistical inference and continuous variables; statistical inference with two independent samples; statistical inference with correlated samples; categorical variables; statistical inference with ordinary scaled variables; the binomial distribution; the normal curve; t-distributions; F-ratio; Chi square; Mann-Whitney U test and T-Wilcoxon, are among the topics included.

PHRML768 STATISTICS I LAB (1 cr.)

This lab course focuses on teaching skills in data entry, data organization, and data analysis using statistical packages such as SPSS or SAS.

PHRM725 RESEARCH METHODS (3 cr.)
Prerequisites: PHRM768

Focus on generating hypotheses and questions and understanding their relationship to research designs. Designs include experimental, quasi-experimental and correlational/descriptive approaches. Internal and external validity is considered along with sources of validity, including experimenter bias and subject reactivity. Special emphasis is given to the specificity and generality of knowledge obtained through psychological research and on the social and contexts of research efforts.

PHRM822 STATISTICS II (3 cr.)

Focus on advanced methods of statistics.

PHRM830 CULTURAL DIVERSITY SEMINAR (3 cr.)

This course will examine the disparity in the quality of mental health care received by ethnic minority groups and individuals with differences. It will explore theoretical and practical aspects in the conceptualization of diverse groups and its implications, clinical assessments, diagnosis, and treatment with multicultural and diverse groups, such as: Hispanics, African-American, Asian and Indians, Gender Issues, GLBT, Elderly population and Individuals with disabilities. The course will also examine the challenges associated with clinical research in minority populations.

AREA IV. PRACTICA (34 cr.)

PHPRA701-709 CLINICAL PRACTICUM (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.

PHPRA701 CLINICAL PRACTICUM I - TEAM

PHPRA702 CLINICAL PRACTICUM II - TEAM

PHPRA703 CLINICAL PRACTICUM III - TEAM

PHPRA704 CLINICAL PRACTICUM IV

PHPRA705 CLINICAL PRACTICUM V

PHPRA706 CLINICAL PRACTICUM VI

PHPRA707 CLINICAL PRACTICUM VII

PHPRA708 CLINICAL PRACTICUM VIII

PHPRA709 CLINICAL PRACTICUM IX

PHRP701 RESEARCH PRACTICUM I (1 cr.) - only offered in the Fall session
PHRP702 RESEARCH PRACTICUM II (1 cr.) - only offered in the Spring session

These two practicum experiences, to be taken at the first year of study, provide the opportunity for students to work in research on projects sponsored by the SRI with a faculty member in a research topic. Topics will be determined jointly by the student and the professor. The activity of the student may be two or more small research experiences, and/or a subset of a large project. Ph.D. students are expected to enroll for two sessions and complete 256 hours in research practice. A pilot research project must be submitted to the IRB.

PHRP703 RESEARCH PRACTICUM III (1 cr.) - only offered in the Fall session
Prerequisites: PHPRA702, PHRP702

PHRP704 – PHRP707 RESEARCH PRACTICUM IV-VII (1 cr. each) -
Prerequisites: PHPRA703, PHRP703

The goal of these four practicum experiences to be taken during the second year at the program is to provide opportunities to develop skills in running non-parametric tests, regression, factor, and reliability statistical analysis and analyze and interpret critically statistical analysis printouts. The statistical program is the Statistical Package for The Social Sciences (SPSS/PC+) for Microcomputer. A pilot research project, previously approved by the IRB must be completed.

AREA V. ELECTIVES (12 cr.)

AREA VI. INTERNSHIP (0 cr.)

PHIN890 CLINICAL PSYCHOLOGY INTERNSHIP (0 cr.)
Prerequisites: All courses, practicums and seminars, except dissertation, must have been approved prior to enrollment in this course.

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to predoctoral psychology students. Completion of the internship requires a minimum of two thousand (2,000) hours of supervised clinical experience.

AREA VII. MASTER'S THESIS (4 cr.)

PHCP700 MASTER'S THESIS (4 cr.)

Students are required to enroll in this course while they are actively working on their dissertation.

AREA VIII. COMPREHENSIVE EXAMINATION/RESEARCH PROJECT

Students are required to pass the comprehensive examination or submit a research project.

AREA IX. DISSERTATION (9 cr.)

DISS870 DOCTORAL DISSERTATION (9 cr.)

Students are required to enroll in this course while they are actively working on their dissertation.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

DOCTORAL PROGRAM FACULTY

Bravo, Irene M.	B.A. 1990, Florida International University, Psychology; M.S. 1994, Florida International University, Psychology; Ph.D. 1998, Florida International University, Developmental and Clinical Psychology. Professor RESEARCH INTERESTS: Anxiety and depression, family dynamics, anxiety disorders in childhood, anxiety sensitivity in the elderly and hypochondriasis in the elderly, loss and depression in the elderly.
Hyman, Scott	B.A. 1998, Binghamtom University, Psychology; M.S. 2000, Nova Southeastern University, Clinical Psychology; Ph.D. 2003, Nova Southeastern University, Clinical Psychology. Associate Professor RESEARCH INTERESTS: Substance abuse; effects of stress; trauma, social support, and coping on the course of psychiatric disorders.
Martinez, 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. Adjunct Professor RESEARCH INTERESTS: Cross-cultural issues.

Doctor of Philosophy (Ph.D.)
in Human Services

PROGRAM MISSION AND PHILOSOPHY

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 minorities, particularly Hispanics.

PHILOSOPHY OF TRAINING

The philosophy of training for the Ph.D. Program is based upon the value that the needs of a multicultural society are best served by human services professions that are both culturally competent and inclusive. In accordance with this value, 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.

GENERAL DESCRIPTION OF THE DOCTOR OF PHILOSOPHY IN HUMAN SERVICES

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. According to O*Net (sponsored by the US Labor Department), there is a 10-15% occupational growth in the area of human services. Administrative Service Managers' annual median salary is estimated at $94,020 (https://www.onetonline.org/link/localwages/11-3011.00?st=FL&g=Go); Postsecondary Education Administrators' at $92,360 (https://www.onetonline.org/link/localwages/11-9033.00?st=FL&g=Go) and Social and Community Service Managers at $67,470 (https://www.onetonline.org/link/localwages/11-9151.00?st=FL&g=Go).

PH.D. IN HUMAN SERVICESS PROGRAM MODIFICATION

The program number of credits has been reduced from 69 to 57 credits of coursework, keeping a general curriculum and four specializations in Conflict

Resolution, Gerontology, Children and Families, and Neurolearning. This credit reduction maintains the program's quality and rigor, but allows working professionals to complete the program in a shorter period of time.

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 fits their needs, as well as the environmental demands of the human services field. The program is composed of 57 credits, and it includes a general curriculum and four specializations in Conflict Resolution, Gerontology, Children and Families, and Neurolearning.

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.

ADMISSION REQUIREMENTS

Applicants must comply with the following admission requirements:

1. Master's degree in one of the Human Service areas or a Master's degree with qualified work experience in Human Services. Human Services Fields include: Psychology, Counseling and Guidance, Rehabilitation Counseling, Social Work, Public Health, Special Education, Therapeutic Recreation. Other fields depending on the coursework of the degree might be considered: Child Development and Family Relations, Criminal Justice, Education, Health Education, Nursing, Occupational Therapy, Physical Therapy, Religion, Social Sciences, Sociology, and Anthropology.

2. A combined undergraduate and graduate grade point average (GPA) or equivalent of 3.0 or higher to be considered for admission.

3. Completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.

4. Current resume/vitae.

5. Three letters of recommendation, preferably from current or past professors.

6. A Statement of Purpose which should be double spaced, typed, and one to two pages in length, articulating career goals.

7. A one page writing sample prepared in the Human Services Office right before the interview.

8. Official transcripts from all undergraduate and graduate institutions attended.

9. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section entitled International Students for a detailed description of this requirement.

10. Completion with a grade of "B" or better the following prerequisites at the graduate level:
    - Statistics
    - Research Design

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Enrollment Management, the applicant's file is forwarded to the Program. The file is first reviewed by faculty who will determine if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance. After an interview is granted, the applicant will be evaluated by the faculty to determine if he/she meets criteria for admission. If the applicant is approved for admission, a letter of acceptance is issued by the Office of Enrollment Management. Upon notification of acceptance, the University requires confirmation of acceptance by receipt of a non-refundable deposit towards fees and tuition. Ultimately, Albizu University reserves the right to reject any applicant.

Upon admission to the Program, the student must provide the Office of Enrollment Management with one recent 2x2 photograph before the end of the first academic session following matriculation.

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 12 credits for HUMN901 Dissertation 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. No credits will be earned after completion of the 15 credits. 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.

TRANSFER OF CREDITS POLICY AND PROCEDURES

Courses which have been completed more than five (5) years prior to the date in which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at Albizu University. Only courses completed at a doctoral level 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.

The maximum number of credits that a student in the Ph.D. Program may transfer from another institution is twelve (12).

The maximum number of credits that a student in the Ph.D. Program may transfer from the Psy.D. or Ph.D. programs in Clinical Psychology at Albizu University 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.

Total of 15 Credits

PhD in Human Services	**Credits**	**Psychology Doctor (Psy.D.)**	**Credits**	**PhD in Clinical Psychology**	**Credits**
HUMN701 Foundations of Development	3.0	PSYD740 Lifespan Development	3.0	PHCP740 Developmental Psychology	3.0
RSHUM801 Research Methods	3.0	PSYD810 Research Methods		PHRM725 Research Methods	3.0
STHUM800 Statistics	3.0	PSYD711 Applied Statistics and Psychometrics	3.0	PHRM768 Statistics I	3.0
TO BE DETERMINED	3.0	TO BE DETERMINED	3.0		
TO BE DETERMINED	3.0	TO BE DETERMINED	3.0		

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. 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.

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal from the Program:

1. Failure to maintain a cumulative GPA of 3.0 for two (2) consecutive sessions in which the student registers.

2. Failure to obtain a grade of "B" or better in a course that is being repeated.

3. A third grade of "C" or below in any course regardless of whether or not the other two courses obtained with a "C" or lower were repeated.

4. Two (2) No Pass ("NP") grades in HUMN900 Dissertation Concept paper or HUMN901 Dissertation.

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. Students are eligible to take the exam after completing 30 credits that include core human services dissertation preparation, research and statistics courses. These courses are:

HUMN701 Human Services History, Theories, Research and Practice
HUMN 702 Executive Leadership and Strategic Planning
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 Statistic
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 dull-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 are normally members of the core doctoral faculty. However, with the consent of the Director, either the Dissertation Chair or the Project Member may be an adjunct faculty member of the Ph.D. Program or a professional 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 an oral presentation. 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 will preferably 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 students will proceed to collect or analyze data without IRB approval, unless the student's dissertation consists of a meta-analysis.

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. Students are required to submit five bound copies of the final written dissertation (one for the Miami Campus' Albizu Library, one for the AU/San Juan Campus, one for each committee member, and one for the students' personal library) and two digital master copies of the final written dissertation (one for the Chair and one for the Miami Campus' Albizu Library). 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 web site must have the approval of the Chancellor or his/her designee.

If the student fails to submit the bound and signed Dissertation 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.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Academic years completed	1	2	3
Number of credits successfully completed	18	39	57
Dissertation			X

CROSS REGISTRATION

Upon approval of the Program Director, students may enroll in another accredited institution of higher learning. The courses taken at other institutions must be at the doctoral level and not be offered at the Miami Campus. A maximum of nine (9) credit hours can be obtained.

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.

Ph.D. in Human Services
General Curriculum

PROGRAM BREAKDOWN BY COURSE			
Course Number	**Course Title**	**Credit Hours**	**Clock Hours (If Applicable)**
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	

Ph.D. in Human Services
Conflict Resolution Specialization

PROGRAM BREAKDOWN BY COURSE			
Course Number	**Course Title**	**Credit Hours**	**Clock Hours (If Applicable)**
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	

Ph.D. in Human Services
Gerontology Specialization

PROGRAM BREAKDOWN BY COURSE			
Course Number	**Course Title**	**Credit Hours**	**Clock Hours (If Applicable)**
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	
GERO700	Gerontology	3	
GERO701	Social Functioning of Older Adults	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	

Ph.D. in Human Services
Children and Families Specialization

PROGRAM BREAKDOWN BY COURSE			
Course Number	**Course Title**	**Credit Hours**	**Clock Hours (If Applicable)**
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	

Ph.D. in Human Services
Neurolearning Specialization

PROGRAM BREAKDOWN BY COURSE			
Course Number	**Course Title**	**Credit Hours**	**Clock Hours (If Applicable)**
HUMN710	Human Services History, Theories, Research and Practice	3	
HUMN701	Foundations of Development	3	
HUMN702	Executive Leadership and Strategic Planning	3	
HUMN703	Nonprofit Organizations Management and Budget	3	
NELE700	Neurodevelopmental & Psychological Learning Mechanisms	3	
NELE701	Applied Neuroscience	3	
NELE702	Neurological Dysfunctions in Children	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)	15	
	TOTAL:	57	

General Curriculum Course Sequence

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

Conflict Resolution Specialization
Course Sequence

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

Gerontology Specialization Course Sequence

SESSION	COURSE	Pre-Requisite
1st Session	Human Services History, Theories, Research and Practice	None
	Research Methods	
	Foundations of Development	
2nd Session	Nonprofit Organizations Management and Budget	
	Statistics	Research Methods
	Human Services Policy	Human Services History, Theories, Research and Practice
3rd Session	Dissertation Concept Paper	Research Methods
	Executive Leadership and Strategic Planning	
	Advanced Statistics	Statistics
4th Session	Grant Writing and Program Evaluation	Research Methods
	Gerontology	Foundations of Development
	Qualitative Research	Research Methods
5th Session	Social Functioning of Older Adults	Foundations of Development
	Advanced Research Methods	Research Methods Statistics
	COMPREHIENSIVE EXAMS	
6th Session	Dissertation	Passed Comps and Dissertation Concept Paper
7th Session	Dissertation	Passed Comps and Dissertation Concept Paper
8th Session	Dissertation	Passed Comps and Dissertation Concept Paper
9th Session	Dissertation	Passed Comps and Dissertation Concept Paper
10th Session	Dissertation	Passed Comps and Dissertation Concept Paper
	TOTAL CREDITS: 57	

Children and Families Specialization
Course Sequence

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

Neurolearning Specialization Course Sequence

SESSION	COURSE	Pre-Requisite
1st Session	Human Services History, Theories, Research and Practice Research Methods Foundations of Development	None
2nd Session	Nonprofit Organizations Management and Budget Statistics Neurodevelopmental and Psychological Learning Mechanisms	 Research Methods Foundations of Development
3rd Session	Dissertation Concept Paper Executive Leadership and Strategic Planning Advanced Statistics	Research Methods Statistics
4th Session	Grant Writing and Program Evaluation Applied Neuroscience Qualitative Research	Research Methods Foundations of Development Research Methods
5th Session	Neurological Dysfunctions in Children Advanced Research Methods COMPREHENSIVE EXAMS	Foundations of Development Research Methods Statistics
6th Session	Dissertation	Passed Comps and Dissertation Concept Paper
7th Session	Dissertation	Passed Comps and Dissertation Concept Paper
8th Session	Dissertation	Passed Comps and Dissertation Concept Paper
9th Session	Dissertation	Passed Comps and Dissertation Concept Paper
10th Session	Dissertation	Passed Comps and Dissertation Concept Paper
	TOTAL CREDITS: 57	

DOCTOR OF PHILOSOPHY IN HUMAN SERVICES COURSE DESCRIPTIONS

NOTE: All program courses are offered in a hybrid delivery format or fully online.

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 CHLDREN (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.

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 BACKGROUND DATA AND RESEARCH INTERESTS

DOCTOR OF PHILOSOPHY IN HUMAN SERVICES PROGRAM FACULTY

Alonso, Evangelina	B.S. 1994, Miami Institute of Psychology, Psychology; Psy.D. 1999, Carlos Albizu University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Multicultural Psychology; physiological psychology; neuropsychology; forensic psychology; child and adolescent psychology.
Arbelo, Floralba	B.S. 1997, Brooklyn College, Psychology; M.S. 2002, New School for Social Research, New York, Management & Urban Policy; Ed.S. 2012, Liberty University School of Education, Curriculum & Instruction; Ed.D. 2013, Liberty University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Educational interventions with cross-cultural students; professional writing styles; language curriculum development.
Bravo, Irene M.	B.A. 1990, Florida International University, Psychology; M.S. 1994, Florida International University, Psychology; Ph.D. 1998, Florida International University, Developmental and Clinical Psychology. Professor RESEARCH INTERESTS: Anxiety disorders in Childhood; marital infidelity; adolescents at risk.
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. Adjunct Professor RESEARCH INTERESTS: Distance learning; reading.
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. Adjunct Professor RESEARCH INTERESTS: Child psychotherapy methods; school phobia; psycho-educational assessment.

Lemus, Edel	B.S. 2007, Nova Southeastern University, Business Administration, Accounting; M.B.A. 2009, Nova Southeastern University, International Business Administration, Finance; D.B.A. 2015, Argosy University, Accounting. Adjunct Professor RESEARCH INTERESTS: Accounting, finance, international business.
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. Adjunct Professor RESEARCH INTERESTS: Cross-cultural issues
Orozco, Marele	B.A. 1991, Florida International University, Psychology; M.S. 2002, Carlos Albizu University, Psychology; Psy.D. 2005, Carlos Albizu University, Clinical Psychology Adjunct Professor RESEARCH INTERESTS: Anger management; child and youth clinical assessment.
Orta, Luis	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.
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. Adjunct Professor RESEARCH INTERESTS: Research methodologies; neuroanatomy; neuropsychological studies.
Rodriguez, Miriam J.	B.A. 2002, Florida International University, Psychology; M.S. 2010, Nova Southeastern University, Clinical Psychology; Ph.D. 2013, Nova Southeastern University, Clinical Psychology. Adjunct Professor RESEARCH INTERESTS: Neuropsychology; dementia; cognitive rehabilitation.

Santana, Rolando	B.S. 1981, University of Havana, Clinical Psychology; Ph.D. 1991, Moscow State University, Clinical Psychology. Associate Professor RESEARCH INTERESTS: Neuropsychology; neurolearning.
Schoepp, Christian F.	B.A. 2004, Florida International University, Political Science; M.A. 2006, Florida International University, Public Administration; Ph.D. 2014, Nova Southeastern University, Conflict Analysis and Resolution 2006-2010, Certificates in Human Resource Management and Conflict Resolution. Adjunct Professor RESEARCH INTERESTS: E-learning; social media; conflict resolution.
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.
Silverstein, Louise B.	B.A. 1967, Sophie Newcomb College, Political Sciences; M.A. 1972, New York University, Educational Psychology; M.S. 1976, New York University, Certificate in School Psychology; Ph.D. 1981, New York University, School Psychology. Adjunct Professor RESEARCH INTERESTS: Research on fatherhood, family therapy; qualitative research.
Wimbley, Shaunskysheia	B.A. 2011, University of Miami, Psychology and Sociology; M.B.A. 2013, Carlos Albizu University, Organizational Management; Ph.D. 2018, Carlos Albizu University, Human Services. Adjunct Professor RESEARCH INTERESTS: Rehabilitation of forensic populations.

ACADEMIC CALENDAR

The academic calendar is available at the Registrar's Office upon request of the student.

It is the responsibility of the student to obtain a copy of the academic calendar at the beginning of each academic session.

ALBIZU UNIVERSITY
MIAMI CAMPUS
STUDENT ACADEMIC CALENDAR
2021 - 2022

	Revised: 2/10/2021	SPRING 2021	SUMMER 2021	FALL 2021	SPRING 2022	SUMMER 2022	FALL 2022
1	Deadline for Financial Aid Application	Oct. 1, 2020	Mar. 1	Jun. 1	Oct. 1, 2021	Mar. 1	Jun. 1
2	Advisement & Registration	Oct. 26-Dec. 1, 2020	Mar. 1-Apr. 2	Jun. 28-Jul. 30	Oct. 25-Dec. 1, 2021	Mar. 1-Apr. 1	Jun. 28-Jul. 29
3	Late registration fees apply from this day on	Dec. 2, 2020	Apr. 3	Jul. 31	Dec. 2, 2021	Apr. 2	Jul. 30
4	Add/Drop Period--Late Registration - fee will apply	Dec. 2, 2020-Jan. 9	Apr. 3-May 8	Jul. 31-Sep. 4	Dec. 2, 2021-Jan. 8	Apr. 2-May 7	Jul. 30-Sep. 3
5	Classes and Practicum begin	Jan. 4	May 3	Aug. 30	Jan. 3	May 2	Aug. 29
6	Last day to pay tuition fees before late payment fee is assessed	Jan. 9	May 8	Sep. 4	Jan. 8	May 7	Sep. 3
7	Financial Aid Appeal Deadline	Jan. 9	May 8	Sep. 4	Jan. 8	May 7	Sep. 3
8	*Last day for dropping with 100% refund	Jan. 9	May 8	Sep. 4	Jan. 8	May 7	Sep. 3
9	Last day to apply for a Leave of Absence (LOA) - fee will apply	Dec. 30, 2020	Apr. 30	Aug. 27	Dec. 31, 2021	Apr. 29	Aug. 26
10	Mid-Term Exams	Feb. 16-Mar. 1	Jun. 14-26	Oct. 12-25	Feb. 14-28	Jun. 13-25	Oct. 11-24
11	Deadline to apply for Masters Comprehensive Exams	Mar. 5	Jul. 2	Oct. 28	Mar. 4	Jul. 1	Oct. 28
12	Deadline to apply for Doctoral Comprehensive Exams	Mar. 4	Jul. 1	Oct, 29	Mar. 3	Jun. 30	Oct. 27
13	**Last day to withdraw without Academic penalty	Mar. 8	Jul. 6	Nov. 1	Mar. 7	Jul. 5	Oct. 31
14	Doctoral Comprehensive Examinations (Written)	Mar. 16	Jul. 13	Nov. 10	Mar. 15	Jul. 12	Nov. 8
15	Masters Comprehensive Examinations	Mar. 17	Jul. 14	Nov. 9	Mar. 16	Jul. 13	Nov. 9
16	Deadline to apply for graduation/degree conferment	Dec. 14, 2020	Apr. 12	Aug. 9	Dec. 13, 2021	Apr. 11	Aug. 8
17	Final Exams	Apr. 12-17	Aug. 9-14	Dec. 6-11	Apr. 7-13	Aug. 8-13	Dec. 5-10
18	Dissertation/Doctoral Project Deadline	Apr. 16	Aug. 13	Dec. 10	Apr. 13	Aug. 12	Dec. 9
19	Last day of Session	Apr. 17	Aug. 14	Dec. 11	Apr. 13	Aug. 13	Dec. 10
20	Faculty Recess	N/A	Aug. 23-28	Dec. 20-Jan. 1, 2022	N/A	Aug. 22-27	Dec. 19-Jan. 2, 2023
21	Institutional Recess	Apr. 1-3	N/A	Nov. 25-27 Dec. 20-Jan. 1, 2022	Apr. 14-16	N/A	Nov. 24-26 Dec. 19-Jan. 2, 2023
22	Holidays	Jan. 18 Feb. 15	May 29-31 Jul. 4-5	Sep. 6 Oct. 11 Nov. 11 Dec. 23-24; Dec. 30-31	Jan. 17 Feb. 21	May 28-30 Jul. 4	Sep. 5 Oct. 10 Nov. 11 Dec.23,26;Dec.30, Jan.2, 2023
23	Commencement Exercises	N/A	N/A	Nov. 15	N/A	N/A	Oct. 7

*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.

N
27
NW 41 St
NW 36 St
AIRPORT EXPRESSWAY
112
FLORIDA'S TURNPIKE
NW 107 Ave
NW 99 Ave
CAU
NW 25 St
MIAMI
INTERNATIONAL
AIRPORT
95
PALMETTO EXPRESSWAY
NW 21 St
821
Miami
Int'l Mall
NW 97 Ave
NW 87 Ave
NW 82 Ave
826
836
DOLPHIN EXPWY

ALBIZU UNIVERSITY
MIAMI CAMPUS
STUDENT ACADEMIC CALENDAR
2021 - 2022

	Revised: 7/1/2021	**SPRING 2021**	**SUMMER 2021**	**FALL 2021**	**SPRING 2022**	**SUMMER 2022**	**FALL 2022**
1	Deadline for Financial Aid Application	Oct. 1, 2020	Mar. 1	Jun. 1	Oct. 1, 2021	Mar. 1	Jun. 1
2	Advisement & Registration	Oct. 26-Dec. 1, 2020	Mar. 1-Apr. 2	Jun. 28-Jul. 30	Oct. 25-Dec. 1, 2021	Mar. 1-Apr. 1	Jun. 28-Jul. 29
3	Late registration fees apply from this day on	Dec. 2, 2020	Apr. 3	Jul. 31	Dec. 2, 2021	Apr. 2	Jul. 30
4	Add/Drop Period--Late Registration - fee will apply	Dec. 2, 2020-Jan. 9	Apr. 3-May 8	Jul. 31-Sep. 4	Dec. 2, 2021-Jan. 8	Apr. 2-May 7	Jul. 30-Sep. 3
5	Classes and Practicum begin	Jan. 4	May 3	Aug. 30	Jan. 3	May 2	Aug. 29
6	Last day to pay tuition fees before late payment fee is assessed	Jan. 9	May 8	Sep. 4	Jan. 8	May 7	Sep. 3
7	Financial Aid Appeal Deadline	Jan. 9	May 8	Sep. 4	Jan. 8	May 7	Sep. 3
8	*Last day for dropping with 100% refund	Jan. 9	May 8	Sep. 4	Jan. 8	May 7	Sep. 3
9	Last day to apply for a Leave of Absence (LOA) - fee will apply	Dec. 30, 2020	Apr. 30	Aug. 27	Dec. 31, 2021	Apr. 29	Aug. 26
10	Mid-Term Exams	Feb. 16-Mar. 1	Jun. 14-26	Oct. 12-25	Feb. 14-28	Jun. 13-25	Oct. 11-24
11	Deadline to apply for Masters Comprehensive Exams	Mar. 5	Jul. 2	Oct. 28	Mar. 4	Jul. 1	Oct. 28
12	Deadline to apply for Doctoral Comprehensive Exams	Mar. 4	Jul. 1	Oct, 29	Mar. 3	Jun. 30	Oct. 27
13	**Last day to withdraw without Academic penalty	Mar. 8	Jul. 6	Nov. 1	Mar. 7	Jul. 5	Oct. 31
14	Doctoral Comprehensive Examinations (Written)	Mar. 16	Jul. 13	Nov. 10	Mar. 15	Jul. 12	Nov. 8
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23	Commencement Exercises	N/A	N/A	Dec. 2	N/A	N/A	Oct. 7

*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.

July 15, 2021

DISCLOSURE NOTICE

This is a notification from the Office of the Chancellor to the Institutional Community under the Disclosure Policy established at Albizu University.

INFORMATION PERTAINING TO ACADEMIC ENGAGEMENT, MONITORING COMPLETION OF CLOCK HOURS IN A VIRTUAL SETTING, AND SUBSTANTIVE AND REGULAR INTERACTION IN AGREEMENT WITH THE U.S. DEPARTMENT OF EDUCATION NEW 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:

a. 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;
b. Submitting an academic assignment;
c. Taking an assessment or exam;
d. Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
e. Participating in a study group, group project or an online discussion that is assigned by the instructor, and
f. 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:

a. 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.
b. 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.

Substantive and Regular Interaction

a. Instructors will provide each student opportunities for substantive interaction through various activities which could include, but are not limited to, discussion forums, class discussions, problem sets, case study discussions, student presentations, interviews, role-playing, and/or simulations.
b. 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.

This document is being distributed to all faculty and students and is also available at the Albizu Library.

Tilokie Depoo, Ph.D.
Chancellor

ADDENDUM TO THE CATALOG

November 24, 2021

Master of Business Administration

in Healthcare Management

GENERAL DESCRIPTION OF THE MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE MANAGEMENT DEGREE

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:

- Goal 1: Master the necessary skills to communicate effectively, thoughtfully, and compassionately.
- Goal 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.
- Goal 3: Master the skills to work in the multicultural organizations of a globalized society.
- Goal 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.

   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.

3. 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.

4. Applicants must submit three (3) letters of recommendation from supervisors, faculty or professional associates.

5. 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.

6. Submit a statement of purpose describing the applicant's professional goals and reasons for pursuing an MBA degree at Albizu University.

7. 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.

CONDITIONAL ADMISSION

If the applicant does not meet the minimum admission requirements for the MBA in Healthcare Management program, conditional admission may be recommended at the discretion of the Faculty on a case by case basis. Any pending admissions requirements must be fulfilled within the first academic session of enrollment into the MBA program. Conditionally admitted students must maintain a minimum GPA of 3.0 on a 4.0 scale during the first academic session in order to gain full admission and remain in good academic standing in the MBA program.

TRANSFER OF CREDITS

Six (6) transfer credits may be applied towards the MBA in Healthcare Management degree. Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at AU or other accredited institutions. Only courses completed at an accredited institution of higher learning and passed with a grade of "B" or better (3.0 on a 4.0 scale) will be eligible for transfer.

ACADEMIC PROBATION

MBA in Healthcare Management Program students must maintain a cumulative GPA of 3.0 or higher. Failure to maintain a cumulative GPA of 3.0 or higher for two consecutive sessions will result in an academic dismissal.

Academic probation will be granted automatically when any of the following conditions are present:

1. The cumulative grade point average falls below 3.0. Grades accompanied by an "I" will not be taken into consideration for the GPA of any session in which an "I" is obtained.

2. Three incompletes ("I") are received in one session.

3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines.

ACADEMIC DISMISSAL

Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers will result in academic dismissal of a student.

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

CHANGE OF PROGRAM

Students requesting to change their Program must follow the catalog and amendments in effect at the time of the petition regarding requirements for the new program.

TIME LIMITATION

Each master's or graduate certificate student must earn a degree within a maximum timeframe that does not exceed 200% of the normal time to complete the degree, measured by all his/her attempted credit hours at the University. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension petition of more than one year be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The MBA Program establishes the number of earned credits that the student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2
Number of credits successfully completed	18	36

At the end of each academic year, the Miami Campus will certify the student's successful completion of the appropriate percentage or amount of work according to the above schedule.

GENERAL DEGREE REQUIREMENTS

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

1. Completion of all required coursework

2. Overall academic grade point average of 3.00 or higher on a 4.00 scale

3. No more than two (2) grades of "C" in any courses

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

ACADEMIC PROCEDURES FOR REPEAT CLASSES

If a class has to be repeated for academic or any other reason the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options.

Master of Business Administration in Healthcare Management
Curriculum Requirements

Semester 1

			SESSION	GRADE
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 DEGREE REQUIREMENT CREDITS	**36**

TOTAL CREDITS COMPLETED TO DATE	

_____ _____

Director/Faculty Signature **Date**

COURSE DESCRIPTIONS FOR THE MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE MANAGEMENT

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 COMMUNITY OUTREACH MARKETING (3 cr.)]

Students in this course will focus on how to effectively communicate programs and services to various constituents. Employing marketing theories and focusing on price, product, and placement, students will apply marketing approaches to the healthcare industry. Topics relevant to the organization and management of services planned for and provided to a community will be covered, as well as needs assessments for community services; organization and implementation of community services; overall management of community health services; health promotion; and education management.

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 scare resources. Students will use modern-day economic theories and applications to determine profitability and pricing models. Topics include the evaluation of choices and alternatives, profit measurement, economic optimization, supply and demand estimation, profitability forecasting, production and competitive markets, competition, and long-term investment decisions.

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 INTERNATIONAL PRACTICUM & CAPSTONE PROJECT (3 cr.)

This course exposes students to the global healthcare environment and highlights the necessity to develop the skills and expertise to operate in a global setting. The course has a dual purpose: (1) to familiarize students with the theories of the international healthcare business and (2) to develop in students the skills to identify and target global healthcare markets. The course will also focus on the development of a capstone project (master's thesis) to demonstrate program competencies in national and global settings. The course will also immerse students in an 8-10 day international trip to work in a pan-cultural setting.

FACULTY BACKGROUND DATE AND RESEARACH ITERESTS:

MASTER OF BUSINESS ADMINISTRATION IN HEALTHCARE MANAGEMENT

Arbelo, Floralba	B.S. 1997, Brooklyn College, Psychology; M.S. 2002, New School for Social Research, New York, Management & Urban Policy; Ed.S. 2012, Liberty University School of Education, Curriculum & Instruction; Ed.D. 2013, Liberty University, Educational Leadership. Adjunct Professor RESEARCH INTERESTS: Educational interventions with cross-cultural students; professional writing styles; language curriculum development.
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.
Barreto, Luis	B.A. 1995, Tusculum College, Tennesse, Management Accounting; M.Acc. 2007, Florida Atlantic University, Accounting; Certified Nonprofit Accounting Professional. Adjunct Professor RESEARCH INTERESTS: Accounting; managerial finance.
Bravo, Irene M.	B.A. 1990, Florida International University, Psychology; M.S. 1994, Florida International University, Psychology; Industrial Organizational Psychology Ph.D. 1998, Florida International University, Developmental and Clinical Psychology. Professor RESEARCH INTERESTS: Anxiety disorders in childhood; marital infidelity; adolescents at risk; /organizational psychology.
Depoo, Tilokie	B.A. 1983, Long Island University Economics, University Honors Program M.A. 1988, New York University Economic Development Ph.D. 2008, Lynn University Global Leadership in Strategic Management RESEARCH INTERESTS: Economic development; migration; strategic planning.

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.
Garcia, Carmen	B.S. 2011, Carlos Albizu University, Business Administration; M.B.A. 2013, Carlos Albizu University, Organizational Management. Adjunct Professor RESEARCH INTERESTS: Human resources; organizational Management; conflict resolution; human services.
Johnson, Stan	B.S. 1973, Illinois State University. Communication; M.S. 1996, University of North Florida, Public Administration; Ed.D. 2011, Nova Southeastern University, Business Administration. Adjunct Professor RESEARCH INTERESTS: Business administration; public administration; organizational management.
Lemus, Edel	B.S. 2007, Nova Southeastern University, Business Administration, Accounting; M.B.A. 2009, Nova Southeastern University, International Business Administration, Finance; D.B.A. 2015, Argosy University, Accounting. Adjunct Professor RESEARCH INTERESTS: Accounting, finance, international business.
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. Adjunct Professor RESEARCH INTERESTS: Cross-cultural issues; human resources development.
Wimbley, Shaunskysheia	B.A. 2011, University of Miami, Psychology and Sociology; M.B.A. 2013, Carlos Albizu University, Organizational Management; Ph.D. 2018, Carlos Albizu University, Human Services. Adjunct Professor RESEARCH INTERESTS: Rehabilitation of forensic populations; organizational management.