

Catalog



CARLOS
ALBIZU
UNIVERSITY
FOUNDED IN 1966

August 2014-July 2015

This Catalog has been amended on the following dates:

September, 2014
December, 2014
March, 2015
April, 2015



PRESIDENT'S MESSAGE

On behalf of the Board of Trustees, its Faculty, students, staff and myself, it is a pleasure to welcome you to Carlos Albizu University.

Carlos Albizu University is one of the best kept secret's institution a leader in its field that has graduated over 80% of psychologists in Puerto Rico. The mental health is one of the main problems in our modern society. Carlos Albizu, its programs, research and services, represents a formidable resource to help improve the quality of life in Puerto Rico and the Hispanic community in the United States.

The foundations upon which Carlos Albizu University operates are excellence in academics and how its focus and determination in the study and comprehension of human behaviors through holistic, dynamic and integrative processes have been nationally recognized. Our curriculum is updated constantly to ensure that the training of our students incorporates new developments and findings in their chosen fields. The aim of our different programs is to prepare our students through broad and constant exposure to experiences that will allow them to become citizens of the world as well as ethical and competent professionals in their specialized fields.

We are committed to turn our students into professionals who will enrich and help change our society in those areas that are lacking. Dr. Carlos Albizu Miranda's legacy is the basis of our educational principles. His own words were "Education without love is sterile. Knowledge which is based only on logic and reason can become dehumanizing and is not at the service of man. Education which is guided by love emphasizes the social good, rather than individual competition. It is not competitive knowledge but rather cooperative knowledge."

Our flexibility in the offering of our programs, a culturally aware and sensitive curriculum, and our diverse practicum trainings, make us a unique educational institution. We provide alternatives and accommodate the needs of those professionals seeking a new career, or of those individuals who are not able to be day students because of work or family constraints.

Once you become familiar with our website, we are sure you will understand why Carlos Albizu University is considered as unique when compared to other leading higher education institutions.

Ángel Collado-Schwarz, Ph.D.
President
Carlos Albizu University

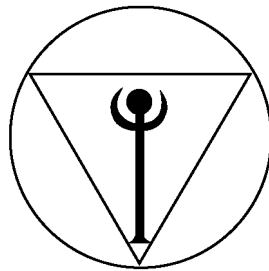


PROVOST'S MESSAGE

The Carlos Albizu University is a university arisen from the aspiration of the Dr. Carlos Albizu to educate and to train Puerto Rican professionals dedicated to investigate mental conditions and to develop culturally sensitive therapies for Hispanics. Furthermore, his intent was to apply the acquired knowledge to the delivery of mental and social services of excellence that contribute to the economic progress and social welfare of Puerto Rico and Hispanics in the United States. The San Juan Campus of the Carlos Albizu University continues with these high aspirations and thus is very interested in recruiting the best possible students that are committed to these ideals in the academic areas of psychology and speech therapy and pathology. We will continue expanding our academic offering in order to develop the academic programs that address the academic needs of Puerto Ricans in the current changing world and that will help Puerto Rico position itself in the appropriate place in the current globalization economic process. The Industrial Psychology Programs have already contributed to addressing these needs in the industrial sector by being the leading program in this field in Puerto Rico but we are looking forward to developing new programs that will expand our reach to other fields of knowledge leading to the development of new academic programs needed to develop the best cadre of professionals and leaders that the Puerto Rico of tomorrow will need in our changing times.

Cynthia García Coll, Ph.D.
Provost
San Juan, Puerto Rico Campus

CARLOS ALBIZU UNIVERSITY



Logotype

As envisioned by our Founder, the logotype of Carlos 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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CARLOS ALBIZU UNIVERSITY

GENERAL INFORMATION

Carlos Albizu University (CAU) is a private, nonprofit, specialized university-level institution offering Bachelor of Science Degrees (BS) majoring in Psychology or Speech and Language Therapy, Master Degree in Sciences (MS) in Clinical Psychology, Industrial/Organizational Psychology, Speech - Language Pathology, Counseling Psychology and School Psychology and Doctoral Degrees in Clinical Psychology (Psy.D and Ph.D.), Industrial/Organizational Psychology (Ph.D.), and Psychology (Ph.D.) with a specialization in Consulting, Research and Teaching. CAU has campus locations in San Juan, Puerto Rico [San Juan Campus (SJC)], Mayagüez, Puerto Rico [Mayagüez University Center (MUC).] and Miami, Florida [Miami Campus (MC).] As of the Spring Semester of 2015, the San Juan Campus extended its academic offerings and services to the Western side of Puerto Rico by opening the Mayagüez University Center (MUC). The MUC opened its doors to prospective students of three Master of Science programs: Counseling Psychology, Industrial/Organizational Psychology and School Psychology (Please see the Academic Programs section of this Catalog for a detailed description).

Carlos Albizu University fosters an enriching and challenging academic environment. The Faculty and its institutional resources are committed to promote the professional development of students, so that they may assume responsible and productive roles in our society. The Institution affirms its commitment to each individual's potential, the welfare of society and the professions of psychology and health.

Carlos Albizu University adheres to a policy of nondiscrimination with respect to admissions, employment, and institutional activities. CAU 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. Institutional policies and procedures prohibit all forms of harassment, hazing, use or abuse of illegal substances, alcohol abuse, and/or any other illegal activity according to institutional policies, and federal, state, or other applicable legislation.

Carlos Albizu University operates under the directives of the Board of Trustees. The Board is composed of members selected from among distinguished citizens who have made significant contributions in the community and are strongly committed to the mission of the Institution. The President, named by, and solely responsible to, the Board of Trustees, serves as Chief Executive Officer. The Board of Trustees recognizes the nature and purpose of CAU as an Institution of higher learning and one that is deeply committed to the quality of the education offered.

This catalog describes the San Juan Campus administrative and academic policies, student services, degree requirements and course offerings. CAU is committed to maximizing efforts to ensure that courses and programs of study are in tune with the latest developments in the field of psychology and other related fields. The student's admission to Carlos Albizu University, and/or the act of enrollment in any of its programs do not constitute any guarantee to the student of the successful completion of the selected program.

The contents of this catalog may be subject to modification at any time according to professional developments, licensing and accreditation requirements and operational needs. Furthermore, CAU 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 CAU functionary, that might be contradictory to the policies and norms herein established.

Carlos Albizu University reserves the right to make changes in procedures, academic services, financial and/or academic requirements at any time. In addition, based on Institutional policies and/or procedures, CAU reserves the right to request the withdrawal of any student from the Institution and/or take disciplinary action as deemed appropriate. Additional information pertaining to academic and clinical procedures, regulations, and student affairs, is detailed in separate handbooks. These handbooks are

available to students in the Provost's Office and the Albizu Library. Once students are registered, it is their responsibility to become familiar with all Institutional norms, policies and procedures.

HISTORY

The historical origin of Carlos Albizu University dates back to the year 1966, when the Puerto Rico Institute of Psychology was founded with the specific objective of offering a Master of Science degree in clinical psychology. At that time, there were very few mental health professionals on the Island and most of them received their professional education outside of Puerto Rico.

Upon completion of professional studies outside of Puerto Rico, returning mental health professionals were confronted with the necessity of adapting their training to Puerto Rican sociocultural realities. The Puerto Rico Institute of Psychology was developed in response to the need for culturally sensitive professional training. SJC continues in this tradition and is today an educational Institution whose programs of study and research are founded, both in theory and practice, on the multicultural heritage of Puerto Rico.

With the establishment of the Miami Campus of Carlos Albizu University in 1980, the Institution responded to the need in the continental USA for graduate psychology programs sensitive to cultural and ethnic issues. In January 2015 opened the Mayagüez University Center (MUC), an additional extension location under the responsibility of the San Juan Campus, providing academic offerings and clinical services to Western region of Puerto Rico. Through the programs at its two campuses and its additional extension location, CAU provides professional training that is relevant and responsive to the mental health needs of the communities served and to the needs for culturally sensitive research, thereby contributing to the development of the professions of psychology and health.

MISSION

Carlos Albizu University is an institution of higher education dedicated to academic excellence and research from a pluralistic and multidimensional perspective. We educate students able to serve a highly complex and diverse society, with sensitivity to those most in need. We contribute to the improvement of the quality in our communities by training professionals with multicultural competencies. We distinguish ourselves through an educational philosophy based on a commitment to social responsibility, characteristic of all our programs and services.

VISION

Carlos Albizu University will be a leader in higher education seeking to transform our evolving society. We will be a model institution that will contribute to improve the decision-making process at local, national and international levels, in multicultural environments, thus contributing to the growth of human knowledge and the promotion of social justice and a culture of peace.

VALUES

- ❑ At CAU, "love reaches beyond knowledge"
- ❑ Excellence in academic programs and services
- ❑ The development of integral and humanistic qualities in our students is the essence of CAU
- ❑ Respect for diversity
- ❑ Commitment to social responsibility
- ❑ Actualization and integration of knowledge with technological advances
- ❑ Ethical behavior at all organizational levels
- ❑ Commitment to the development of our human resources
- ❑ Openness to the participation of the academic community

□ Operational transparency and administrative efficiency

The San Juan Campus and the Miami Campus of Carlos Albizu University share the above principles and are committed to the primary purpose of training students for careers in the mental and occupational health and related fields.

The educational philosophy of Carlos Albizu University seeks to develop professionals who are trained:

1. to study human behavior in all its manifestations and complexities;
2. to be sensitive to the cultural realities of different ethnic groups;
3. to integrate theory and actual practice by conducting their practice in the light of theoretical concerns and by applying practical experiences to the theories under study;
4. by a faculty selected for its pluralistic viewpoints, in order to expose the student to more than one theoretical approach, while, at the same time, maintaining an integrated perspective of the field;
5. to give attention to the scientific, as well as, the humanistic aspects of psychology and health; to perform, as health, mental health, and occupational health professionals in contemporary social contexts, prepared, not only in the traditional role of individual interventions, but also able to work effectively at the group, organizational and community levels;
6. with emphasis on ethical norms and professional standards and finally,
7. in such a manner that students are encouraged to achieve personal growth and development as a lifelong process.

The educational objective of CAU graduate clinical programs is to train health, mental health, occupational health, and other related fields professionals who can provide services in a manner that is sensitive and responsive to cultural and ethnic issues. Academic programs are directed towards five target areas of professional formation:

1. development of clinical and organizational intervention skills with due regard for the behavioral norms, values and belief systems of the client;
2. development of appropriate assessment skills, taking into consideration multi-cultural variables, the special needs and qualities of groups, and the integration of research findings in the assessment process;
3. awareness and understanding of the psychological needs and behaviors of different ethnic groups within their sociocultural context;
4. development of clinical and organizational skills, or both, through supervised experiences; and,
5. development of research skills through supervised research experiences.

CAU'S graduate programs in Psychology adhere to the Mission Bay Resolutions, adopted in 1987 by the National Council of Schools and Programs of Professional Psychology. The Mission Bay Resolutions define the following nine areas of professional psychology:

1. Scientific and Professional Ethics and Standards
2. Research Design and Methodology
3. Statistics

4. Psychological Measurement
5. History and Systems
6. Biological Basis of Behavior
7. Cognitive-Affective Basis of Behavior
8. Social and Cultural Basis of Behavior
9. Individual Behavior.

In fulfillment of Institutional goals, Carlos Albizu University follows a long tradition of academic excellence, innovative educational policies, and commitment to the social issues affecting our communities.

CAU joins with academic and professional organizations such as the American Psychological Association, as well as accrediting and licensing boards in the fostering of quality training in psychology and the health sciences. This catalog invites the student to join in an enriching and challenging educational endeavor.

SAN JUAN CAMPUS

GENERAL INFORMATION

The San Juan Campus (SJC), of Carlos Albizu University (CAU) is a private, non-profit university. The programs of study are designed to train professionals capable of serving minorities, as well as the general population in the United States, Central and Latin America.

DEGREES CONFERED

CONCENTRATIONS/AREAS OF SPECIALIZATION

Bachelor of Science (B.S.)

- Psychology
- Speech and Language Therapy

Master of Science (M.S.)

- Clinical Psychology
- Industrial/Organizational Psychology
- Counseling Psychology
- Speech and Language Pathology
- School Psychology

Doctor of Philosophy (Ph.D.)

- Clinical Psychology
- Industrial/Organizational Psychology
- Psychology, with specialization in Consulting, Research and Teaching

Doctor of Psychology (Psy.D.)

- Clinical Psychology

LOCATION

The San Juan Campus (SJC) is located at 151 Tanca St, corner to San Francisco St. in the heart of historic Old San Juan, which is the cultural center and location of major government offices including the Capitol building, the Governor's residence and offices. SJC is located in the restored Baldorioty School, which dates back to 1917. The physical facilities are located on one-acre lot with parking for 170 automobiles.

SJC's physical facilities comprise of a three-story building with 54,400 sq. ft. The facilities are distributed in classrooms, library and reading rooms, faculty and administrative offices, the Community Mental Health Clinic, research facilities, computer lab, auditorium, common eating and rest areas, reception lobby, elevator, restrooms, and storage areas.

The SJC's administrative offices are open from 9:00 a.m. to 6:00 p.m. Monday through Thursday and from 9:00 a.m. to 3:00 p.m. on Fridays. Academic courses may be offered from 9:00 a.m. to 10:00 p.m. Monday through Thursdays, Fridays from 9:00 a.m. to 3:00 p.m. and Saturdays from 9:00 a.m. to 5:00 p.m. responsive to student demand and Institutional resources. During the registrations, administrative offices are opened until 7:00pm.

Finally, SJC's mailing and physical addresses are as follows:

Mailing Address

Carlos Albizu University
PO BOX 9023711
San Juan PR 00902-3711

Physical Address

Carlos Albizu University
151 Tanca St
Old San Juan
San Juan PR 00901-1412

ACCREDITATION

Carlos Albizu University/San Juan Campus is accredited by the Middle States Association of Colleges and Schools. The clinical psychology programs (Ph.D.& Psy.D.) have been accredited by the American Psychological Association (APA) since September 23, 1994. Finally, the Master of Science Program in Speech and Language Pathology was accredited on February 1st 2012, by the American Speech-Language-Hearing Association (ASHA). Inquiries as to accreditation status may be addressed to:

Committee on Accreditation
American Psychological Association
750 First Street NE
Washington, DC 20002-4242
(202) 336-5979

American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289
(301) 296-5700

LICENSING

Carlos Albizu University/San Juan Campus has been renewed as a licensed higher learning institution by the Puerto Rico Council of Education. Inquiries on the licensing status may be addressed to:

Consejo de Educación de Puerto Rico
PO Box 1900
San Juan, PR 00910
(787) 641-7100

PROFESSIONAL AFFILIATIONS

American Association for Higher Education
American Council on Education
American Library Association
Hispanic Association of Colleges and Universities (HACU)
National Association of Independent Colleges and Universities (NAICU)
National Association of Student Financial Aid Administrators
National Council of Schools and Programs of Professional Psychology
National Institute of Independent Colleges & Universities (NIICU)
Puerto Rican Association for Institutional Research
Puerto Rico Association of Private Colleges and Universities

ARTICULATION AGREEMENTS

The San Juan Campus has articulation agreements with the following institutions:

1. Mercy College (New York, USA)
2. Universidad a Distancia de Madrid (Madrid, Spain)
3. Colegio Universitario de San Juan (San Juan, Puerto Rico)
4. Universidad Central de Bayamón (Bayamón, Puerto Rico)
5. Universidad del Sagrado Corazón (San Juan, Puerto Rico)
6. Universidad de Puerto Rico – Medical Sciences Campus (San Juan, Puerto Rico)
7. Universidad de Puerto Rico – Cayey Campus (Cayey, Puerto Rico)

CERTIFICATION

All students are reminded that, while the curriculum of the university is designed to assist students in the acquisition of certification by outside agencies, completion of a course of studies or academic program in no way guarantees automatic eligibility for certification. The San Juan Campus and its representatives cannot either directly or indirectly assure students of future certification by outside agencies.

PROFESSIONAL LICENSURE

The profession of psychology in Puerto Rico is regulated under Law 96, June 4, 1983, as amended. Industrial/Organizational Psychology Master and Doctoral graduates and Clinical Psychology Doctoral graduates from the SJC are qualified to apply for admission to the psychology licensing examination in Puerto Rico and other jurisdictions. All inquiries regarding licensure should be directed to the following address:

Oficina de Reglamentación y Certificación de los Profesionales de la Salud
Junta Examinadora de Psicología
Call Box 10200
San Juan, Puerto Rico 00908-5026
Telephone (787) 725-8161, Ext. 217

Students interested in obtaining licensure in a state other than Puerto Rico should contact the:

Association of State and Provincial Psychology Boards
400 S. Union Street, Suite 295
P.O. Box 4389
Montgomery, Alabama 36103
Telephone (205) 269-6379

The professions of Speech and Language Therapy and Speech/Language Pathology in Puerto Rico are regulated under Law 77. Speech and Language Therapy and Speech/Language Pathology graduates from SJC are qualified to apply for admission to the speech and language therapy/pathology licensing examination. All inquiries regarding licensure should be directed to the address below.

Oficina de Reglamentación y Certificación de los Profesionales de la Salud
Junta Examinadora de Patólogos del Habla y Lenguaje, Terapistas del
Habla y Lenguaje, Audiólogos
Call Box 10200
San Juan, Puerto Rico 00908-5026
Telephone (787) 725-8161, Ext. 2240

LANGUAGES OF THE SAN JUAN CAMPUS (SJC)

The SJC, in recognizing the unique cultural and linguistic diversity in Puerto Rico, has adopted both Spanish and English as official languages. Although Spanish is the predominant language in the classroom, students may express themselves in English. Should a sufficient number of students request it (at least 10), classes may be given in English. Students are expected to have adequate reading, writing and conversational skills in English and Spanish.

CARLOS ALBIZU-MIRANDA LIBRARY

The library of the San Juan Campus is specialized on the fields of Psychology, Speech and Language Therapy and Pathology. In addition to texts, videos, thesis, professional journals, and a literacy competence blog and on- line databases. The library also carries a collection with culturally sensitive and ethnic implications. The San Juan Campus has a formal articulation agreement with the Miami Campus library to do interlibrary loans. Our vision is to provide timely access to the universal knowledge in the Speech and Language Therapy and Pathology, General Psychology, Behavioral and Mental Health Sciences.

The Library's mission is to support the quality of teaching, learning and research at Carlos Albizu University, by providing access to recorded knowledge through the acquisition, organization, preservation, and interpretation of information appropriate to the current and future needs of the students, faculty, staff, and the immediate community served by the Library. Operating from an increasingly more advanced and modern library, the vision is to meet and anticipate user needs in concert with the University's education programs

COMPUTER LABORATORY

The Computer Laboratory is located in the third floor of the University. The schedule of operations is Monday to Thursday, from 8:00 a.m. to 10:00 p.m., Friday from 8:00 a.m. to 4:00 p.m., and Saturday from 8:00 A.M. to 3:00 p.m. The laboratory has a technician who at any moment provides support to/the faculty and students.

LIST OF INSTITUTIONAL DOCUMENTS FOR STUDENTS

- CAU, San Juan Campus Catalog.
- CAU, San Juan Campus Calendar.
- General Policies and Disciplinary Procedures Manual.
- Sexual Harassment in Academia
- Section 504 Rehabilitation Act and Americans with Disabilities Act (ADA)
- Clinical manual.

Additional Manuals pertaining to specific programs are available at the respective academic program office.

MAYAGUEZ UNIVERSITY CENTER

GENERAL INFORMATION

As of the Spring Semester of 2015, the San Juan Campus opened an additional extension location at the Western side of Puerto Rico, known as Mayagüez University Center (MUC). The MUC is ascribed to the San Juan Campus and abides by the same academic and administrative policies and procedures. The Center is directed by a Center Coordinator who is the administrative and academic representative and is responsible for the implementation of current institutional policies regarding the provision of services to students, faculty and administrative employees. The Provost of the San Juan Campus, as well as the Academic Directors of the programs currently offered in Mayagüez, hold the same supervisory and support responsibilities regarding this new location. In Spring 2015, the Center opened its doors to prospective students of three Master of Science programs: Counseling Psychology, Industrial/Organizational Psychology and School Psychology (Please see the Academic Programs section of this Catalog for a detailed description). Finally, the Center has its own clinic which serves a dual purpose: (1) clinical practice center for students and interns; and (2) unit of integrated welfare services for the community.

DEGREES CONFERED

Master of Science (M.S.)

CONCENTRATIONS/AREAS OF SPECIALIZATION

- Counseling Psychology
- Industrial/Organizational Psychology
- School Psychology

LOCATION

The Mayaguez University Center (MUC) is located in Mayagüez, Puerto Rico. MUC's physical facilities comprise of a six-story building (9,085 square feet). The facilities are distributed in classrooms, library, administrative offices, the Albizu Clinic (Children and Adults), computer laboratory, reception lobby, elevator, restrooms, and storage areas.

The MUC's administrative offices are open from 9:00 a.m. to 10:00 p.m. Monday through Thursday and from 9:00 a.m. to 3:00 p.m. on Fridays. Administrative offices are closed on Saturdays. Academic courses are offered from 5:00 p.m. to 10:00 p.m. Monday through Thursdays. The Albizu Clinic is opened Mondays and Tuesdays from 9:00 a.m. to 6:00 p.m., is closed on Wednesdays, Thursdays from 9:00 a.m. through 6:00 p.m., Fridays from 9:00 a.m. through 3:00 p.m., and Saturdays from 9:00 a.m. through 3:00 p.m.

Finally, MUC's mailing and physical addresses are as follows:

Mailing and Physical Addresses

Carlos Albizu University
56 José de Diego St.
Mayagüez PR 00680

LICENSING

The Mayaguez University Center is licensed as a higher learning institution by the Puerto Rico Council of Education. Inquiries on the licensing status may be addressed to:

Consejo de Educación de Puerto Rico
PO Box 1900
San Juan, PR 00910
(787) 641-7100

CERTIFICATION

All students are reminded that, while the curriculum of the MUC is designed to assist students in the acquisition of certification by outside agencies, completion of a course of studies or academic program in no way guarantees automatic eligibility for certification. The Mayaguez University Center, and its representatives, cannot either directly or indirectly assure students of future certification by outside agencies.

PROFESSIONAL LICENSURE

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Junta Examinadora de Psicología
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San Juan, Puerto Rico 00908-5026
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Telephone (205) 269-6379

LANGUAGES OF THE MAYAGUEZ UNIVERSITY CENTER (MUC)

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The Computer Laboratory is located on the second floor of the Center. The schedule of operations is the same of the Center. The laboratory has a technician who provides support to/the faculty and students.

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- General Policies and Disciplinary Procedures Manual.

Additional Manuals pertaining to specific programs are available at the respective academic program office.

ACADEMIC POLICIES

ACADEMIC CALENDAR

The academic calendar is divided into two sixteen (16) week sessions and one eight (8) week summer session. The summer session is considered a regular part of the academic program. During the summer session, classes will meet twice a week. Students are expected to register for all three sessions per year, so as to be able to fulfill academic progress expectations requirements. The calendar is as follows: (Subject to change according to academic and Institutional needs.)

Summer session	May to July
Academic recess	July to August
Fall session	August to December
Spring session	January to May
Practicum sessions for Clinical Programs	August to December, January to July
Practicum sessions for all other programs	August to December, January to May

ADMISSION PROCEDURES

Application for admission must be received by the Admissions Office 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). Admission records of non-registered students will be kept for two (2) years. In order to process an application, the following minimum documents are required: application, copy of transcript/s, letters of recommendation and resume.

In the case of the M.S. in Speech and Language Pathology and the Clinical Psychology Doctoral programs (Psy.D. and Ph.D.) the application and admission fees are valid only for the Fall Semester of each year. Also, the admission for any of these programs is valid only for the Fall Semester for which the student was admitted. If the student does not enroll in the Fall Semester in which he/she was admitted, the admission is cancelled.

Unofficial transcripts are accepted to initiate the admission process. Official transcripts must be provided before the end of the first academic session in which the student enrolls.

The student admission record must contain all other required documents by the end of the first academic session. Students with incomplete records after the first session at the University will be subject to an administrative hold for registration and will not be allowed to register for the following academic session. Students with incomplete records will not be eligible to receive financial aid until their admission file is complete.

All inquiries and application for admission for graduate and undergraduate programs should be addressed to the Admissions Office, Carlos Albizu University, San Juan Campus, P.O. Box 9023711, San Juan, P.R. 00902-3711, Phone (787) 725-6500, FAX (787) 721-7187.

The San Juan Campus is designed to serve a small group of select students who are highly motivated and have demonstrated the required level of competence to undertake rigorous professional training. The San Juan Campus expects to train students who will be leaders in their profession.

Admission to the University is a highly selective process. It should be noted that satisfaction of the minimal admission requirements does not guarantee acceptance to the program. CAU/SJC reserves the right

to reject any applicant. Students presenting falsified information may have their enrollment cancelled and credits forfeited. Failure to report all previous college-level work and/or graduate programs attempted constitutes a falsification of application and subjects the applicant to the loss of all credits earned at CAU and may result in dismissal.

Official transcripts from ALL previous institutions attended must be sent directly to the Admissions Office. Official transcripts from all colleges attended, shall be received before the end of their first academic session at the San Juan Campus. In those cases where the applicant is going to receive the required degree more than thirty calendar days after the beginning the academic session at CAU an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a HOLD that prevents any administrative transaction between the student and the Institution. Failure to report previous college and/or graduate work attended constitute a falsification of the application which will result in the loss of all credits earned and may result in dismissal.

All new students are required to make satisfactory progress towards a degree. For more information on this subject, please refer to the **Satisfactory Academic Progress Policy** on page 14.

Contingent to space availability and compliance with admission requirements, applicants will receive admission to the session solicited. Upon notification of acceptance, the San Juan Campus requires payment of a non-refundable confirmation of attendance fee, which is applicable towards fees and tuition. (See Tuition and Fees Policies.)

Applicants who have completed a Master Degree in Industrial Organizational Psychology in a duly accredited graduate institution different from CAU, may apply for the Ph.D. in Industrial/Organizational Psychology Program. For transfer of credit policy regarding this type of admission, please refer to the Transfer of Credit Policy section.

OFFICIAL TRANSCRIPTS

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

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

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

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

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

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

INSTITUTIONAL LEAVE

Institutional leave is an administrative status which permits students to interrupt their program of studies. Institutional leaves must be approved by the Program Director upon completion and evaluation of the required form. A non-refundable fee per academic session is required. Students seeking an institutional

leave must apply for the leave according to the deadlines established in the Academic Calendar. Detailed instructions and a form for applying for an institutional leave may be obtained at the Office of the Registrar. 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 Program and will be required to apply for readmission under the new catalog requirements in effect at the time of their readmission. The time limit 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. The leaves of absence can be taken consecutively or at different times.

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. In the case of a Transitional Leave, a fee waiver will apply.

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 institutional leave or when the student fails to re-enroll at the University after expiration of an approved leave of absence.

Students dismissed for academic reasons may reapply to the same program one calendar year following the dismissal.

Readmission applications must be requested from and returned to the Admissions Office when completed.

GRADUATE PROGRAM READMISSION

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

Students dismissed for academic reasons may reapply to the same program one calendar year following dismissal.

Readmission applications must be requested from and returned to the Office of Recruitment and Admissions.

Once the readmission package is completed, the Program Director and program faculty will review the record. The University reserves the right to readmit students utilizing criteria based on the student's prior performance, space availability, and assessment of the student's potential to continue his/her studies. The process is highly selective, and shall take into account prior performance, including any comprehensive examinations taken. The following procedures for readmission will apply:

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

2. Faculty will be prescriptive at the time of readmission regarding particular requirements to address prior performance challenges.
3. Students will be readmitted under the rules and amendments contained within the Catalog in effect at the time of readmission.
4. Readmitted students will be subject to time limitation policy as to courses, practice, 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 three. The number of times the tests were taken before readmission will be subtracted from the total number of times allowed.
7. Upon readmission under a new catalog, the student will have the term specified in the new catalog for degree completion, less the years already accrued under the applicable catalog when first enrolled.
8. Time spent on a duly authorized leave of absence will be excluded from the term for degree completion. However, any request for a time extension based on the fact that the student was on a duly authorized leave of absence, has to be submitted in writing and will follow the same procedure as all requests for time extension.

CROSS REGISTRATION

Upon the approval of the Program Director, students may enroll in another accredited graduate Institution. The courses taken at the other Institution must not be offered at SJC. From the total credits allowed for transfer (21), graduate students can take a maximum of nine (9) credit hours under this provision. Students must provide evidence of their status as regular students in the San Juan Campus to be able to benefit from cross registration. Undergraduate students are allowed to register up to a maximum of 90 credits at other regionally accredited higher learning Institution.

COURSE CHALLENGING POLICY

Every student enrolled in a degree program has the option to approve a course using the course challenging modality. To challenge a course implies that the student understands he/she possesses the skills and knowledge covered in the class and this must be demonstrated by approving one or more exams based on the topics of the course syllabus. The following norms must be observed when applying to challenge a course:

1. The student will complete an official application and pay the application fee at the Finance Department. The Finance Department will issue an application receipt that the student will present at the Registrar's Office as evidence that the application process has been initiated. Then the student will obtain the corresponding approval signatures in the following order: 1) the professor that will prepare the exam(s), 2) the student's academic counselor, 3) the Program Director and 4) the Provost. Once the application has been signed by all the corresponding parties, the student will submit it to the Registrar's Office where it will be evaluated regarding compliance with all applicable requirements, process that will take no less than ten working days. Once the Registrar's Office has finished the evaluation process, if it is determined that the student complies with all the requirements, he/she will be instructed to submit the corresponding payment at the Finance Department prior to take the exam(s). Once the payment has been processed at the Finance Department, the student will present the receipt at the Registrar's Office as evidence that the payment has been made and he/she will receive the final authorization to proceed to challenge the course. Tuition charges must have been paid in full prior to the challenge of the course. No payment plans will be authorized under this modality.
2. The cost of a challenged course will be the same as that of a course taken in the classroom. This policy establishes that a student who challenges a course must pay it in full at the time of enrollment. The student must enroll in the course before taking the exam(s). The Finance Department must ensure the course has been paid in full. This payment must not be mistaken with a credit transfer payment as these are two completely different processes.

3. Payment of challenged courses cannot be covered with Title IV or Title V funds.
4. Only some foundation or elective courses can be challenged. This implies that no clinical or concentration courses, courses with laboratory or practicum modules of any program can be challenged. For a complete list of the courses that can be challenged, please refer to the Registrar's Office.
5. Approval to challenge a course will be subject to the following:
 - a. Availability of the professor. The Provost will designate the professor that will prepare the exam(s). As a first option, a professor offering the course at the moment of the petition will be asked for his/her availability to prepare the exam(s). If this professor does not accept, the Provost will designate an alternate professor.
 - b. That there is the administrative viability and capacity to satisfy the petition.
 - c. That the residency time for the student's program, as stipulated in the Catalog, is not affected by the petition. On this matter, it is the responsibility of the Registrar to ensure compliance with this requirement when evaluating and recommending a petition.
6. The student must be in good standing at the moment of the petition. Good standing is defined as having, at least, the minimum cumulative GPA required for the student's program. Neither a student on probation nor one who failed to approve the course on a previous occasion may apply to challenge a course.
7. Petitions to challenge a course must be made during the regular academic advisement period, regular enrollment period or during the add/drop week. Petitions received outside these periods will be evaluated according to the merits of each one.
8. Unless otherwise stipulated by the Provost, the exam(s) will be prepared by the professor offering the course who will ensure it covers all the competencies described in the syllabus.
9. If the student fails the exam(s), he/she cannot request to challenge the same course again.
10. If the student does not comply with all the requirements established by the professor, he/she will not approve the course.
11. Application and tuition fees will not be refunded if the student fails the course.
12. Exam(s) will be administered in person.
13. No retroactive petitions will be accepted.
14. The grade will be informed according to the date established in the Academic Calendar.
15. The following seminars may be challenged:
 - a. SEMM 531 – Seminar APA Style
 - b. SEMM 527 – Introduction to Computer Application
 - c. SEMM 538 – Introduction to Word Processing
 - d. RMIC 741 – Statistical Package for the Social Sciences I (SPSS I)
 - e. RMIC 742 – Statistical Package for the Social Sciences II (SPSS II)
16. A student who wishes to challenge a course must present valid reasons for such petition. Time schedule conflicts will not be considered a valid reason. The authorization to challenge a course will be subject to such things as the student having obtained the competencies through previous clinical, working and training experiences. For example, those students trained in their working scenarios or performing the tasks contained in the competencies of the course.

17. The final grade will depend upon the criteria and evaluation methods stipulated by the professor that prepared the exam(s).

SATISFACTORY ACADEMIC PROGRESS POLICY (STUDENT EVALUATIONS)

Federal regulations require all schools to establish and apply reasonable standards of satisfactory progress for all students receiving student financial aid funds provided by programs authorized by Title IV of the Higher Education Act. These programs include the Federal Pell Grant, Federal Campus Based Program, Federal Family Education Loan Program (including Subsidized and Unsubsidized Stafford and PLUS loans). The policy must include a qualitative measure and a quantitative measure of the student's progress and must include all periods of the student's enrollment. All UCA students including those who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.

STANDARDS FOR SATISFACTORY PROGRESS

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

A. Qualitative Component - the academic performance of the student is the qualitative measure of satisfactory progress, including:

1. Minimum Cumulative Grade Point Average (CGPA) -Students who apply for financial aid must maintain a minimum CGPA of 2.00 if undergraduate (with the exception of students enrolled in the upper division Bachelor of Science (B.S.) in psychology (San Juan) and the Bachelor of Arts (B.A.) in Education and the Bachelor of Science (B.S.) in Speech and Language Therapy for whom the minimum CGPA is 2.25), 3.00 if graduate.

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

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

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

- Grades of A, B, C, D, and P will be considered hours completed.
- Grades of No Grade (NG), Incomplete F (IF), F, Administrative Withdrawal (AW), No Pass (NP), and Withdrawal (W) will be considered hours attempted but not completed.
- A grade of F and NP will be counted in the CGPA.
- Withdrawals and repeated courses will be counted toward all hours attempted.

C. Time limitation

1. Students must earn a degree within a maximum time frame, not to exceed 1.5% of the normal time to complete the degree, measured by all attempted credit hours at the University.

- A.S. and A.A. students are granted a maximum of three (3) years to complete their degree
- B.S. and B.A. students are granted a maximum of six (6) years to complete their degree
- M.S. students are granted a maximum of four (4) years to complete their degree (with the exception of students enrolled in the Master in Exceptional Education (ESE) and the Master in Teaching English to Speakers of Other Languages (TESOL) who are granted a maximum of three years and the Master in Business Administration who is granted a maximum of two years).

- Ph.D. Industrial/Organizational doctoral students are permitted a maximum of ten (10) years to complete their degree.
- Ph.D. Clinical and Psy.D. Clinical doctoral students are permitted a maximum of seven (7) years to complete their degree.

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

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

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

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

Failure to meet one or more of the established financial aid standards of SAP will make a student ineligible for financial aid. Students who have their financial aid revoked due to the failure to meet the SAP standards will remain ineligible until such time that they are able to meet all SAP standards. Those students will be responsible for payment of their own tuition and fees during the period of ineligibility.

E. Academic and Financial Aid Appeal

Students can appeal if their financial aid status is “Suspension”. No other status other than suspension requires an appeal. The student must complete an appeal form and must provide documentation to support his/her petition. If the financial aid appeal is approved, the student will be placed on “Probation” and will be eligible to financial aid for one more session. In cases where the appeal approval requires an academic educational plan for more than one session, the student placed on “Probation” will continue to receive financial aid for the length of the academic plan. However, if the student fails to maintain progression in accordance to the academic plan, the student will be ineligible for financial aid and will be placed in financial aid suspension.

The student has the right to appeal for a second time.

F. Reinstatement of Eligibility

Financial aid eligibility can be reinstated after a student meets the Satisfactory Academic Progress (SAP) standards as listed above: both a satisfactory CGPA and overall 67% completion rate. In addition, students can regain eligibility to financial aid when an appeal is approved by the Financial Aid Appeal Committee. See Appeal Procedures below.

G. Other Eligibility:

- In order to be eligible for financial aid, the student must be enrolled in at least half-time status each term. (Exceptions: Graduate students enrolled in dissertation or doctoral project and/or internship are considered full-time students. Undergraduate students enrolled in three (3) credits are considered less- than- half time and are not eligible for Federal loans, but may receive Pell Grant only, if eligible.
- Financial Aid may cover some repeated courses per academic year. However, this may affect the total time limitation (minimum increments or credits earned by year).

- Institutional leave of absence, and/or full withdrawals affect the student's academic progress. A student in any of these categories is considered inactive and the repayment of student loans may begin immediately, or after the grace period.
- At the end of each academic session, the University will certify the student's successful completion of the appropriate amount of work according to the above- mentioned standards.

II. NOTIFICATION OF SATISFACTORY PROGRESS STATUS- At the end of each term, the Registrar will review the student's academic performance set in Section 1, above and notify the non-compliance of the students on SAP to the Financial Aid Director. Students who have not met the standards for SAP will be notified of their financial aid eligibility as follows:

A. WARNING - a student will be placed on financial aid Warning in any term, and may receive financial aid for that specific term (if aid was awarded) if:

1. The CGPA falls below the minimum required (2.00 for undergraduate (with the exception of students enrolled in the Bachelors in Exceptional Education (ESE) and the upper division bachelors in Psychology and Speech Language Therapy for whom the required CGPA is 2.25) and 3.00 for graduate. for a session, and or
2. If a student does not complete the minimum percentage increment rate of his/her academic load for a session.

B. SUSPENSION- a student who has or has not received financial aid previously at the University will be denied assistance for the following reasons:

1. If, after being placed on financial aid warning status, a student fails to meet the SAP standards.
2. If a student fails to meet the Maximum Time Frame standards.
3. If the student fails to maintain progression in accordance to an academic plan.
4. If the student received an unsatisfactory evaluation by the faculty members as defined by suspension, dismissal, and/or two No-passes (NP) in practicum, internship, or dissertation.
5. If the student, enrolled in dissertation or doctoral project only, has exceeded the total number of sessions (six sessions) allowed in the doctoral program
6. If the student is enrolled in less-than-half-time (exception, Pell grant eligible).
7. If the student has been on probation and has been unable to comply with the minimum SAP requirement at the end of the probationary term

III. APPEAL PROCEDURES -A student may appeal the suspension of financial aid eligibility. An appeal must be formalized in writing and submitted to the Financial Aid Office within five (5) working days from the date of the beginning of the session in which aid was denied or suspended. Formal documentation must accompany the appeal. Formal documentation may include: health related documents, death certificate, police reports, etc. Please note that students who appeal should be prepared to meet their own educational expenses, if they continue to be enrolled. Appeals should be made in a timely manner, but no later than the appeal deadline established for each term as per the academic calendar.

NOTE: All costs of attendance incurred during any period of time for which a student's aid has been denied or suspended are the sole responsibility of the student and/or parents. Under no circumstances will awards be made retroactive, unless specifically provided for herein.

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					
18	36	60	80	100	120

Bachelor of Science (B.S.) in Speech and Language Therapy

Academic years completed

1	2	3	4	5	6
Number of credits successfully completed					
18	36	60	80	100	120

Master of Science (M.S.) in Clinical Psychology

Academic years completed

1	2	3	4
Number of credits successfully completed			
12	24	39	57

Master of Science (M.S.) in Industrial/Organizational Psychology

Academic years completed

1	2	3	4
Number of credits successfully completed			
12	24	36	57

Master of Science (M.S.) in Speech and Language Pathology

Academic years completed

1	2	3	4
Number of credits successfully completed			
12	24	40	60

Master of Science (M.S.) in Counseling

Academic years completed

1	2	3	4
Number of credits successfully completed			
12	24	40	60

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

Academic years completed

1	2	3	4	5	6	7
Number of credits successfully completed						
21	42	73	85	96	X*	X**

*Doctoral Dissertation

**Internship

Doctor of Philosophy (Ph.D.) in Industrial/Organizational Psychology

Academic years completed

1	2	3	4	5	6	7
Number of credits successfully completed						
21	42	73	85	96	X*	X**

*Doctoral Dissertation
**Internship

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

Academic years completed
1 2 3 4 5 6 7
Number of credits successfully completed
21 42 73 85 96 X* X**
*Doctoral Dissertation
**Internship

NOTE: All costs of attendance incurred during any period of time for which a student's aid has been denied or suspended are the sole responsibility of the student and/or parents. Under no circumstances will awards be made retroactive, unless specifically provided for herein.

GRADING POLICY

The Institution employs the following grading system:

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)	* points
P Pass	0 points
AU Audit	0 point
NP No-Pass	0 points
NG Final grade not reported by Faculty	0 points
W Withdrawal	0 points
AW Administrative withdrawal	0 points
* Equivalent to the grade received	

It is established that for those courses in which laboratories are required, the student must obtain a grade of B or better in the course and a grade of PASS in the laboratory in order to obtain credit for both. If the student fails the course or laboratory, he/she must repeat both.

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 letter grade indicating the level of performance on the work accomplished factoring in the impact of non-completion of the work pending.

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

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

Grades of Incomplete that fail to be removed by this date will be automatically assigned the grade factoring in the impact of non-completion of the work pending. Registrar will send the final grade.

No financial aid will be disbursed to the students for the terms in which they have an Incomplete. Upon removal of the Incomplete, a Satisfactory Academic Progress (SAP) evaluation will be conducted by Financial Aid and the student will be notified if he/she has a warning or a suspension.

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

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

It is the student's responsibility to monitor that the grade change has been made. There will be an administrative fee for the removal of each "I" grade. Incomplete grades will not be taken into consideration for the grade point average (G.P.A.) during any session in which an "I" is obtained.

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

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 Provost. 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.

POLICY FOR CHANGE OF GRADES

Grades are the sole province of the Faculty. Once the professor reports the grade for a course to the Office of the Registrar, it is not subject to amendment without the written authorization of the faculty member and the Program Director. At the end of each academic session, grades will be made available to students on Web Advisor.

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

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.

ACADEMIC DISMISSAL

The University reserves the right to dismiss at any time a student who fails to maintain 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 Admissions and Student Affairs. The University reserves the right whether to readmit students.

EXTENDED LEAVE

A student may be placed on extended leave for up to one year when the faculty considers that there is a serious condition that interferes with the student's academic and/or clinical performance. The student may return without prejudice upon fulfillment of the stipulated conditions of the extended leave.

WITHDRAWAL FROM THE UNIVERSITY

Notice of withdrawal from the University, for any reason, is not official until the student submits a written request and receives a signed approval from the Registrar's Office. The withdrawal becomes effective on the last day of the student's official attendance, as documented by the Faculty's attendance record. To avoid potential problems, it is strongly recommended that the student provide formal written notice of class withdrawal to the Office of the Registrar.

ADMINISTRATIVE WITHDRAWAL POLICY (AW)

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

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

DISCIPLINARY PROCEDURES

The Office of Student Affairs provides orientation for all matters related to alleged violations of institutional norms and policies. Please refer to the General Policies and Disciplinary Procedures Manual for more information.

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

DISPOSITIONS IN CASE A PROGRAM CLOSES OR THE INSTITUTION CEASES TO OPERATE (“Teach-Out”)

The institution ensure that the students can finish their degree, providing the students complies with academic progress norms, in case the training program that it has initiated is closed or in case the institution, for some reason, ceases its operation

APPEAL PROCEDURES

See the General Policies and Disciplinary Procedures Manual for the appropriate appeal channels and sequence.

The Board of Trustees is the last administrative forum of appeal within the Institution. 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 grievance procedures and construed as manipulative and an undue pressure.(See the General Policies and Disciplinary Procedures Manual).

ACADEMIC ADVISEMENT

Upon admission to the Institution, students will be assigned a faculty member who will serve as the student's advisor. Students must meet with their advisor before registering and periodically throughout the student's academic career, as determined by the student and the advisor.

CHANGE OF PROGRAM AND/OR CONCENTRATION

1. Students who request 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.
2. Change of Program and/or Concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Program and/or Concentration must be obtained from the Office of Admissions. After paying the applicable fee at the Finance Office, the form must be handed in at the Registrar's Office for completion of the due process.
3. Students who are allowed to change their Program and/or Concentration must meet all the new program or concentration academic and/or clinical requirements, including passing the Master Level Examination, if changing master's programs, and the Doctoral Level Examination as applicable. Non-required courses taken by students in other programs will always be construed as elective courses, within the program that they were officially admitted.

COURSE CANCELLATION POLICY

CAU may cancel courses due to lack of enrollment. When courses are cancelled, the designated officer will contact the students enrolled in the cancelled courses. The student is responsible for contacting their academic advisor to select a replacement for the cancelled course and to register for any additional courses.

COMPLIANCE WITH CAU ATTENDANCE POLICY

Class attendance is mandatory. After three (3) unexcused absences, a student may be administratively withdrawn from the class. It will be the professor's responsibility to complete an Administrative Withdrawal form and submit it to the Office of the Registrar.

INDEPENDENT STUDY COURSES

Independent study courses are designed to give flexibility to academic programming and to allow students to complete academic requirements under special conditions in addition to special course offerings. These special conditions include but are not limited to:

1. Availability of the professor;
2. The student who 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 attenuating circumstances as approved by the Program Director.
4. The student who is pursuing a concentration as education, human sexuality or forensic psychology.
5. Special restrictions may be applied as stipulated by licensing and accreditation bodies.

Before registering in an independent study course, the student must be personally authorized by the professor who will offer the course, the Program Director, and the Provost. In those cases where the professor is the Provost, the student must be authorized by the President. He/she may enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation.

The following guidelines govern all independent study courses:

1. Undergraduate students must have a minimum GPA of 2.25, graduate students must have a minimum GPA of 3.00 except for Ph.D. and Psy.D. Clinical programs where the minimum GPA is 3.25.
2. Only theoretical courses may be taken as independent studies.
3. No clinical, research, or courses requiring laboratory can be taken as independent study.
4. The professor may receive compensation for an independent study class if one of two conditions is satisfied: 1) they are not teaching that class in another modality, or 2) they exceed the student class capacity.
5. An independent study course may not exceed one academic session. The student may not, in a given session, take more than two independent study courses.
6. Students cannot have more than two incompletes (I) during the session in which he/she wishes to register.
7. Courses being offered during the same session may not be taken as independent study unless authorized by the Provost.
8. During the session in which the student is enrolled in an independent study course, the student must be registered in the Institution as a regular student.
9. Under no circumstances will an independent study course be authorized to students who have previously obtained a grade of "C" or lower in the same course.
10. The registration fees for independent study are the same as for regular courses.

An independent study course must comply with the following required course regulations:

1. the grade for the course is due at the end of the regular session;
2. registration for the course is during the regular registration period;
3. the student is required to take a written examination and/or additional requirements as approved by the professor and
4. the independent study course is based on the official syllabus, but will be modified by mutual agreement between the student and the professor.

The procedure for registering for an independent study course is:

- a) the student must receive a clearance from the Registrar and the Program Director;
- b) the student must obtain signed permission from the professor who will teach the course;
- c) the permission form is then administratively forwarded to the Program Director who finally approves all independent studies;
- d) a Student/Professor Agreement Form must be filled out and signed at the Registrar's Office;
- e) filing of the session registration forms with the Registrar and,
- f) final evaluation and approval by the Registrar's office.

Additional information concerning independent study courses for the Industrial/Organizational Psychology Program, as of January 1997, may be obtained at the Registrar's Office.

STUDENT INFORMATION

REGULAR STUDENTS

Regular student status is defined as a degree-seeking full or part-time student. At the undergraduate level, full-time is equivalent to twelve (12) or more credits per session and part-time is equivalent from six (6) to eleven (11) credits per session. An enrollment of less than six (6) credits in the undergraduate program is considered less than half 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 dissertation and/or internship there categories considered full time students.

There are four (4) categories of student status at CAU to be used internally:

- a. Active in good standing,
- b. Inactive on institutional leave,
- c. Dismissed from the University
- d. Active on probation.

DOCTORAL CANDIDATE

Students who have completed the courses required in the curricular sequence of their respective program, and enroll in dissertation, internship, or both, will be granted the classification of "doctoral candidate". This classification will appear at the end of the student's transcript. This classification implies that, if for some reason, a student interrupts his/her studies and applies later for a reinstatement he/she will not be required to take those course added to the curricular sequence while he/she was out of the Institution. The time limitation policy established in the Catalog for each program is not affected by this classification.

TRANSFER OF CREDIT POLICY

The Institution accepts into its programs of study students who transfer from postsecondary 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 transfer student's application is reviewed by the Program Director.

Course work must have been taken at an accredited institution with a minimum G.P.A. of 3.0 or 3.25, according to each program requirements, on a 4.0 scale. Undergraduate students may transfer up to a maximum of ninety (90) credits from an accredited institution.

The process of transfer of credits is not automatic. Requests for course transfer must be made subsequent to admission, to the Office of the Registrar after payment of an application fee. The application will be reviewed by the Registrar and the Student Affairs Director and approved by the Program Director of the program in which the student is registered.

The student may not transfer courses from non-degree academic course work, which has been completed more than five (5) years prior to the date for which the student applies for admission to the Institution. There is no time limit for credits from completed degrees at CAU or other accredited institutions. Clinical courses cannot be transferred. Only courses taken at an accredited institution and approved with a grade of "A" or "B" may be considered for transfer to the graduate programs.

Upon recommendation of the Program Director and review of course description and/or other academic material requested, the student may transfer a maximum of 21 credits from another institution.

Credits for the Undergraduate Program will be reviewed by the Program Director upon receipt of the application for admission and official academic transcripts. The Director of the Undergraduate Program will notify the Admissions Office the credits accepted for transfer. Undergraduate students may transfer up to a maximum of ninety credits (90) from an accredited four-year program.

Collegiate work will be considered for transfer credits only from post-secondary institutions, which are fully accredited by a regional or national accrediting association. Students must request transfer of credits at the Registrar's Office subsequent to enrollment during their first academic session, and pay the applicable fee. A transfer of credits is not effective until the fee has been paid (see the Registrar's Office for Transfer of Credit Procedure). If a student chooses to transfer to another academic institution, the particular institution will evaluate credits previously earned at SJC. It is the prerogative of the respective University to count specific credits toward a student's degree requirements.

The student must be prepared to satisfy costs of transfer of credits should the application be approved. This norm does not apply to transfer of undergraduate credits. After the transfer approval, the student will be notified in writing by the Office of Student Affairs. The transfer application is a formal procedure which represents that the student contracts a debt with the Institution, should the transfer of credits be approved. The student will only be allowed thirty (30) days for payment of transfer fees. After 30 days, the student will have to reapply for the transfer of said credits. Since transfer of credits is a dynamic process, previous transfer decisions over the same credits are not binding upon the Program Director on a new application.

Upon approval of the Program's Director, applicants admitted to the Ph.D. in Industrial Psychology Program whose Master's Degree was granted from a graduate institution different from CAU, may transfer up to 42 credits. The total of credits to be transferred is divided in two categories. Half of the credits to be transferred (21 credits) must be from courses that are equal in terms of content and credit workload (3 credits per course) to the foundation or concentration courses that appear in the program's curricular sequence. The other half (21 credits) must be from courses that are equal in terms of credit workload (3 credits per course) to the courses offered at CAU, although other criteria (such as content) may be used by the Program's Director to determine applicability of the transfer. It is the prerogative of the Program's Director to determine the total of credits to be accepted based on his or her analysis and course description. Also, applicants who are licensed psychologists in Puerto Rico can submit evidence of their license in order to request a waiver to take the Master Level Examination by revalidation of the license exam. In order to make official the course transfer, the student must pay the applicable transfer fees at the Finance Office. (See the Financial Information Section for more details.)

SUBSTITUTION OF MASTER LEVEL EXAMINATIONS FOR CLINICAL PSYCHOLOGY STUDENTS

In order to qualify for the substitution of the Master Level Examinations, the student must comply with the following requisites: The applicant must have completed a masters' degree in counseling psychology, school psychology or industrial-organizational psychology in an accredited institution and possess the license to practice psychology conferred by the Puerto Rico Psychologists Examination Board. The license must be in effect at the time of the application and the student cannot have an ethical complaint before the Board. This classification implies that the student will not be required to take the Master Level Examinations because the requisite is being substituted by the masters' degree. Time limitation to complete the degree will be the same established in the catalog in effect upon admission. The student completing a master degree at CAU must comply with all the requirements established in the curricular sequence in effect upon his/her admission. For more information please refer to the Registrar's Office or the Program Director.

ACCEPTANCE OF WORK EXPERIENCE IN SUBSTITUTION OF CLINICAL PRACTICE HOURS FOR SPEECH AND LANGUAGE PATHOLOGY STUDENTS

The Master of Science in Speech and Language Pathology Program accepts the substitution of 20 hours of speech or language treatment practice in children as established in PRSP 656 or PRSP 657 by working experience. The petition must be in writing and approved by the Program's Clinical Practice Coordinator. The petitioner must have, at least, two years of experience as a Speech and Language Therapist. For more information and a description of the procedures to file a petition, please refer to the Clinical Practice Manual of the Speech and Language Pathology Program.

ACCEPTANCE OF SPEECH AND LANGUAGE TREATMENT HOURS RENDERED IN THE WORKPLACE IN SUBSTITUTION OF CLINICAL PRACTICE HOURS FOR SPEECH AND LANGUAGE PATHOLOGY STUDENTS

The Master of Science in Speech and Language Pathology Program accepts treatment hours of speech and language therapy in children rendered in the workplace in substitution of the minimum of clinical practice hours (70) required for the treatment of speech and language disorders in children as stated in clinical practice modules PRSP 656 and PRSP 657. Treatment hours to be considered for substitution must be rendered in one (1) workplace only with the previous authorization of the Program's Clinical Practice Coordinator. For more information and a description of the procedures to file a petition, please refer to the Clinical Practice Manual of the Speech and Language Pathology Program.

INTERCAMPUS TRANSFER

The request for an intercampus transfer must be approved by the Provost in consultation with the Program Director of the campus where the student is currently enrolled and be accepted by the counterpart at the receiving campus. Courses and residency requirements shall be transferred to the receiving campus, as applicable. Please consult the Office of the Registrar for the established procedures for intercampus transfers.

STUDENTS WITH DISABILITIES

Carlos Albizu University's Catalogue and Manual of Regulations and Procedures of Reasonable Accommodations establish policies and procedures regarding students challenged by a disability. CAU does not discriminate against any otherwise eligible student with special needs and/or conditions who meets program and professional performance standards and expectations.

Special need students have to make their needs known to the **Academic** Counselor to try to reasonably accommodate them. 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 Institution. Undue hardship means an action requiring significant difficulty or expense when considered in light of the factors set forth.

The Academic Counselor is the 504 coordinator of services for formally identified disabled students at CAU. The Coordinator is in charge of receiving any request for services or accommodations from any student challenged by a disability. The Coordinator will receive any grievances including those related to services or accommodations.

VETERANS / MILITARY PERSONNEL

The Offices of the Registrar and Financial Aid assume the responsibility for maintaining files and record keeping in accordance with Veterans Administration rules and procedures. The student who is studying under the auspices of the Veterans Administration should contact the Registrar for advisement and information concerning their academic record.

Veterans and their beneficiaries enrolled in our Institution should comply with the satisfactory progress guidelines established in this catalog. In addition, students should complete their programs of study in the time frame specified in this catalog. This time frame includes an additional 1.50% time to complete the degree. However, the student will only receive Veterans Administration's benefits for four years including the years used at other institutions before the transfer. Students can continue their studies through the Pell Grant Program.

Veterans will be evaluated for their eligibility requirements using two criteria: Veterans Administration and Pell Grant Program or any other federal financial aid that applies.

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 practice.

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.

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 suggest ways to promote the best interests and objectives of the academic community. For further information please refer to the Student Council and Student Associations Manual.

STUDENT LIFE/STUDENT ORGANIZATIONS

Qualified students (doctoral, master and undergraduate levels) are encouraged to apply for membership in PSI CHI, the National Honor Society in Psychology. In addition, graduate students are encouraged to apply for student membership in the student divisions of the Puerto Rico Psychological Association, National Association of Graduate Students in Puerto Rico and the American Psychological Association, as well as, other professional organizations. Students should contact their representatives for membership criteria and application forms. Currently, there are four student organizations active in the San Juan Campus: Student Council, Gender and Sexual Diversity Organization (GSDO), Oasis and Fusion.

GUIDELINES FOR STUDENT BEHAVIOR

All students registered in CAU/SJC are subject to federal and state laws, municipal ordinances, as well as, to Institutional, professional and ethical guidelines and those of other professional organizations pertaining to the student's program. Any violation of anyone of these laws and regulations may be cause for disciplinary and/or judicial action. See the General Policies and Disciplinary Procedures Manual for additional information.

INTERNATIONAL STUDENTS

CAU is committed to providing educational opportunities to students from other countries as means of promoting understanding and cooperation between diverse populations. CAU 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 their I-20 Visa prior to their arrival in the United States.
2. An international student may submit an application and present a valid I-94 visa, a current passport, economic sponsor, evidence of current health insurance, and any other required documents by the INS.
3. The application for admission will be processed by CAU and upon admission, the I-20 AB visa will be processed.
4. The applicant will not be allowed to register until the I-20 AB visa is approved by INS.
5. International students, who transfer to CAU 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 Admissions Office.
6. While in the United States, international students must:
 - a. Pursue a degree course of study as a full-time student
 - b. Not engage in employment without permission from INS
 - c. Maintain a valid passport
 - d. Have health insurance

Any changes in international student status will be notified to INS by CAU according to SEVIS guidelines.

INTERNATIONAL STUDENT CREDENTIALS EVALUATION

International students must submit to the San Juan Campus an official evaluation of academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international students transcripts. 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 Institution may provide to any person such general information about its students as might be found in a "directory of information".

The Institution 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 and the most recent previous educational agency of institution attended by the student. A written request by any student who wishes that all or part of his/her information be held in confidence may be submitted to and will be honored by the Office of the Registrar.

All other information concerning a student's academic performance at SJC is strictly confidential and will not be divulged without the written consent of the student except as allowed by law.

No release is permitted of personally identifiable records, files or personal information pertaining to a student without his/her 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 of the Institution, 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 CAU 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.

Transcripts of academic records shall contain information about disciplinary actions only when it affects the student's right to register.

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.

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 Institution receives a request for access. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate official 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 Institution official to whom the request was submitted, the 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 education records that the student believes is inaccurate or misleading. Students may ask the Institution to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the Institution 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 or her right to a hearing on the request for amendment. The dispositions applicable to Academic Grievances in the General Policies and Disciplinary Procedures Manual of the Institution are available to students to contest resolutions about amendments of the student record.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure 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, of assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.

Upon request, the University will disclose education 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 CAU to comply with the requirements of FERPA.

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

GENERAL GRADUATION REQUIREMENTS AND PARTICIPATION IN COMMENCEMENT EXERCISES

The following conditions must be met before 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 Provost, 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/he the date of degree conferment and the date the diploma will be available for pick-up.

The following information pertains to participation in the Commencement Exercises:

The University award 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 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:

- a) Apply at the Registrar's Office and pay the applicable fee, during the session in which they plan to complete their coursework, and no later than the deadline stipulated in the Academic Calendar. Applying for graduation, regardless of participation in the Commencement Exercises, is a requirement for posting of degrees on transcripts and issuing diplomas.
- b) Students who complete requirements after the end of the session in which the commencements are held, will not be allowed to participate in the commencement ceremony. They will have to wait until the next scheduled ceremony. Students completing Internship prior to the date on which the commencement exercises are held, may be allowed to participate in said ceremony.

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.

FINANCIAL INFORMATION

FINANCIAL AID

In order to assist students in meeting the direct and indirect costs of their education, SJC provides applications for financial assistance.

Applications for financial aid will be considered when ALL required documents, complete with accurate 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.

All financial aid recipients should come prepared to purchase textbooks and supplies and to meet their living expenses during the first four weeks of classes. Financial aid disbursement will be made after the add/drop period. If a credit remains on the student's account after direct charges have been satisfied, a reimbursement will be processed. It is highly recommended that students obtain advisement from the Financial Aid Office, given the possible impact that a leave of absence may have on repayment schedules and academic progress.

Students admitted to take the Preparatory Courses, either for Graduate Psychology Programs or for Speech and Language Pathology, must take into consideration that in order to qualify for a student loan at CAU, he/she must have completed, at least, a bachelor degree. This is based in the regulatory disposition that students could qualify for a student loan to take preparatory courses in order to enter into an advanced program of study providing that they possess a Baccalaureate Degree. If the student applying for Preparatory Courses still have pending requisites from his/her bachelor program, he/she will not qualify for a student loan at CAU. Students in this condition could explore the option of a payment plan at CAU or may consider exploring financing options at the institution where he/she is actively completing said degree, if the school of origin considers the student to be eligible. Additional information could be obtained in the Carlos Albizu University Student Aid Office.

The information herein contained presents a general description of the financial assistance programs available at SJC. For updated and detailed information on financial aid programs, the student should refer to the Financial Aid Information Handbook available from the Financial Aid Office or in the following address: <http://sju.albizu.edu/pubFinAid.asp>.

A. STANDARDS FOR SATISFACTORY PROGRESS

CAU complies with federal guidelines and Institutional standards for monitoring student academic progress towards degree completion. In addition, federal regulations require the establishment and application of reasonable standards of satisfactory progress. For more information please refer to the **Academic Progress Policy** on page 14.

B. FEDERAL PROGRAMS

1. **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.
2. **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 Grant.

3. **Federal Work-Study (FWS)** – This program provides part time 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.
4. **Direct Loan Program** - CAU provides applications for loan programs administered by an approved guaranty agency and insured by the Federal Government. These are low interest loans and repayment begins after the student is no longer enrolled in a half-time course of study.
 - a. **Federal Subsidized Direct Loan** - Eligibility is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA) and enrollment at least half time each term. Interest prior to repayment or during authorized periods of deferment is subsidized by the federal government.
 - b. **Federal Unsubsidized Direct 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. **Direct Loan Graduate Plus** - are exclusively for students that are at the graduate level. They are offered by the Federal Department of education. The characteristic of this loan is that it can be used together to direct subsidized and non-subsidized loans and it is intended to provide financial assistance to cover the difference in the need of the student and the cost of education which is not covered by other financial aid programs.
 - d. **Direct Loan Parent for Undergraduate Students** - PLUS loans are for parent borrowers. These loans provide additional funds for educational expenses and, like Federal Stafford Loans, are made by a lender such as a bank, credit union, or savings and loan association. PLUS enable parents to borrow money for educational expenses for each child who is enrolled at least half time and is a dependent student. 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 Unsubsidized Stafford and PLUS), enrollment status (full-time, part-time), and satisfactory progress. Doctoral students registered for dissertation and/or internship are considered full-time students. Please consult with the Financial Aid Office for further information and applications.
5. **Scholarships for Disadvantaged Students (SDS)** - The SDS program provides funds for the purpose of assisting Psy.D. and Ph.D. doctoral students that come from disadvantaged backgrounds and do not require repayment. This scholarship is funded by the Health Resources and Services Administration (HRSA). Funds are awarded each academic year.

C. INSTITUTIONAL SCHOLARSHIPS

1. **Carlos Albizu's Scholarship** – Institutional Scholarship to provide financial assistance to graduate and undergraduate students with financial need, and to recognize current and/or prospective students who demonstrate academic excellence. To be eligible, applicants must be correctly enrolled as fulltime students, and must meet all Carlos Albizu's Scholarship regulations.

D. STATE FUNDS

Puerto Rico State Funds - These grants are provided by the Puerto Rico Council of Education. They are available to students who demonstrate exceptional financial need and maintain satisfactory academic progress according to institutional policies. Funds are allotted each year to

the Institution by the government to be distributed among a limited number of eligible students. Deadlines and guidelines for application to these programs are available from the Financial Aid Office and posted in the bulletin boards.

E. EXTERNAL FUNDS

- **NSF Graduate Research Fellowship Program (GRFP)**
Fellowships are awarded for graduate study leading to research-based masters or doctoral degrees in the fields of science, mathematics, and engineering supported by the National Science Foundation. More than 900 students are awarded 12-month stipends and cost-of-education allowances. For more information: <http://www.nsfgrfp.org>
- **Individual NRSA for Diversity PhD Students**
NINDS provides National Research Service Award (NRSA) training fellowships to outstanding pre-doctoral candidates from groups that have been shown to be underrepresented, including underrepresented racial and ethnic groups, individuals with disabilities, and individuals from disadvantaged backgrounds. The intent of this program is to increase the number of scientists from underrepresented populations in biomedical research. Award recipients will receive up to five years of research training leading to a PhD. or equivalent research degree, a combined MD-PhD. degree, or another formally combined professional and research doctoral degree in biomedical, behavioral, health services, or clinical sciences who are within their first 6 years of graduate school. **Deadline-April 13, August 13, and December 13**
Potential applicants are encouraged to contact Dr. Michelle Jones-London, jonesmiche@ninds.nih.gov.
For additional information:
http://www.ninds.nih.gov/funding/areas/training_and_career_development/pre-doctoral-fellowship.htm
- **American Psychological Association (APA) Mental Health and Substance Abuse Services (MHSAS) Predoctoral Fellowship** This fellowship is aimed at those pursuing doctoral degrees in clinical, counseling, and school psychology, or other behavioral health services areas. **Deadline: January 15.** For more information: <http://www.apa.org/pi/mfp/psychology/predoctoral/>
- **Psychology Summer Institute (PSI)**
This program is a week-long intensive training aimed at advanced doctoral students and early career doctoral recipients. PSI provides mentoring and career development as participants develop projects focusing on ethnic minority issues. **Deadline: May 1.** For more information:
<http://www.apa.org/pi/mfp/psychology/institute/index.aspx>
- **National Academy of Education/Spencer Dissertation Fellowship Program**
A new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These \$25,000 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. **Deadline for the 2014 program will be October 4, 2013.** For more information:
http://www.naeducation.org/NAED_080200.html
- **Ford Foundation Diversity Fellowships—Dissertations**
This program aims to increase the presence of underrepresented minorities on the nation's college and university faculties, to enhance diversity on campuses, and to address the persisting effects of past discrimination. The dissertation fellowships provide one year of support for individuals working to complete a dissertation leading to a Ph.D. or Sc.D. degree. Dissertation fellowships will be awarded in a national competition based on demonstrated superior academic achievement, commitment to a career in teaching and research at the college or university level, promise of future achievement as scholars and teachers, and preparation to use diversity as a resource for enriching the education of all students. Open to citizens or nationals of the United States who are Ph.D. or Sc.D. degree candidates studying in an eligible research-based discipline at a U.S. educational institution.
Pre-doctoral application deadline will be: November 20, 2013 (5:00 PM EST) Dissertation and

Postdoc application deadlines will be: November 15, 2013 (5:00 PM EST) For more information:
<http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>

- **Fulbright U.S. Student Program**
Sponsored by the U.S. Department of State, the Fulbright U.S. Student Program offers opportunities for recent graduates, postgraduate candidates, and developing professionals and artists to conduct career-launching study and research abroad. For more information: <http://us.fulbrightonline.org/fulbright-us-student-program>
- **GrantsNet**
GrantsNet currently lists about 700 grant programs and is one of the largest U.S. science grant databases for graduate students, postdoctoral fellows, and junior faculty. For more information: <http://www.hhs.gov/asfr/ogapa/aboutog/grantsnet.html>
- **Patsy Takemoto Mink Education Foundation**
For low-income women and children Established in 2003, the Patsy Takemoto Mink Education Foundation aims to carry on some of Congresswoman Mink's most ardent commitments: educational access, support, and opportunity for low-income women, especially mothers, and educational enrichment for children. The foundation will offer 5 education support awards for low-income women (up to \$2000 each) who are enrolled in education or training. For more information: <http://patsyminkfoundation.org/edsupport.html>
- **Paul & Daisy Soros Fellowships for New Americans**
These fellowships provide opportunities for continuing generations of able and accomplished New Americans to achieve leadership in their chosen fields. Candidates must be either holders of green cards, naturalized citizens, or children of two naturalized citizens. Graduate students from any field may apply. For more information: pdsoros_fellows@sorosny.org, (212) 547-6926
- **Institute for Broadening Participation - Pathways to Science: Graduate Portal**
The Pathways to Science offers fellowships for master students or doctoral candidates, short terms opportunities, summer institutes and travel funds. For more information: <http://www.pathwaystoscience.org/Grad.asp>
- **Albert Ellis Institute: Clinical Fellowship**
Fellowships are part-time, two-year appointments in which candidates receive in the Institute's clinic, co-lead groups and workshops, receive 3 hours of individual and group supervision a week, and participate in research. Fellows and Interns receive a stipend for their participation. Successful completion of all requirements will result in Fellowship or Associate Fellowships status. The Fellowships and Internship Programs offer highly diversified training. Clinical experience: Fellows devote 11 hours per week to clinical practice, including co-leading a therapy group with senior staff (Interns carry more client hours). Supervision: 3 hours of supervision per week. Co-lead workshops in coping with anxiety, anger procrastination, eating disorders, and numerous other topics. Clinical seminars: Mental health and other professionals are brought in to provide a comprehensive training experience. For more information: <http://www.apa.org/about/awards/ellis-clinical.aspx>
- **Elizabeth Munsterberg Koppitz Child Psychology Graduate Fellowships**
This fellowship promotes the advancement of knowledge and learning in the field of child psychology. The Elizabeth Munsterberg Koppitz Fellowship program supports graduate research projects and scholarships in child psychology. Up to four research awards of up to \$25,000 each; up to two \$5,000 scholarships for runners-up. Support for one year only. Only one application accepted from any one institution in any given year. Tuition waiver/coverage from home institution. For more information: <http://www.apa.org/apf/funding/koppitz.aspx>
- **Santander U-Work** -
External funds to provide jobs for the students with financial need, working in companies selected by Santander Bank.

TUITION AND FEES POLICIES:

CAU, 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 fee policy available from the Finance Office.

PAYMENT TERMS:

1. Any balance due from a prior term must be paid in full before a student may register in a new session.
2. Registration must be accompanied by a cashier's check or money order payable to Carlos Albizu University. Cash payments or personal checks are not accepted. VISA, MasterCard, American Express, and ATM cards are accepted.
3. Global fees are due in full at the time of registration. Tuition fees are due in full at the time of registration, or according to options 4 and 5 below. A student is not considered registered if all financial obligations have not been met by the end of the add/drop period.
4. Deferred payment will be accepted if a 50% payment of tuition is made at the time of registration. The remaining 50% will be due and payable on the first day of class. A late charge will be assessed. (Contract #1)
5. Payment of tuition in full on the first day of the session. A late charge will be assessed. (Contract #2)
6. Should a student fail to satisfy balances due by the first day of class, a late payment fee will be charged. Failure to satisfy any outstanding balance by the first day of the session may result in the student being administratively withdrawn from all classes. Upon payment of all balances due and a reinstatement fee, a student will be readmitted to class.

ALL STUDENTS must complete the registration procedure during the specified time and complete their payment schedule. Students that fail to register during the Registration period will be assessed a late registration fee, plus the late charge for non-payment of tuition during the assigned time period.

GLOBAL FEES: Global fees must be paid at the time of registration. Global fees are subject to a non-refundable administrative fee surcharge should the student decide to withdraw or drop from the Institute. A late registration fee is due if global fees are paid after the regular registration period has ended. For more information, please contact the Finance Office.

PAYMENT COMPLIANCE: Any student that does not comply with the payment policy and has not made full payment of tuition and fees in accordance with payment terms may be automatically withdrawn from all classes.

REINSTATEMENT OF REGISTRATION: A student whose registration is canceled due to non-payment of balances may apply for reinstatement by submitting a petition to the Registrar's Office. Before approval is granted, payment of all delinquent financial liabilities and a reinstatement fee will be required if applicable.

FINANCIAL AID RECIPIENTS: Any portion of a student's account not covered by financial aid is due at the time of registration or by the first day of classes.

All financial aid recipients should come prepared to purchase textbooks and to meet their living expenses during the first four weeks of classes. Financial aid reimbursements will be made as funds are received, in accordance with federal and Institutional guidelines.

ADD-DROP AND REFUND POLICY:

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

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

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

DATE OF DROP	REFUND
Before classes start	100%
During first week of	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 of any charges.

PAYMENT METHOD

Personal checks are not accepted as a method of payment for registrations or other fees. ATM cards, certified check or credit cards are welcome.

RETURNED CHECK SERVICE FEE

A fee will be assessed for all checks returned uncollected from the student's bank to the Institution. A check returned for any reason (i.e. insufficient funds, stop payment, account closed, etc.) does not cancel the student's fee liability. Any student who submits an 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. This situation will also prevent the SJC from accepting any checks from the student for any future services and will be cause for the student's review before the Quality Assurance Committee. The only acceptable form of payment will then be by cashier's check, charge card or money order.

FINANCIAL HOLDS

No student may receive a grade report, transcript, library privileges, registration processing or other services until all financial obligations with the SJC have been satisfied with the Finance Office.

**SAN JUAN CAMPUS
SPECIFIC FEES**

NOTE: These fees are subject to change every two years according to CAU's Fee Revision Policy or as deemed appropriate.

ALL PROGRAMS

ADMISSION FEE	75.00
AFFILIATION FEE.....	25.00
AFFILIATION FEE (Late Payment)	50.00
CERTIFICATIONS	5.00
*CHANGE OF COURSE	5.00
CHANGE OF PROGRAM	50.00
CREDIT TRANSFER APPLICATION.....	5.00
CREDIT TRANSFER FEE.....	35.00
COPY OF TRANSCRIPT	5.00
COURSE AUDIT (No Credit Received)	300.00
DIPLOMA AND GRADUATION FEES	100.00
DISSERTATION MANUAL.....	4.00
DROP OR ADD COURSE.....	5.00
GRADUATION CERTIFICATE.....	10.00
*ID CARD (New Applicants)	10.00
ID CARD (Duplicate)	5.00
INCOMPLETE REMOVAL	50.00
INDEPENDENT STUDY MASTER (Per Credit).....	262.00
INDEPENDENT STUDY DOCTORAL (Per Credit).....	301.00
INTER CAMPUS TRANSFER FEE	200.00
ISSUANCE OF DUPLICATE DOCUMENTS	5.00
LATE REGISTRATION FEE	100.00
LEAVE OF ABSENCE (MS and PD).....	310.00
LEAVE OF ABSENCE (UG)	200.00
LEAVE OF ABSENCE (Late Payment)	50.00
LOST CHECK ("Stop-Payment").....	15.00
PARKING (Fall - Spring)	112.50
PARKING (Summer)	56.25
READMISSION FEES.....	50.00
READMISSION PENALTY (Academic Dismissal/Without Leaves of Absence).....	400.00
RETURN CHECK.....	15.00
*SEAT RESERVATION.....	200.00
TRANSFER FEE (Windows/Word)	35.00
TREASURY DEPT. CERTIFICATION	5.00

UNDERGRADUATE PROGRAM

*COMPUTER LIBRARY	60.90
*CONSTRUCTION FEE UNDERGRADUATE	77.29
COURSE TUITION (Per credit).....	167.00
COURSE TUITION (Per credit starting on the Spring 2009 semester)	167.00
*ID CARD (Renewal).....	3.05
INDEPENDENT COURSE (Per Credit)	167.00
*JOURNAL (August Session).....	10.00
LABORATORY	100.00
*LIBRARY FEES	101.50
*MICROSOFT LICENSES.....	24.36
PRE-PRACTICUM FEE	259.00
*PUBLIC STUDENTS LIABILITY INSURANCE.....	10.15

*REGISTRARS FEES UNDERGRADUATE	48.72
*STUDENT COUNCIL.....	2.03
*GLOBAL FEES January & June (Include Computer, Construction, ID, Library, Microsoft License, Insurance, Student Council and Register Fees)	328.00
*GLOBAL FEES August (Include Computer, Construction, ID, Journal, Library, Microsoft License, Insurance, Student Council and Register Fees)	338.00

GRADUATE PROGRAMS

MASTER LEVEL TEST (Part I & II)	225.00
MASTER LEVEL TEST (Part I).....	112.50
MASTER LEVEL TEST (Part II).....	112.50
MASTER LEVEL TEST (Part I & II) (Non Registered students in January)	745.00
MASTER LEVEL TEST (Part I & II) (Non Registered students in August)	755.00
*COMPUTER LIBRARY	60.90
*CONSTRUCTION FEE MASTER AND DOCTORAL	150.54
COURSE TUITION MASTER (Per Credit)	262.00
COURSE TUITION DOCTORAL (Per Credit)	301.00
DISSERTATION (Per Session)	903.00
*ID CARD (Renewal)	3.05
INDEPENDENT COURSES MASTERS (Per Credit).....	262.00
INDEPENDENT COURSES DOCTORAL (Per Credit).....	301.00
INTERNSHIP APPLICATION.....	50.00
INTERNSHIP FEE.....	390.00
*JOURNAL (August Session).....	10.00
LAB PSDL 603 (Measurement).....	750.00
LAB PSDL 681 (MMPI)	353.00
LAB PSDL 604 (Rorschach).....	353.00
LABORATORIES FEE DOCTORAL	353.00
LABORATORIES FEE MASTERS.....	353.00
*LIBRARY FEES	219.24
*STUDENT COUNCIL.....	2.03
*MICROSOFT LICENSES.....	24.36
PRACTICUM MASTER AND DOCTORAL	
GENERAL	353.00
I/O.....	648.00
RESEARCH	766.00
CLINICAL	766.00
PRACTICUM DOCTORAL Ph.D.	
CLINICAL (PRAC-591, PRAC-592, PRAC-593, PRAC-594, PRAC-595, PRAC-596) Per Practicum.....	766.00
PRACTICUM DOCTORAL Ph.D.	
RESEARCH (RPIC-671, RPIC-672, RPIC-673, RPIC-674) Per Practicum.....	305.00
*PUBLIC STUDENTS LIABILITY INSURANCE	10.15
DOCTORAL LEVEL TEST (Part I & II)	225.00
DOCTORAL LEVEL TEST (Part I).....	112.50
DOCTORAL LEVEL TEST (Part II).....	112.50
DOCTORAL LEVEL TEST (Part I & II) (Non Registered students in January)	745.00
DOCTORAL LEVEL TEST (Part I & II) (Non Registered students in August)	755.00
*REGISTRARS FEES MASTER AND DOCTORAL	49.74
TRANSFER FEE (Per Practicum Module Clinical/Research)	295.00
TRANSFER FEE (Per Practicum I/O)	250.00
*GLOBAL FEES January & June (Include Computer, Construction, ID, Library, Microsoft License, Insurance, Student Council and Register Fees)	520.00
*GLOBAL FEES August (Include Computer, Construction, ID, Journal, Library, Microsoft License, Insurance, Student Council and Register Fees)	530.00

LATE CHARGES AND PENALTIES

BREACH OF CONTRACT PENALTY (Plus 15% Daily Charges) 100.00

LIBRARY FEES

ALUMNI AND OTHER COMMUNITY MEMBERS 20.00
LATE DELIVERY – CIRCULATION 25
LATE DELIVERY – RESERVE 50
LOST OR DAMAGE BOOKS OR MATERIALS 25.00
LATE DELIVERY OF TESTS (FIRST DAY) 25.00
LATE DELIVERY OF TESTS (EVERY OTHER DAY) 1.00

SEMINARS FEES

GRADUATE LEVEL SEMINARS (Per Day) 90.00

***NON-REFUNDABLE FEES**

LATE PAYMENT PENALTY FEES

ALL PROGRAMS:

NOTE: Add \$100.00 for processing fee and 15% daily charge for non-payment of tuition during the assigned time period)

LIBRARY DUES:

Alumni and other members of the community (per year) 20.00
Penalty for Overdue Books:
Books in general circulation (per book per day) 25 ¢
Reserve books (per book per hour) 50 ¢
Lost or damaged books or materials
(plus replacement cost and penalty) 25.00
Test materials
First day 25.00
Each additional day 1.00

The above fees have been approved by the Board of Trustees of CAU and are subject to change without prior notice. For further information, please contact the Finance Office. For payment terms and refund policies, please refer to the Financial Aid Section.

SAN JUAN CAMPUS SPECIALIZED SERVICES AND PROGRAMS

CONTINUING EDUCATION PROGRAM

In 1982, the Carlos Albizu University (CAU) establishes the Continuing Education Program (PEC), to provide opportunities for professional growth and development to psychologists and other professionals in the health area. The program offers a variety of academic activities that innovate and expand the knowledge of the health professionals. As authorized providers of continuing education to health professionals and consistent with the mission and vision of our University, the Continuing Education Program has as its mission and vision; To be an excellence program, committed to the development of knowledge of professionals in the mental health area and other health and professionals areas. Develop professional training of the highest quality and diversity that will serve as a support in labor, community and service activities of all the professionals.

We have the approval of the Puerto Rico Department of Health, provider (# 00080), to offer continuing education credits for the license renewal of the health professionals. We are certified as a provider of continuing education by the American Psychological Association (APA) to offer continuing educations credits to psychologists in the United States.

Our commitment is to update, expand and innovate the knowledge in the mental health area, offering high quality activities of continuing education, using as a guide the quality standards established by the APA and the examination boards of the Puerto Rico Department of Health.

Our Services:

We offer a variety of services to or students, employs, ex-alumni, general public and agencies.

Professional Development We offer a variety of courses for professional development and acquisition of new knowledge in the area of health and mental wellbeing. We offer continuing education credits for the license renewals of the following professionals:

- Health Services Managers
- Professional Counselors
- Health Educators
- Nurses
- Physical Therapists
- Physical Therapist Assistants
- Therapists and Speech Pathologists
- Audiologists
- Occupational Therapists and Assistants
- Psychologists
- Naturopaths and Doctors of Naturopathy
- Chiropractors

Co-Sponsorship of activities for continuing education credits: This service is for agencies that want to certify their activities with continuing education credits, leading to license renewals or professional development.

Develop of Training Proposals

This service is for agencies or entities that have identified a need for professional development in their personal and need to develop a continuing education training courses to meet the identified need.

CAMPUS TECHNOLOGY SERVICES

Computer Laboratories: The institution has four computer laboratories available to its students. Two are located on the third floor and two are located on the first floor.

The main computer lab on the third floor is equipped with 20 computer workstations running Microsoft Windows operating systems and Microsoft Office productivity software. We also offer SPSS statistical analysis software and high speed internet access at all times. In this lab users can print to a high speed copier/printer, or even digitalize paper documents to send to their e-mail accounts.

The second computer lab, called the Smartboard Lab, is mainly utilized for teaching, training, and any other computer intensive group learning activity. The lab is equipped with 15 student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. We also offer SPSS statistical analysis software and high speed internet access at all times. The room is equipped with an amplified audio system, a projector, and an interactive whiteboard.

The third computer room, (Multimedia Room 105), is mainly utilized for teaching, training, and any other computer intensive group learning activity. This lab is equipped with 20 student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. The room is equipped with an amplified audio system, a projector, Polycom Videoconference and an interactive smart whiteboard.

The last computer lab, located in the student's study lounge on the first floor has 20 workstations and access to both color and monochromatic printing and photocopying. All computers are running Microsoft Windows operating systems and Microsoft Office productivity software. We also offer SPSS statistical analysis software and high speed internet access at all times.

Campus-Wide Wireless Internet Access: The entire campus is wireless accessible utilizing the 802.11 B/G/N standards. Users must authenticate using their institutional credentials before being allowed to access the network.

Campus Print and Photocopy System: All students have access to the photocopiers/printers located in the all computer laboratories. Color printing is available only at the student's study lounge. Our high speed copies offer services such as duplexing, folding, hole punching, binding, and stapling. Active students must can access printing directly from the computer labs and can photocopy through a secret PIN number that can be established by visiting <http://pin.albizu.edu>.

All copies and print-outs have a low cost* and the cost is deducted from the student's printing account as used. If the balance is depleted we have an automated balance replenishment station on the first floor.

**5 cents per page monochrome, 50 cents per page color*

ONLINE SERVICES

Unified Institutional Identity: Carlos Albizu University offers access to self service information tools for our students. Among these services are free student email, student academic information, and access to distance learning courses.

Access to student services: All student information services at CAU are tied to the CAU account. This account is made up of:

- Initial + last name + last 3 digits of student id

This would be jortiz123 for Jose Ortiz, student ID 0195123

The account acts as a single sign-on service. This means that the same username and password is valid for all services including onsite and online systems. If you change your password, the change is also effective in all systems at once.

Sunportal: Our Campus Portal (SunPortal) is the single point of entry to all of our online applications and services. It is an online environment that facilitates interaction between students and the academic community without having to be physically present at the institution. Through the Campus Portal, users have access to new online academic programs, WebAdvisor, Finance and Financial Aid Services, Registrar Services, Online Registration, 24/7 Helpdesk Support Center, Virtual Library, Learning Center (Atomic Learning), MSOutlook and SunMail, Blackboard, Virtual Classrooms (Adobe Connect), Google Apps and RSS Feeds, Online Payments, Colleague UI, Student Services, Online Bookstores, Social Media, and many more applications and services. The Virtual Campus Portal appears both in English and Spanish. The Virtual Campus Portal is a gateway to news and services, and requires only one set of credentials. This Virtual Campus Module is configured utilizing single sign on solution, which will facilitate access to all CAU online services with only one single set of username and password. Through the use of Internet and other complementary tools, the University becomes available to graduate students at any distance, and the Campus Portal provides the single point of entry to their educational resources. The Campus Portal can be accessed via our Website, or directly, by typing the following URL address: <http://sunportal.albizu.edu>.

The Portal will be complemented with a webbased customer support system (called Parature <http://ayuda.albizu.edu>), which will facilitate access to all necessary support information using an auto serve knowledge base browsing functionality, and a chat and ticketing system.

SunMail: This is CAU's free student email service provided to all active students and alumni. This service is powered by Google Apps for Education and features email, calendar, chats, and online document management. To access SunMail please go to <http://sunmail.albizu.edu>.

WebAdvisor: This system provides access to the following services:

- Web Registration (course selection)
- Student Academic Record and Demographic Profile
- Online Payments for Balances (Credit Card)
- Unofficial Transcripts
- Student Schedules
- Course Offering
- Address Change Service
- Student Statements and Balances
- Financial Aid Award Information and Award Letter

This system is available 24 hours a day and provides up to the minute information for students. For future expansions students will be able to order transcripts and register for classes online. To access this system go to <http://webadvisor.albizu.edu>.

Blackboard: This is the institution's course management system and distance learning platform. The system houses the materials needed for online and hybrid courses, and provides a platform for interaction, testing, and assignment submission. Although access is automatic for all students, course access is only granted after registration is verified via the class roster. To access this system go to <http://blackboard.albizu.edu>.

Password Management System: Because all systems at CAU operate under a single sign on scheme, there may be times where students need to change passwords or recover passwords. We provide a self service password management and resetting tool for students. This tool does require the user to pre register prior to first use, but once registered it can recover and change passwords as needed. To access this service to <http://password.albizu.edu>.

Educational Software Licensing: As a CAU student you have the right to purchase exclusive educational software licenses including Microsoft Office 2007/2013 for Windows and Mac, SPSS by IBM, and TrendMicro AntiVirus Licenses. Prices vary by product, and delivery is via electronic download. To access this service <http://carlosalbizu.onthehub.com>

CAU Dashboard: We have interfaced, in partnership with Google, an exciting set of applications to improve communication and collaboration among students, faculty, and staff. Our goal is to increase productivity by offering a reliable, practical, secure, and feature rich set of tools. Our Google Dashboard is your gateway to cloud computing utilizing free applications from Google, such as SunMail (Gmail), Calendar, Contacts, Documents, Spreadsheets, Forms, and Presentations, that you can access anywhere, anytime. In addition, through the dashboard, you will have access to your own and individual storage area (Drive).

You can access the Dashboard in two (2) different ways:

- Enter the direct address: <http://dashboard.albizu.edu>
- From within your Campus Portal (SunPortal).

UNDERGRADUATE PROGRAM

PROGRAM MISSION

The Mission of the Carlos Albizu University Undergraduate Program is to provide students with the actualized knowledge related to the professions of General Psychology and Speech and Language Therapy with special emphasis in the development of an integrated knowledge in human behavior and the intervention with Hispanic children with communication disorders.

PROGRAM GOALS AND OBJECTIVES

1. Provide a quality educational opportunity in undergraduate training for its students.
2. Conduct an academic program in both areas: Psychology and Speech/Language Therapy in such a manner that students acquire not only theoretical knowledge, but the motivation and commitment to apply their knowledge to the solution of human and communicative problems consistent with their level of training.
3. Foster an attitude and willingness to actively pursue personal academic growth on a graduate level in Psychology, Speech/Language Pathology or related fields.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.

UNDERGRADUATE PROGRAM

BACHELOR OF SCIENCE PROGRAMS WITH CONCENTRATIONS IN PSYCHOLOGY OR SPEECH AND LANGUAGE THERAPY

The Bachelor of Science Program with concentrations in Psychology or Speech and Language Therapy are upper division college level degree completion programs which include 120 credits of coursework and six (6) clinical practicum credits. The B.S. program is designed to prepare students for graduate level training and careers in psychology and speech language therapy.

The B.S. Program is structured for working adults. The CAU will accept up a maximum of ninety (90) credits transferable towards the degree to be taken at an accredited institution. Students are required to complete a minimum of thirty (30) session credits from the San Juan campus, and of these at least eighteen (18) session credit hours (six courses) must be taken in the major area of concentration

ADMISSION REQUIREMENTS AND PROCEDURES

1. **ADMISSION APPLICATION** – Applicants must submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Payment of a non-refundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **GRADE POINT AVERAGE** – **It is required a** grade-point average (GPA) of 2.00 (on a 4.0 scale) or higher. This is the general cumulative GPA, not the concentration or graduation GPA.
3. **OFFICIAL TRANSCRIPTS** – Request that official transcripts from **ALL** previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the

academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold, thus preventing any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitutes a falsification of application which will result in the loss of all credits earned and may result in dismissal.**

4. **RECOMMENDATION LETTERS** – Two (2) recommendation letters from a professor, employer or community leader are required. *It is required to use UCA's official Recommendation Letter form.*
5. **RESULTS OF COLLEGE BOARD OR S.A.T.** – Every applicant must submit evidence of the score obtained in either of these exams.
6. **CERTIFICATE OF GOOD CONDUCT** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
7. **HEALTH CERTIFICATE** – Submit an original Health Certificate (No more than one year old)
8. **HEPATITIS –B VACCINE** – Submit evidence of vaccination for hepatitis-B.
9. **COPY OF THE PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health) - Only for applicants 21 years old or less at the moment of admission.
10. **INTERNATIONAL APPLICANTS** – International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
11. **ADDITIONAL REQUISITES SPECIFIC OF EACH ACADEMIC PROGRAM** – Every applicant must comply with the admission requisites that are specific of the program of interest.
12. **MINIMUM PRE-TRANSFER ACADEMIC WORK** - At least 36 credits earned from an accredited college or university. Education and training must have been received in an Institution of higher education, which at the time of the training was accredited by a regional accrediting body recognized by the Council on Postsecondary Accreditation.

The Institution reserves the right to admit students who do not comply with the minimum admission requisites. In this regard, every person interested in any of CAU's academic offerings is encouraged to apply for admission, and submit all the required documentation, even though he/she thinks that does not comply with the minimum admission requirements. **The Institution may consider candidates who do not comply with the minimum requisites every time the list of candidates who comply with all the requisites is exhausted and there are still positions available in the program of interest.** Every application completed will be included in a waiting list and will be evaluated in order (major to minor) according to the Institutional Admission Score obtained during the evaluation process.

Students must provide official transcripts or foreign credential evaluation from all colleges attended before the end of their first term at the San Juan Campus. The transfer courses must have been taken at an institution which is fully accredited by a regional or national accrediting body. They must also be recognized by the United States Department of Education or an institution of higher education located outside the United States, which 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.

An important goal is to identify those potential candidates, whose academic profiles may not necessarily be impressive but who exhibit, through extracurricular experiences, a strong determination to do undergraduate studies.

CANDIDATES' EVALUATION PROCEDURES

1. Candidates will submit all the required documentation according to the level and program of interest and any other additional document requested by the program.
2. The **Evaluation Committee** will evaluate all applications and assign a final score based on all the criteria and weights established for the level and program (**Institutional Admission Index**). The evaluation will be realized according to the following weights assigned to each criterion:
 - a. Grade Point Average 60%
 - b. College Board or SAT score 10%
 - c. Recommendation Letters 20%
 - d. Additional requisites 10%
3. Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will be accepted.
4. Every candidate will receive a notification letter with the decision of the Evaluation Committee.
5. Those candidates who disagree with the decision of the Evaluation Committee may submit an appeal in writing.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE (B.S.) DEGREE

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 2.25 or higher.
2. Completion of a minimum of one year of full time residence in the Program
3. Satisfactory completion of the required academic courses and laboratories or practice, 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 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.

OUTSIDE CAMPUS REGISTRATION

Undergraduate students may enroll at other institutions to complete their transfer course requirements, which are not offered at SJC. The student must request authorization from the Program Director and notify the SJC Registrar every term by completing an Outside Campus Registration Form. This form must be submitted to the Registrar at the time of registration for each term. Subsequent to the completion of coursework requirements for transfer to SJC, it is the responsibility of the student to ensure that their official transcript from each institution attended is forwarded to the Registrar, and to request that the Program Director process their transfer of credit.

TIME LIMITATION

Every candidate for the Bachelor of Science (B.S.) degree must complete the degree requirements within a period of six (6) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Provost and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

STUDENT EVALUATIONS

Student evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Academic Progress Policy** on page 14.

UNDERGRADUATE PROGRAM CURRICULAR REQUIREMENTS
PSYCHOLOGY MAJOR CONCENTRATION

AREA I. <u>Foundation Courses</u>	51 cr.
Introduction to College Life Skills	0 cr.
English Composition I	3 cr.
English Composition II	3 cr.
Composition in Spanish I	3 cr.
Composition in Spanish II	3 cr.
Introduction to Social Sciences I	3 cr.
Introduction to Social Sciences II	3 cr.
Introduction to Natural Sciences I	3 cr.
Introduction to Natural Sciences II	3 cr.
Arithmetic Reasoning	3 cr.
Introduction to Humanities I	3 cr.
Introduction to Humanities II	3 cr.
History of Puerto Rico	3 cr.
Compendium of Report Writing	3 cr.
Electives in Liberal Arts	12 cr.

Foundation courses could be taken outside of the Institution and transferred into the program.

CORE AREA II. Psychology Major Concentration39 cr.

PSYU 300 Foundations of Psychology	3 cr.
PSYU 301 Theories of Learning	3 cr.
PSYU 402 Social Psychology	3 cr.
PSYU 403 Developmental Psychology	3 cr.
PSYU 304 Experimental Personality and Social Psychology	3 cr.
PSUL 304L Experimental Personality and Social Psychology Laboratory	0 cr.
(Please refer to page 38-39 for costs associated to laboratories and practice.)	
PSYU 305 Personality Theories	3 cr.
PSYU 306 Abnormal Psychology	3 cr.
PSYU 308 Statistics for Psychology	3 cr.
PSYU 407 Physiological Psychology	3 cr.
PSUL 407L Physiological Psychology Laboratory	0 cr.
(Please refer to page 38-39 for costs associated to laboratories and practice.)	
PSYU 409 Research Methodology	3 cr.
PSYU 411 Interview Tehcniques	3 cr.
PSYU 413 Principles of Behavior Modification	3 cr.
PSYU 415 Psychological Assessment	3 cr.

AREA III. PSYU 430 Pre-practicum in Psychology 0 cr.
(Pleas refer to pages 38-39 for costs associated to laboratories and practice.)

AREA IV. Electives Psychology Major 30 cr.

Psychology Major Total Academic Credits	120 cr.
Total Practicum Units	0 cr.

Curricular Sequence B. S. in Psychology 2014

First Year First Semester			
Code	Number	Title	Crs.
SPAN	101	Composition in Spanish I	3
ENGL	101	English Composition I	3
NSCI	101	Natural Science I (Biology Science)	3
SSCI	101	Social Sciences I	3
SLS	101	Introduction to College Life Skills	0
			12
First Year Second Semester -			
Code	Number	Title	Crs.
SPAN	201	Composition in Spanish II	3
ENGL	201	English Composition II	3
NSCI	201	Natural Science II (Physical Science)	3
SSC1	201	Social Science II	3
			12
First Year Third Semester –			
Code	Number	Title	Crs.
MATH	101	Arithmetic Reasoning	3
HUMA	101	Humanities I	3
PSYU	443	Compendium of Written Report	3
			9
Second Year First Year First Semester-			
Code	Number	Title	Crs.
HUM	201	Humanities II	3
PSYU	420	History of Puerto Rico	3
LART	101	Liberals Arts I	3
LART	201	Liberal Arts II	3
			12
Second Year Second Semester-			
Code	Number	Title	Crs.
PSYU	300	Fundamentals of Psychology	3
PSYU	304	Experimental Personality and Social Psychology	3
PSUL	304	Experimental Personality and Social Psychology Laboratory	0
PSYU	308	Statistic of Psychology	3
PSYU	402	Social Psychology	3
			12
Second Year Third Semester-			
Code	Number	Title	Crs.
PSYU	301	Liberals Arts III	3
PSYU	301	Theories of Learning	3
LART	401	Liberals Arts IV	3

			9
Third Year First Semester-			
Code	Number	Title	Crs.
PSYU	403	Developmental Psychology	3
PSYU	305	Personalities Theories	3
PSUL	306	Abnormal Psychology	3
PSYU		Elective Course Number One	3
			12
Third Year Second Semester-			
Code	Number	Title	Crs.
PSYU	407	Physiology Psychology	3
PSUL	407	Physiology Psychology Laboratory	0
PSYU	409	Research Methodology	3
PYSU	411	Interviewing Techniques	3
PSYU	413	Principles of Behavior Modification	3
			12
Third Year Third Semester-			
Code	Number	Título	Crs.
PSYU	415	Psychological Assessment	3
PSYU		Elective Course Number Two	3
PSYU		Elective Course Number Three	3
			9
Four Year First Semester-			
Code	Number	Title	Crs.
PSYU	430	Pre-Practicum	100 hrs
PSYU		Elective Course Number Four	3
PSYU		Elective Course Number Five	3
PSYU		Elective Course Number Six	3
			9
Four Year First Semester-			
Code	Number	Title	Crs.
PSYU		Elective Course Number Seven	3
PSYU		Elective Course Number Eight	3
PSYU		Elective Course Number Nine	3
PSYU		Elective Course Number Ten	3
			12
TOTAL		CREDITS TOTAL FOR FOUR YEARS/ FIRST SEMESTER	120

UNDERGRADUATE PROGRAM CURRICULAR REQUIREMENTS
SPEECH - LANGUAGE MAJOR CONCENTRATION

AREA I. <u>Foundation Courses</u>	51 cr.
Introduction to College Life Skills	0 cr.
English Composition I	3 cr.
English Composition II	3 cr.
Composition in Spanish I	3 cr.
Composition in Spanish II	3 cr.
Introduction to Social Sciences I	3 cr.
Introduction to Social Sciences II	3 cr.
Introduction to Natural Sciences I	3 cr.
Introduction to Natural Sciences II	3 cr.
Arithmetic Reasoning	3 cr.
Introduction to Humanities I	3 cr.
Introduction to Humanities II	3 cr.
History of Puerto Rico	3 cr.
Professional Writing	3 cr.
Electives in Liberal Arts	12 cr.

Foundation courses could be taken outside of the Institution and transferred into the program.

CORE AREA II. <u>Speech and Language Major Concentration</u>	63 cr.
BSLT 343 Anatomy and Physiology of the Language, Speech and Hearing Structure	3 cr.
BSLT 344 Cognitive and Speech-Language Development and use in Children	3 cr.
BSLT 345 Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3 cr.
BSLT 346 Clinical Processes of the Speech-Language Therapist.....	3 cr.
BSLT 347 Phonological and Articulatory Disorders of Children	3 cr.
BSLT 348 Stuttering in Children	3 cr.
BSLT 349 Childhood Voice Disorders	3 cr.
BSLT 350 Language Disorders of Children I: Oral Language Pathologies	3 cr.
BSLT 351 Language Disorders of Children II: Written Language Pathologies	3 cr.
BSLT 352 Children Oral Structural Abnormalities and Neuromuscular Disorders	3 cr.
BSLT 353 Sensory Disorders of Children	3 cr.
BSLT 454 Children with Cognitive and Psychosocial Pathologies	3 cr.
BSLT 455 Prevention in Speech-Language Intervention	3 cr.
BSLT 456 Aural Rehabilitation	3 cr.
BSLT 457 Language, Speech and Hearing Services in School and Health Settings	3 cr.
BSLT 458 Intervention for Children with Speech and Language Disorders	6 cr.
BSLT 459 Current Topics of Communicative Disorders of Children	3 cr.
BSLT 461 Sign Language	3 cr.
BSLT 462 Augmentative and Alternative Communication for Children	3 cr.
BSLT 463 Behavior Modification for Children	3 cr.

AREA III. Practicums

LTPR 460 Clinical Practicum 1	3 cr.
(Please refer to pages 38-39 for costs associated to laboratories and practice.)	
LTPR 461 Clinical Practicum 2	3 cr.
(Please refer to pages 38-39 for costs associated to laboratories and practice.)	

AREA IV. Electives Speech-Language Therapy Major6 cr.

PSYU 411 Interviewing Techniques	3 cr.
PSYU 413 Principles of Behavior Modification	3 cr.
PSYU 421 Sociological Aspects of Behavior	3 cr.
PSYU 422 Educational Psychology	3 cr.
PSYU 423 Child Psychology	3 cr.

Total Academic Credits	120cr.
Total Practicum Credits	6 cr.

Curricular sequence B.S. in Speech and Language Therapy

First Year First Semester			
Code	Number	Title	Crs.
SPAN 1	101	Composition in Spanish I	3
ENGL 1	101	English Composition I	3
SSCI	101	Natural Science I (Biology Science)	3
LART	101	Liberal Arts I	3
SLS	101	Introduction to College Life Skills	0
			12
First Year Second Semester			
Code	Number	Title	Crs.
SPAN 2	201	Composition in Spanish II	3
ENGL 2	201	English Composition II	3
NSCI	201	Natural Science II (Physical Sciences)	3
SSCI	101	Social Science I	3
			12
First Year Third Semester			
Code	Number	Title	Crs.
MATH	101	Arithmetic Reasoning	3
HUM	101	Humanities I	3
SSCI	201	Social Science II	3
			9
Second Year First Semester			
Code	Number	Title	Crs.
HUM	201	Humanities II	3
PSYU	420	History of Puerto Rico	3
BSLT	343	Anatomy and Physiology of the Language, Speech and Hearing Structure	3
BSLT	344	Cognitive and Speech-Language Development and use in Children	3
			12
Second Year Second Semester			
Code	Number	Title	Crs.
LART	201	Liberal Arts II	3
BSLT	346	Clinical Processes of the Speech-Language Therapist	3
E		Elective 1	3
BSLT	347	Phonology & Articulation Disorders of Children	3
			12

Second Year Third Semester			
Code	Number	Title	Crs.
LART	301	Liberal Arts III	3
BSLT	345	Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3
BSLT	349	Childhood Voice Disorders	3
			9
Third Year First Semester			
Code	Number	Title	Crs.
BSLT	348	Stuttering in Children	3
BSLT	350	Language Disorders of Children I: Oral Language Pathologies	3

BSLT	351	Language Disorders of Children II: Written Language Pathologies	3
BSLT	352	Children with Oral Structures Abnormalities and Neuromuscular Disorders	3
			12
Third Year Second Semester			
Code	Number	Title	Crs.
PSYU	443	Compendium of Written Report	3
BSLT	454	Children with Cognitive & Psychosocial Pathologies	3
BSLT	455	Prevention in Speech-Language Intervention	3
BSLT	456	Aural Rehabilitation	3
			12
Third Year Third Semester			
Code	Number	Title	Crs.
BSLT	458	Intervention for Children with Speech and Language Disorders	6
BSLT	461	Sign Language	3
BSLT	353	Sensory Disorders of Children	3
			12
Fourth Year First Semester			
Code	Number	Title	Crs.
LTPR	460	Clinical Practicum I	0
BSLT	459	Current Topics of Communicative Disorders of Children	3
BSLT	462	Augmentative and Alternative Communication for Children	3
E		Elective II	3
			9
Fourth Year Second Semester			
Code	Number	Title	Crs.
LTPR	461	Clinical Practicum II	0
BSLT	457	Language, Speech, and Hearing Services in Schools and Health Settings	3
BSLT	463	Behavior Modification for Children	3
LART	401	Liberal Arts IV	3
			9
		TOTAL CREDITS	120

MASTER OF SCIENCE PROGRAMS IN SCHOOL PSYCHOLOGY, COUNSELING PSYCHOLOGY INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY, AND SPEECH AND LANGUAGE PATHOLOGY

It should be noted that no admission applications are accepted for the MS in Clinical Psychology at the present time. Upon completion of the corresponding academic and practicum requirements, students admitted to one of the clinical doctoral programs (Ph.D. or Psy.D.) may request M.S. degree while being an active doctoral student.

Applicants seeking admission to the Master of Science in Industrial/Organizational Psychology, Speech and Language Pathology, Psychological Counseling or School Psychology Programs must comply with the procedures and requirements described herein.

ADMISSION REQUIREMENTS AND PROCEDURES

1. **ADMISSION APPLICATION** - Applicants must submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Payment of a non-refundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **GRADE POINT AVERAGE** - It is required a grade-point average (GPA) of 2.50 (on a 4.0 scale) or higher. This is the general cumulative GPA, not the concentration or graduation GPA. This is the minimum GPA required to apply. Only the GPA of conferred degrees will be taken into consideration. The GPA of a Master's degree in progress will not be used to qualify for admission.
3. **OFFICIAL TRANSCRIPTS** - Request that official transcripts from ALL previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold that prevent any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitutes a falsification of application which will result in the loss of all credits earned and may result in dismissal.**
4. **RECOMMENDATION LETTERS** - Two (2) recommendation letters from a professor, employer or community leader are required. *It is required to use UCA's official Recommendation Letter form.*
5. **RESULTS OF EXADEP OR G.R.E.** - Every applicant must submit evidence of the score obtained in the EXADEP (Examen de Admisión a Estudios de Posgrado) or G.R.E. (Graduate Record Examinations). Only scores five years old or less will be accepted. In the case of the Speech and Language Pathology Program, a minimum score of 300 points in the EXADEP is required.
6. **CERTIFICATE OF GOOD CONDUCT** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
7. **HEALTH CERTIFICATE** - Submit an original Health Certificate (No more than one year old)
8. **HEPATITIS -B VACCINE** - Submit evidence of vaccination for hepatitis-B.
9. **COPY OF THE PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health) - Only for applicants 21 years old or less at the moment of admission.

10. **INTERVIEW WITH THE ADMISSIONS COMMITTEE** – Those candidates recommended by the **Evaluation Committee** will receive an appointment for an interview with one or more members of the Faculty of the program of interest.
11. **STATEMENT OF PURPOSE** – Every candidate with an appointment for an admission interview, will be required to write, the day of the interview, a statement of purpose. The statement of purpose serves to determine the candidate’s interest in the academic program, in the Institution, short, medium and long term goals, written communication skills and general writing skills.
12. **INTERNATIONAL APPLICANTS** – International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
13. **ADDITIONAL REQUISITES SPECIFIC OF EACH ACADEMIC PROGRAM** – Every applicant must comply with the admission requisites that are specific of the program of interest.

The Institution reserves the right to admit students who do not comply with the minimum admission requisites. In this regard, every person interested in any of CAU’s academic offerings is encouraged to apply for admission, and submit all the required documentation, even though he/she thinks that does not comply with the minimum admission requirements. **The Institution may consider candidates who do not comply with the minimum requisites every time the list of candidates who comply with all the requisites is exhausted and there are still positions available in the program of interest.** Every application completed will be included in a waiting list and will be evaluated in order (major to minor) according to the Institutional Admission Score obtained during the evaluation process.

CANDIDATES’ EVALUATION PROCEDURES

1. Candidates will submit all the required documentation according to the level and program of interest and any other additional document requested by the program.
2. The **Evaluation Committee** will evaluate all applications and assign a preliminary score based on all the criteria and weights established for the level and program (**Institutional Admission Index**). Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will receive an appointment for an admission interview.
3. The candidates selected by the **Evaluation Committee** will receive an appointment specifying date, hour and place for the admission interview
4. The **Evaluation Committee** will then complete the evaluation process and assign a final score according to the criteria and weights established for each level and program. The evaluation will be realized according to the following weights assigned to each criterion:

a. Grade Point Average	45%
b. EXADEP or GRE score	10%
c. Statement of Purpose	10%
d. Recommendation Letters.....	10%
e. Interview	15%
f. Additional requisites.....	10%
5. Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will be accepted.
6. Every candidate will receive a notification letter with the decision of the Evaluation Committee.

7. Those candidates who disagree with the decision of the Evaluation Committee may submit an appeal in writing.

GENERAL REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

1. A grade point average (GPA) of 3.00 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 all required academic courses
4. Satisfactory completion of the required hours of practicum, if applicable
5. No grades of "C" or lower in concentration courses and a maximum of two grades of "C" in foundation and/or elective courses
6. Demonstrated competence in APA style for publications and computer literacy (Windows, WORD)
7. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation
8. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate, to the satisfaction of the Faculty, those professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

SPECIFIC REQUIREMENTS FOR THE MS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY DEGREE

The San Juan Campus has established the following standards, which must be fulfilled before the Master's Degree can be awarded:

1. Graduation candidates cannot have 3 NP's in degree examinations or 2 NP's in practice modules
2. Approve the following seminars: APA style for publication (SEMM 531), Written and Oral Communication (SEMM 545)

SPECIFIC REQUIREMENTS FOR THE MS IN SPEECH AND LANGUAGE PATHOLOGY DEGREE

1. Complete a minimum of 400 hours of supervised clinical practice with children and adults.
2. Satisfactory completion of the Master Level Exam. 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.
3. Graduation candidates cannot have 3 NP's in degree examinations or 2 NP's in practice modules of any Master's program.

SPECIFIC REQUIREMENTS FOR THE MS IN COUNSELING PSYCHOLOGY DEGREE

1. Approve the following seminars: APA style for publication (SEMM 531), Writing Skills and Case Conceptualization (SEMM 532) and Self Care (SEMM 540)

CURRICULAR REQUIREMENTS

The Master of Science in Clinical Psychology includes 57 credits of academic course work, four (4) practicum modules, (2) two computer seminars and one (1) APA Style Seminar. As this is not a separate academic program, time limitation and residency requirements are the same as those described for the Psy.D. and Clinical Ph.D. Programs.

The Master of Science in Industrial/Organizational Psychology is a four (4) year full time program, which includes 57 credits of academic course work, four (4) practicum modules, one (1) writing skills seminar and one (1) APA Style Seminar.

The Master of Science in Speech - Language Pathology includes 54 credits of academic coursework and 6 credits in clinical practicum. Degree requirements include approval of a Master Level examination or a thesis project.

The Master of Science in Counseling Psychology includes 60 credits of academic work, four (4) practicum modules, one (1) seminar on Writing Skills and Case Conceptualization, one (1) seminar on Self Care/Graduate Studies and one (1) seminar on APA Writing Style .

The Master of Science in School Psychology includes 60 credits of academic work, four (4) practicum modules, one (1) seminar on Workshop on Writing Skills and Case Conceptualization, one (1) seminar on Special Education: Inclusion, Accommodations and IEP's and one (1) seminar on APA Writing Style

MASTER COMPREHENSIVE EXAMINATIONS

It is mandatory for students whose master level programs require a comprehensive 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

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.

TIME LIMITATION

Every candidate for the Master of Science (M.S.) degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Provost and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

STUDENT EVALUATIONS

Student evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Satisfactory Academic Progress Policy** on page 14.

RESIDENCY REQUIREMENT

Full time residency of one (1) year is required for all master program students.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PRACTICUM

Students in the Industrial/Organizational Psychology Program are required to complete 512 hours of supervised practicum. In IOMO-611, 612, 613 & 614 students are exposed to self-knowledge exercises, and practice training, research, and consultation techniques. In IOMO-615 & 616 students choose a public or private organization and are involved in human resources or organizational projects under the supervision of SJC faculty and an agency designated supervisor.

SPEECH AND LANGUAGE PATHOLOGY PRACTICUM

Students of the Speech/Language Pathology Program are required to complete two advanced clinical practicum in a designated program or agency. Clinical practicum 1 (PRSP 656) requires a minimum of 150 hours and Clinical Practicum 2 (PRSP 657) requires a minimum of 250 hours. The overall clinical practicum hours to complete should be no less than 400. Students must receive supervision hours at SJC once a month.

SPEECH AND LANGUAGE PATHOLOGY MASTER THESIS

In the case of the Master of Science Program in Speech and Language Pathology candidates who choose to complete a thesis for their master degree must demonstrate a professional and scholarly sophistication in a topic related to their area of interest in Speech and Language Pathology.

The master thesis committee serves to advise the student and evaluate the thesis. The committee consists of a chair who is the student's chief advisor and one member. The chair is normally a member of a doctoral Faculty at CAU, San Juan Campus (SJC), however, with the consent of the Provost, the chair may be a renowned scientist from another Institution. In any case, at least one of the committee members must be a full time doctoral Faculty. The Provost would determine any exemption to this requirement.

The master thesis process includes, a formal written proposal, an oral proposal colloquium, a written thesis, and culminates in an oral thesis defense. In addition, five bound copies (copies for committee members could be substitute by a pdf copy only if the members approved) of the final written thesis (one for the Library, one for the Miami Campus, one for each committee member, and one for the student's personal library) are required. Details of the format for the written thesis are given in the Master Thesis Handbook.

In support of the master thesis process, the student is required to enroll for a minimum of six (6) credits of thesis research (including the sessions in which the proposal colloquium and the thesis defense are presented). For further information see the Master Thesis Handbook. All students enrolled in master thesis are considered fulltime.

A discussion of ethical issues is essential for all thesis involving collection of data including case studies, program design, program evaluation, and test development or translation. Due to these ethical concerns, no student should run any study which involves human subjects even for pilot studies without prior approval of her or his Director or the Director of Research Training Program, and the Institutional Review Board (IRB). After the Director has approved the proposal, IRB review and approval should be sought (except where no data at all is to be collected). The student is expected to follow all procedures and deadlines set by the IRB and to be thoroughly familiar with the IRB requirements. If, after IRB review and approval, any Committee Member has even mild concerns about the ethics of a thesis or pilot study, then the IRB through its president and administrator should be consulted.

In order to complete the thesis process, final bound and signed copies of the thesis must be submitted to the Library before the end of the session in which the thesis defense took place. If the student fails to submit the bound and signed thesis in the required date, the student will not be considered for graduation. The Certification of Degree and diploma will be held until the thesis process is completed.

**MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY
CURRICULAR REQUIREMENTS**

AREA I. <u>Foundation Courses</u>	30 cr.
PSYF 500 Theories of Learning and Motivation	3 cr.
PSYF 505 Ethics and Professional Conduct	3 cr.
PSYF 506 Social and Transcultural Psychology	3 cr.
PSYF 508 Physiological Psychology	3 cr.
PSYF 512 History and Systems of Psychology	3 cr.
PSYF 540 Life-Span Human Development	3 cr.
PSYF 548 Superior Functions: Cognition, Perception and Memory.....	3 cr.
PSYF 568 Applied Inferential Statistics	3 cr.
PSYF 677 Sociocultural Bases of Behavior in P.R.	3 cr.
PSYF 588 Theory of Test and Test Construction	3 cr.
 AREA II. <u>Concentration Courses</u>	 27 cr.
PSYC 603 Assessment of Intelligence	3 cr.
PSYL 603 Assessment of Intelligence Laboratory	0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
PSYC 604 Assessment of Personality	3 cr.
PSYL 604 Assessment of Personality Projective Techniques	0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
PSYC 515 Comparative Theories of Personality and Psychotherapy.....	3 cr.
PSYC 516 Techniques of Psychotherapy	3 cr.
PSYC 517 Advanced Techniques of Psychotherapy	3 cr.
PSYC 626 Behavior Modification	3 cr.
PSYC 534 Psychopathology	3 cr.
PSYC 535 Advanced Psychopathology	3 cr.
PSYF 753 Family Theory and Systems	3 cr.
 Total Academic Credits	 57 cr.
Total Practicum Units (Psy.D. Students) PRAD 591, 592, 593 & 594	16 cr.
Total Practicum Units (Ph.D. Students) PRAC 591, 592, 593 & 594	16 cr.

MASTER OF SCIENCE PROGRAM INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

MISSION OF THE PROGRAM

The mission of Carlos Albizu University, San Juan Campus' I/O Psychology Program is to provide an excellent training in the area of industrial organizational psychology that integrates theory and practice and that contributes to enhance human performance and quality of life in organizational contexts.

TRAINING MODEL

The MS Program follows the scientific-practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

PROGRAM OBJECTIVES

1. Evidence knowledge in the basic areas of psychology: biological, cognitive, affective, social, developmental, historic, ethical, and legal bases of human behavior.
2. Apply research skills to the study of work issues in industrial organizational psychology.
3. Evidence knowledge and skills in the basic areas of human behavior in work settings: motivation, organizational theory, performance evaluation, individual differences, and the design, implementation and assessment of psychological interventions in personnel selection, training and development of human resources.
4. Perform psychological assessment in organizational settings.
5. Examine and evaluate the basic principles of psychological tests.
6. Evidence knowledge of the main theories of organizational psychology and the process of organizational consultation.
7. Apply models of organizational development.
8. Evidence knowledge of how different variables affect human behavior in organizational contexts.
9. Read with a critical attitude literature in industrial organizational psychology.
10. Recognize ethical issues in the practice of industrial organizational psychology.
11. Develop positive attitude towards introspection and feedback as a manner of personal and professional growth.
12. Apply knowledge and skills of adult training in the development of seminars and workshops.

PROGRAM COMPETENCIES

1. Knowledge, skills, and attitudes regarding human diversity associated to culture, national origin, gender, socioeconomic status, sexual orientation, religion, age, and physical condition.
2. Theoretical and practical knowledge of the foundations of psychology and industrial organizational psychology as scientific disciplines.
3. Mastery of theories and application of psychological influences in organization behavior.
4. Mastery of theories and application of organization development and human performance models, taking into consideration the social and cultural variables that influence every organizational context.
5. Knowledge of a variety of approaches that explain organizational processes and how they affect human behavior.
6. Attitudes that promotes the acceptance of feedback concerning his/her skills as facilitator, consultant, and trainer of human resources.
7. Ability to integrate in his/her behavior professional ethical and legal standards.
8. Responsibility for life-long learning, maintaining a reflexive and analytic attitude for theoretical, applied, and professional issues.

9. Ability to locate, identify, access, retrieve, assess, organize, and use information pertinent to the discipline.

**MASTER OF SCIENCE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
CURRICULAR REQUIREMENTS**

AREA I. <u>Foundation Courses</u>	24 cr.
PHCP 500 Theories of Learning and Motivation	3 cr.
IOPC 505 Ethics and Professional Conduct	3 cr.
PSYF 661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PSYF 628 Neuroscience Approach of Cognitive & Affective Aspects of Behavior	3 cr.
PSYF 540 Life-Span Human Development	3 cr.
IOPC 568 Applied Inferential Statistics	3 cr.
IOPL 568 Applied Inferential Statistics (LAB)	0 cr.
IOPC 588 Theory of Tests and Test Construction	3 cr.
IOPC 680 Integrative Seminar	3 cr.
AREA II. <u>Concentration Courses</u>	33 cr.
IOPC 573 Group Interaction and Decision-Making	3 cr.
IOPC 574 Personnel Psychology	3 cr.
IOPC 575 Organizational Behavior	3 cr.
IOPC 681 Positive Occupational Health Psychology	3 cr.
IOPC 651 Diagnosis, Change, and Organization Development	3 cr.
IOPC 678 Psychosocial Aspects of Health in Organizations	3 cr.
IOPC 679 Labor Law	3 cr.
IOPC 617 Current Topics in I/O Psychology	3 cr.
IOPC 683 Psychological Assessment Techniques in the Organization	3 cr.
IOPL 683 Laboratory	0 cr.
IOPC 698 Theory and Methods of Training Workshops	3 cr.
IOPC 610 Leadership in Organizations	3 cr.
AREA III. <u>Practicums</u>	
I/O Practicums: Practicum I (IOMO 611), Practicum II (IOMO 613 & IOMO 614), Practicum III (IOMO 615) and Practicum IV (IOMO 616) (512 hours)	16 cr.
Total Academic Credits	57 cr.
Total Practicum Credits	16 cr.

**CURRICULAR SEQUENCE
MS INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Effective August 2014**

	FALL	PRE-REQUISITES
IOPC-505	Ethics and Professional Conduct	
IOPC-574	Personnel Psychology	
PHCP-500	Theories of Learning and Motivation	
IOPC-568	Applied Inferential Statistics	
IOPL-568	Applied Inferential Statistics (LAB) (Concurrent with IOPC-568)	
IOMO-611	Industrial Organizational Practicum I (Concurrent with IOPC-574)	
SEMM-531	APA Seminar	

	SPRING	PRE-REQUISITES
IOPC-569	Research Methods in I/O Psychology	IOPC-568, IOPL-568
IOPC-573	Group Interaction and Decision Making	IOPC-574
IOPC-575	Organizational Behavior	IOPC-574
IOPC-588	Theory of Tests and Test Construction	IOPC-568, IOPL-568
IOMO-613	Industrial Organizational Practicum II (Concurrent with IOPC-573 and 575)	IOPC- 505, IOMO-611
IOMO-614	Foundations of Consulting Practice in I/O Psychology	IOPC: 574, 505: IOMO-611
SEMM-545	Written and Oral Communication	

	SUMMER	PRE-REQUISITES
PSYF-540	Life-Span Human Development Psychology	
PSYF-628	Neuroscience Approach of Cognitive & Affective Aspects of Behavior	

	FALL	PRE-REQUISITES
PHCP-661	Social Psychology with Emphasis in Puerto Rico	
IOPC-698	Theory and Methodology of Training Workshops	IOPC-574
IOPC-651	Diagnosis, Change, and Organization Development	IOPC: 573,575
IOMO-615	Industrial Organizational Practicum III	IOPC: 505, 574, 573, 575, 588; IOMO: 611, 613, 614

	SPRING	PRE-REQUISITES
IOPC-683	Psychological Assessment Techniques in the Organization	IOPC: 574,588
IOPL-683	Laboratory: Psychological Assessment Techniques in the Organization (Concurrent with IOPC-683)	IOPC: 574,588
IOPC-678	Psychosocial Aspects of Health in Organizations	IOPC-575
IOPC-679	Labor Law	IOPC-574
IOMO-617	Current Topics in Industrial Organizational Psychology	IOPC: 698, 574, 573, 575, 651
IOMO-616	Industrial/Organizational Practicum IV	IOMO- 615
IOPC-680	Integrative Seminar	PHCP-500,661, PSYF-540, 628, IOPC-505, 588, 568

	SUMMER	PRE-REQUISITES
IOPC-681	Positive Occupational Health Psychology	IOPC-678
IOPC-610	Leadership in Organizations	IOPC-573, IOPC-575

MASTER OF SCIENCE PROGRAM SPEECH AND LANGUAGE PATHOLOGY

MISSION OF THE PROGRAM

The Speech and Language Pathology Program at Carlos 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.

TRAINING MODEL AND COMPETENCIES

The Speech and Language Pathology Program at Carlos Albizu University requires 60 credit hours of coursework, a minimum of 400 hours of clinical practicum, and Master Level comprehensive examination or thesis project. The program requirements are in compliance with the Puerto Rico Licensing Board and the American Speech-Language-Hearing Association standards for the clinical competence 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 Carlos 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.
- 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

DISCLOSURE OF PROGRAM OUTCOMES AND INFORMATION ALLOWING FOR INFORMED DECISION-MAKING TO PROSPECTIVE M.S. SPEECH-LANGUAGE PATHOLOGY PROGRAM STUDENTS

Speech-Language Pathology Program Outcome Measures

Program Completion Rate

Period	# completed program within expected time frame	% completing within expected time frame
2013-2014	37	90%
2012-2013	50	81%
2011-2012	39	95%

Praxis Examination Pass Rates of Test-Takers

Period	# taking exam	# passed exam	pass rate (%)
2013-2014	22	18	82%
2012-2013	10	8	80%
2011-2012	11	11	100%

Licensing Examination Pass Rates of Graduates

Period	# taking exam	# passed exam	pass rate (%)
2013-2014	38	31	82%
2012-2013	N/A	N/A	86%
2011-2012	N/A	N/A	80%

Employment Rates of Graduates within One Year of Graduation

Period	Employment Rate in Profession	
	# of graduates	% of graduates
2013-2014	22	100%
2012-2013	48	96%
2011-2012	39	95%

**MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY
CURRICULAR REQUIREMENTS FOR STUDENTS IN THESIS**

Concentration Courses

MSLP 540 - Anatomy and Physiology of Speech and Hearing Mechanisms.....	3 cr.
MSLP 541 - Basic Audiology	3 cr.
MSLP 542 - Normal Speech and Language Development.....	3 cr.
MSLP 543 - Ethics and Legal Aspects in Health Professions	3 cr.
MSLP 545 - Language Disorders in Children.....	3 cr.
MSLP 546 - Fluency Disorders: Assessment and Treatment.....	3 cr.
MSLP 547 - Voice Disorders: Assessment and Treatment	3 cr.
MSLP 548 - Language Disorders in Adults	3 cr.
MSLP 549 - Dysphagia in Children and Adults	3 cr.
MSLP-550 - Articulatory Disorders: Assessment and Treatment.....	3 cr.
MSLP-551 - Phonological Disorders: Assessment and Treatment	3 cr.
MSLP 650 - Aural Rehabilitation.....	3 cr.
MSLP 651 - Augmentative and Alternative Aids for Communication	3 cr.
MSLP 652 - Assessment and Differential Diagnosis of Communication Disorders	3 cr.
MSLP 653 - Neurogenic Disorders in Adults	3 cr.
MSLP 654 - Early Intervention in Speech and Language.....	3 cr.
MSLP 655 - Supervision, Consulting and Administration of Clinical Services	3 cr.
MSLP 657 - Research Methodology in Communication Disorders	3 cr.
MSLP 661 - Multicultural Perspectives in Speech/Language Pathology	3 cr.
MSLP 662 - Reading and Written Disorders	3 cr.

Clinical Practicums

PRSP 656 - Advanced Clinical Practicum I	0 cr.
PRSP 657 - Advanced Clinical Practicum II	0 cr.

Thesis Project

MTES 670 - Thesis Project	0 cr.
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Total credits	60 cr.
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MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY CURRICULAR REQUIREMENTS FOR STUDENTS IN EXAMS

Concentration Courses

MSLP 540 - Anatomy and Physiology of Speech and Hearing Mechanisms	3 cr.
MSLP 541 - Basic Audiology	3 cr.
MSLP 542 - Normal Speech and Language Development.....	3 cr.
MSLP 543 - Ethics and Legal Aspects in Health Professions	3 cr.
MSLP 545 - Language Disorders in Children.....	3 cr.
MSLP 546 - Fluency Disorders: Assessment and Treatment.....	3 cr.
MSLP 547 - Voice Disorders: Assessment and Treatment	3 cr.
MSLP 548 - Language Disorders in Adults	3 cr.
MSLP 549 - Dysphagia in Children and Adults	3 cr.
MSLP 550 - Articulatory Disorders: Assessment and Treatment.....	3 cr.
MSLP 551 - Phonological Disorders: Assessment and Treatment	3 cr.
MSLP 650 - Aural Rehabilitation.....	3 cr.
MSLP 651 - Augmentative and Alternative Aids for Communication	3 cr.
MSLP 652 - Assessment and Differential Diagnosis of Communication Disorders	3 cr.
MSLP 653 - Neurogenic Disorders in Adults	3 cr.
MSLP 654 - Early Intervention in Speech and Language.....	3 cr.
MSLP 655 - Supervision, Consulting and Administration of Clinical Services	3 cr.
MSLP 657 - Research Methodology.....	3 cr.
MSLP 661 - Multicultural Perspectives in Speech/Language Pathology	3 cr.
MSLP 662 - Reading and Written Disorders	3 cr.

Clinical Practicums

PRSP 656 - Advanced Clinical Practicum I	0 cr.
PRSP 657 - Advanced Clinical Practicum II	0 cr.

Master Level Exams

MSLP 605 - Master Level Exam 1 st Part.....	0 cr.
MSLP 606 - Master Level Exam 2 nd Part	0 cr.

Total credits60 cr.

**CURRICULAR SEQUENCE
SPEECH AND LANGUAGE PATHOLOGY PROGRAM**

FALL – FIRST YEAR	PREREQUISITES
MSLP-540 – Anatomy & Physiology of the Speech & Hearing Mechanism	
MSLP-541 – Basic Audiology	
MSLP-542 – Normal Speech & Language Development	
MSLP-543 – Ethics & Legal Aspects in Health Professions	

SPRING – FIRST YEAR	PREREQUISITES
MSLP-545 – Language Disorders in Children	MSLP-540, 542
MSLP-546 – Fluency Disorders: Assessment & Treatment	MSLP-542
MSLP-547 – Voice Disorders: Assessment & Treatment	MSLP-542
MSLP- 550 - Articulatory Disorders: Assessment & Treatment	MSLP-540

SUMMER – FIRST YEAR	PREREQUISITES
MSLP-548 – Language Disorders in Adults	MSLP-540
MSLP- 551 - Phonological Disorders: Assessment & Treatment	MSLP-540, 550

FALL – SECOND YEAR	PREREQUISITES
MSLP-650 – Aural Rehabilitation	MSLP-540, 541, 542, 550, 551
MSLP-651 – Augmentative & Alternative Aids for Communication	MSLP-545, 548, 550
MSLP-652 – Assessment & Differential Diagnosis of Communication Disorders	MSLP-545, 546, 547, 548, 550, 551
MSLP-549 – Dysphagia in Children and Adults	MSLP-540

SPRING – SECOND YEAR	PREREQUISITES
MSLP-653 – Neurogenic Disorders in Adults	MSLP-540, 547, 548, 651, 652
MSLP-654 – Early Intervention in Speech & Language	MSLP-542, 550, 551, 545
MSLP-655 – Supervision, Consulting & Administration of Clinical Services	MSLP-543
MSLP-657- Research Methodology	MSLP-543, 550, 551, 545, 546, 547, 548, 549

SUMMER-SECOND YEAR	PREREQUISITES
MSLP- 661 – Multicultural Perspectives in Speech and Language Pathology	MSLP-542, 543, 545
MSLP-662- Reading and Written Disorders	MSLP-542
MTES-670 -Thesis Project	MSLP-657

FALL - THIRD YEAR	PREREQUISITES
PRSP-656- Advanced Clinical Practicum I	ALL COURSES
MSLP-605 - Master Level Exam (First Part)	MSLP-540, 541, 542, 543, 650, 651, 652, 655
and/or MSLP-606 (Second Part)	MSLP-550, 551, 545, 546, 547, 548, 549, 653, 654
or MTES-670 - Thesis project	MSLP-657

SPRING - THIRD YEAR	PREREQUISITES
PRSP- 657 - Advanced Clinical Practicum II	PRSP- 656
MSLP-605 - Master Level Exam (First Part)	MSLP-540, 541, 542, 543, 650, 651, 652, 655
and/or MSLP-606 (Second Part)	MSLP-550, 551, 545, 546, 547, 548, 549, 653, 654
or MTES-670 - Thesis project	MSLP-657

MASTER OF SCIENCE PROGRAM COUNSELING PSYCHOLOGY

MISSION OF THE PROGRAM

The mission of Carlos Albizu University, San Juan Campus' Counseling Psychology Program is to provide an excellent training in the area of counseling psychology that integrates theory and practice and that contributes to the development of professionals capable to perform counseling interventions geared toward the enhancement of the quality of life of those who seek their assistance.

TRAINING MODEL

The MS Program follows the scientific-practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

PROGRAM OBJECTIVES

1. Evidence knowledge in the basic areas of psychology: biological, cognitive, affective, social, developmental, historic, ethical, and legal bases of human behavior.
2. Develop comprehensive skills in individual, group, substance abuse and family counseling interventions.
3. Develop comprehensive skills and a thorough knowledge of and ability to apply ethical principles and professional standards to counseling practice.
4. Understand and demonstrate skills related to cultural sensitivity and individual differences with social responsibility and commitment.
5. Develop the skills to be discerning consumers of scholarly works and research, including studies of evidence-based interventions.
6. Develop positive attitude towards introspection and feedback as a manner of personal and professional growth.

PROGRAM COMPETENCIES

1. Knowledge, skills, and attitudes regarding human diversity associated to culture, national origin, gender, socioeconomic status, sexual orientation, religion, age, and physical condition.
2. Theoretical and practical knowledge of the foundations of psychology and counseling psychology as scientific disciplines.
3. Mastery of theories and application of psychological and counseling interventions.
4. Attitudes that promotes the acceptance of feedback concerning his/her skills as facilitator, consultant, and trainer of human resources.
5. Ability to integrate in his/her behavior professional ethical and legal standards.
6. Responsibility for life-long learning, maintaining a reflexive and analytic attitude for theoretical, applied, and professional issues.
7. Ability to locate, identify, access, retrieve, assess, organize, and use information pertinent to the discipline.

**MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY
CURRICULAR REQUIREMENTS**

AREA I. Foundation Courses24 cr

CPFC 500 Theories of Learning and Motivation	3 cr
CPFC 505 Ethics and Professional Conduct	3 cr
CPFC 661 Social Psychology with Emphasis in Puerto Rico	3 cr
CPFC 628 Neuroscience Approach of Cognitive & Affective Aspects of Behavior	3 cr
CPFC 540 Life-Span Human Development	3 cr
CPFC 568 Applied Inferential Statistics	3 cr
CPFC 612 History and Systems In Psychology	3 cr
CPFC 588 Theory of Tests and Test Construction	3 cr

AREA II. Concentration Courses 30 cr

CPCC 501 Theories of Counseling and Psychotherapy	3 cr
CPCC 603 Theories of Group Counseling	3 cr
CPFC 534 Psychopathology.....	3 cr
CPFC 535 Advanced Psychopathology	3 cr
CPCC 502 Research Methodology for Counseling Psychologists	3 cr
CPCC 604 Assessment Techniques for Counselors.....	3 cr
CPCC 605 Consultation for Counseling Psychology.....	3 cr
CPCC 606 Theories of Career Counseling	3 cr
CPCC 607 Substance Abuse Counseling	3 cr
CPFC 553 Theory and Family Systems	3 cr

AREA III. Free Electives..... 6 cr

AREA IV. Practicums

Total Academic Credits60 cr

Total Counseling Psychology Practicum Units- Practicum I, II, III, IV0 cr

Master Level Exam ...0 cr

**CURRICULAR SEQUENCE
MS IN COUNSELING PSYCHOLOGY PROGRAM
Effective 2012**

FALL

Code	Course Title	Prerequisites
CPFC-505*	Ethics and Professional Conduct	
CPFC-540	Life-Span Human Development	
CPFC-568	Applied Inferential Statistics	
CPFC-534	Psychopathology	
SEMM-540	Self-Care/Graduate Studies	
SEMM-531	APA Writing Style Seminar	
CPCP-510	Practicum I	

SPRING

Code	Course Title	Prerequisites
CPFC-588	Theory of Tests and Test Construction	CPFC-568
CPFC-500	Theories of Learning and Motivation	
CPCC-501	Theories of Counseling and Psychotherapy	
CPFC-535	Advanced Psychopathology	CPFC-534
SEMM-532	Workshop on Writing Skills and Case Conceptualization	
CPCP-520	Practicum II	Practicum I

SUMMER

Code	Course Title	Prerequisites
CPCC-502	Research Methodology for Counseling Psychologists	
CPFC-612	History and Systems in Psychology	

FALL

Code	Course Title	Prerequisites
CPFC-661	Social Psychology with Emphasis in Puerto Rico	
CPFC-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	
CPCC-603	Theories of Group Counseling	CPCP-510
CPCC-604	Assessment Techniques for Counselors	CPFC-588
CPCP-630	Practicum III	Practicum I,II

SPRING

Code	Course Title	Prerequisites
CPCC-605	Consultation in Counseling Psychology	
CPCC-606	Theories of Career Counseling	
CPFC-553	Theory and Family Systems	CPCP-510; CPCP-520; CPFC-534; CPFC-535
CPCC-607	Substance Abuse Counseling	CPCP-510; CPCP-520
CPCP-640	Practicum IV	Practicum I,II, III

SUMMER

Code	Course Title	Prerequisites
CPCE-605	First Comprehensive Exam	
CPCE-606	Second Comprehensive Exam	
	Free Elective	
	Free Elective	

*Course offered only in the fall session

** Course offered only in the spring session

*** Course offered only in the summer session

MASTER OF SCIENCE PROGRAM SCHOOL PSYCHOLOGY

MISSION OF THE PROGRAM

The Mission of Carlos Albizu University, San Juan Campus School Psychology Program is to prepare students for the profession of school psychology through a coordinated sequence of courses, practice experience in a diversity of settings applied to the profession, research and the interaction with faculty, students and supervisors. The programs also Contributes to the development of professionals capable to perform school interventions geared toward the enhancement of the quality of life of those who seek their assistance.

TRAINING MODEL

The Master of Science in School Psychology Program is based on the scientific –practitioner model, training professionals who produce knowledge thought scientific research and base their interventions on this scientific evidence. The model represents a synthesis between science and practice through a wide spectrum of academic and professional training.

PROGRAM OBJECTIVES

The program will train future school psychologists to consider the environmental influences of the family, school-parent collaboration, relationship with peers, community, school, work, public policy and culture. To conclude, the philosophical approach of the Program will be demonstrated through its goals and objective in conjunction with the institutional goals and objective. The philosophical approach is envisioned within the following areas:

1. Evidence knowledge in the basic areas of psychology: Biological, cognitive, affective, social, developmental, historic, ethical and legal bases of human behavior.
2. Examine and evaluate the basics principals of psychology test.
3. Develop comprehensive skills in individual, group and family interventions.
4. Develop comprehensive skills and a thought knowledge of and ability to apply ethical principles and professional standards to school psychology practice.
5. Understand and demonstrate skills related to cultural sensitivity and individual differences with social responsibility and commitment.
6. Develop the skills to be discerning consumers of scholarly works and research, including studies of evidence-based intervention.
7. Develop positive attitude towards introspection and feedback as a manner of personal and professional growth.
8. Apply knowledge and skills of schools training in the development of seminars and workshop.

PROGRAM COMPETENCIES

1. Knowledge, skills and attitudes regarding human diversity associated to culture, national origin, gender, socioeconomic status, sexual orientation, religion, age and physical condition.
2. Theoretical and practical knowledge of the foundations of psychology and counseling psychology as scientific disciplines.
3. Mastery of theories and application of psychology and school psychology as scientific discipline.
4. Attitudes that promotes the acceptance of feedback concerning his/her skills as facilitator, consultant and trainer of human resources.
5. Ability to integrate in his/ her behavior professional ethical and legal standards.

6. Responsibility for life-long learning, maintaining a reflexive and analytic attitude for theoretical, applied and professional issues.
7. Ability to locate, identify, access, retrieve, assess, organize and use information pertinent to the discipline.

ADMISSION REQUIREMENTS AND PROCEDURES

The master programs of the San Juan Campus emphasize, as its primary goal, the training of psychologists who aspire to provide the highest levels of professional mental health services to the community and schools. The program will train future school psychologists to consider the environmental influences of the family, school-parent collaboration, relationship with peers, community, school, work, public policy and culture. To conclude, the philosophical approach of the Program will be demonstrated through its goals and objective in conjunction with the institutional goals and objective. The philosophical approach is envisioned within the following areas:

1. Evidence knowledge in the basic areas of psychology: Biological, cognitive, affective, social, developmental, historic, ethical and legal bases of human behavior.
2. Examine and evaluate the basic principals of psychology test.
3. Develop comprehensive skills in individual, group and family interventions.
4. Develop comprehensive skills and a thought knowledge of and ability to apply ethical principles and professional standards to school psychology practice.
5. Understand and demonstrate skills related to cultural sensitivity and individual differences with social responsibility and commitment.
6. Develop the skills to be discerning consumers of scholarly works and research, including studies of evidence-based intervention.
7. Develop positive attitude towards introspection and feedback as a manner of personal and professional growth.
8. Apply knowledge and skills of schools training in the development of seminars and workshop.

All graduate candidates must satisfy the following minimal requirements:

1. **ADMISSION APPLICATION** – Applicants must submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Payment of a nonrefundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **GRADE POINT AVERAGE** – It is required a bachelor degree with a grade-point average (GPA) of 2.75 (on a 4.0 scale) or higher. This is the minimum GPA required to apply. Only the GPA of conferred degrees will be taken into consideration.
3. **OFFICIAL TRANSCRIPTS** – Request that official transcripts from ALL previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA , an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. Failure to report previous college and/or graduate work attended constitutes a falsification of application which will result in the loss of all credits earned and may result in dismissal.
4. **RECOMMENDATION LETTERS** – Two (2) recommendation letters from a professor, employer or community leader are required. It is required to use UCA's official Recommendation Letter form.

5. **RESULTS OF EXADEP OR G.R.E.** – Every applicant must submit evidence of the score obtained in the EXADEP (Examen de Admisión a Estudios de Posgrado) or G.R.E. (Graduate Record Examinations). Only scores five years old or less will be accepted.
6. **CERTIFICATE OF GOOD CONDUCT** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
7. **HEALTH CERTIFICATE** – Submit an original Health Certificate (No more than one year old)
8. **HEPATITIS –B VACCINE** – Submit evidence of vaccination for hepatitis-B.
9. **COPY OF THE PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health) - Only for applicants 21 years old or less at the moment of admission.
10. **INTERVIEW WITH THE ADMISSIONS COMMITTEE** – Those candidates recommended by the Evaluation Committee will receive an appointment for an interview with one or more members of the Faculty of the program of interest.
11. **STATEMENT OF PURPOSE** – Every candidate with an appointment for an admission interview, will be required to write, the day of the interview, a statement of purpose. The statement of purpose serves to determine the candidate’s interest in the academic program, in the Institution, short, medium and long term goals, written communication skills and general writing skills.
12. **INTERNATIONAL APPLICANTS** – International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
13. **ADDITIONAL REQUISITES SPECIFIC OF EACH ACADEMIC PROGRAM** – Every applicant must comply with the admission requisites that are specific of the program of interest.

The Institution reserves the right to admit students who do not comply with the minimum admission requisites. In this regard, every person interested in any of UCA’s academic offerings is encouraged to apply for admission, and submit all the required documentation, even though he/she thinks that does not comply with the minimum admission requirements. The Institution may consider candidates who do not comply with the minimum requisites every time the list of candidates who comply with all the requisites is exhausted and there are still positions available in the program of interest. Every application completed will be included in a waiting list and will be evaluated in order (major to minor) according to the Institutional Admission Score obtained during the evaluation process.

Having satisfied these initial requirements, an appointment will be made for an interview with the candidate so as to evaluate his/her potential for becoming a competent professional psychologist. An interview with the Admission Committee, composed of Doctoral program Faculty members will be scheduled. Should this requirement be impossible due to time or distance, the student can be admitted under Special Student Status. The interview requirement must then be satisfied by the end of the first academic session.

The Admission Committee evaluates each student's eligibility and suitability for the program. The Committee has among its functions the mission of serving as a screening body. The Committee reviews the applicant's motivation, commitment, cultural sensitivity, background, and potential to succeed in the field. Ultimately, CAU/SJC reserves the right to reject any applicant.

Acceptance of the candidate is subject to satisfactory receipt and review of the aforementioned requirements. It should be understood, however, that satisfaction of these minimal requirements alone does not guarantee acceptance into the doctoral program. Admission to the Institution is a highly selective and

competitive process. The decision of the Faculty to interview a prospective student does not indicate or imply acceptance of the candidate.

If matriculation is approved, a statement of requirements will be issued by the Office of Admissions and formal matriculation for the doctoral degree will be established. Applicants who have not yet fulfilled their academic prerequisites must fulfill their requirements at the Undergraduate or Master level before final admission action is taken by the Faculty. Please note that any admission notification will be cancelled after one year.

Applicants will receive admission for the session solicited. Upon notification of acceptance, the Institution requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition.

CANDIDATES' EVALUATION PROCEDURES

1. Candidates will submit all the required documentation according to the level and program of interest and any other additional document requested by the program.
2. The Evaluation Committee will evaluate all applications and assign a preliminary score based on all the criteria and weights established for the level and program (Institutional Admission Index). Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will receive an appointment for an admission interview.
3. The candidates selected by the Evaluation Committee will receive an appointment specifying date, hour and place for the admission interview
4. The Evaluation Committee will then complete the evaluation process and assign a final score according to the criteria and weights established for each level and program. The evaluation will be realized according to the following weights assigned to each criterion:

a.	Grade Point Average	45%
b.	EXADEP or GRE score	10%
c.	Statement of Purpose	10%
d.	Recommendation Letters	10%
e.	Interview	15%
f.	Additional requisites	10%
5. Every candidate will receive a notification letter with the decision of the Evaluation Committee.
6. Those candidates who disagree with the decision of the Evaluation Committee may submit an appeal in writing.

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

Fundamentals in Psychology (12 credits)

SPSF 540	Life-Span Human Development	3 cr.
SPSF 508	Physiological Psychology ..	3 cr.
SPSF 628	Neuroscience Approach of Cognitive & Affective Aspects of Behavior	3 cr.
SPSF 661	Social Psychology with Emphasis in P.R. ..	3 cr.

Fundamentals in Education (12 credits)

SPSF 500	Theories of Learning and Motivation	3 cr.
SPSF 541	The Exceptional Child	3 cr.
SPSF 662	Reading and Writing Disorder: Assessment and Intervention ..	3 cr.
SPSF 679	Educational Psychology	3 cr.

Research (6 credits)

RMIC 625	Introduction to Scientific Research ..	3 cr.
PSYF 568	Applied Inferential Statistics	3 cr.

Evaluation (9 credits)

SPSF 588	Theory of Tests and Test Construction	3 cr.
SPSC 501	Cognitive-Academic Assessment ..	3 cr.
SPSC 502	Social-Behavioral Assessment	3 cr.

Direct Intervention (9 credits)

SPSF 656	Child Psychopathology ..	3 cr.
SPSC 506	Crisis and Trauma Response and Interventions with Children.....	3 cr.
SPSC 504	Psycho-educational Interventions with Children	3 cr.

Indirect Intervention: Electives (3 credits)

SPSE 508	Positive Behavioral Supports and Classroom Intervention	3 cr.
SPSE 510	Theories of Counseling and Psychotherapy ..	3 cr.
SPSE 511	Theories of Group Counseling ..	3 cr.
SPSE 600	Child Psychotherapy	3 cr.
SPSE 626	Behavior Modification ..	3 cr.

Professional Practice of School Psychology (9 credits)

SPSC 509	School and Family Systems	3 cr.
SPSC 507	Consultation in Educational Settings ..	3 cr.
SPSC 505	Professional and Ethical Functions of School Psychologists	3 cr.

Practicums

SPRA 510	Introduction to School Psychology Practicum	0 cr.
SPRA 520	Assessment Practicum for School Psychologists ..	0 cr.
SPRA 530	Intervention Practicum for School Psychologists ..	0 cr.
SPRA 540	Practicum in School Setting ..	0 cr.

Seminars

SEMM 531	APA Writing Style Seminar ..	0 cr.
SEMM 532	Workshop on Writing Skills and Case Conceptualization	0 cr.
SEMM 551	Special Education: Inclusion, Accommodations and IEP's ..	0 cr.

Total Academic Credits

Total School Psychology Practicum Units- Practicum I, II, III, IV

Comprehensive Exam

Total Credit: 60 credits

**MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY
CURRICULAR SEQUENCE**

FIRST YEAR

FALL		CREDIT HOURS
SPSC 505	Professional and Ethical Functions of School Psychologists	3
PSYF 568	Applied Inferential Statistics	3
SPSF 656	Child Psychopathology	3
SPSF 540	Life-Span Human Development	3
SPRA 510	Introduction to School Psychology Practicum	0
SEMM 531	APA Writing Style Seminar	0
	Total Semester Credit Hours	12

SPRING		CREDIT HOURS
SPSF 508	Physiological Psychology	3
SPSF 588	Theory of Tests and Test Construction	3
SPSC 501	Cognitive-Academic Assessment	3
SPSC 502	Social-Behavioral Assessment	3
SPRA 520	Assessment Practicum for School Psychology	0
SEMM 532	Workshop on Writing Skills and Case Conceptualization	0
	Total Semester Credit Hours	12

SUMMER		CREDIT HOURS
SPSF 541	The Exceptional Child	3
SPSF 628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	3
	Total Semester Credit Hours	6

SECOND YEAR

Fall		CREDIT HOURS
SPSC 506	Crisis and Trauma Response and Interventions with Children	3
SPSF 500	Theories of Learning and Motivation	3
SPSF 662	Reading and Writing Disorders: Assessment and Intervention	3
SPSC 504	Psycho-educational Interventions with Children	3
SPRA 530	Intervention Practicum for School Psychologists	0
SEMM 551	Special Education: Inclusion, Accommodations and IEP's	0
	Total Semester Credit Hours	12

SPRING		CREDIT HOURS
SPSC 509	School and Family Systems	3
SPSC 507	Consultation in Educational Settings	3
RMIC 625	Introduction to Scientific Research	3
SPRA 540	Practicum in School Setting	0
	Total Semester Credit Hours	12

SUMMER		CREDIT HOURS
SPSF 661	Social Psychology with Emphasis in PR	3
SPSF 679	Educational Psychology	3
	Elective	3
	Comprehensive Exam	

ELECTIVE CLASSES	(Select one course from the following list)	CREDIT HOURS
SPSE 508	Positive Behavioral Supports and Classroom Intervention	3
SPSE 510	Theories of Counseling and Psychotherapy	3
SPSE 511	Theories of Group Counseling	3
SPSE 600	Child Psychotherapy	3
SPSE 626	Behavior Modification	3

Total Credit: 60 credits

DOCTORAL PROGRAM

ADMISSION REQUIREMENTS AND PROCEDURES

The doctoral programs of the San Juan Campus emphasize, as its primary goal, the training of psychologists who aspire to provide the highest levels of professional mental health services to the community.

SJC offers doctoral programs in the following areas:

- Psy.D. Clinical Psychology
- Ph.D. Clinical Psychology
- Ph.D. Industrial/Organizational Psychology
- Ph.D. General Psychology with specialization in Professional Consulting, Research and Teaching

Additionally, SJC offers a graduate certificate program in Autism of 24 credits. Admissions requirements and curricular sequence are addressed in this catalog following the dispositions on the doctoral programs.

The two doctoral level clinical programs (Ph.D. and Psy.D.) represent different orientations within this mission. The Psy.D. program was designed to prepare clinical psychologists in psychotherapeutic and psychodiagnostic skills, supervisory and consultation work in mental health programs. The Ph.D. program retains the traditional emphasis on statistics and research skills.

The Ph.D. in Industrial/Organizational Psychology seeks to develop skills in organizational development and training in different organizational contexts. The program is designed to develop research, administrative, supervisory and consultation skills. The Ph.D. program retains the traditional emphasis on statistics and research skills.

All graduate candidates must satisfy the following minimal requirements:

1. **ADMISSION APPLICATION** - Applicants must submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Payment of a nonrefundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **GRADE POINT AVERAGE** - It is required a grade-point average (GPA) of 3.25 (on a 4.0 scale) or higher. This is the general cumulative GPA, not the concentration or graduation GPA. This is the minimum GPA required to apply. Only the GPA of conferred degrees will be taken into consideration. The GPA of a masters degree in progress will not be used to qualify for admission. Regarding the 2.75 GPA THE PsyD Program has expressed their interest in having it return to the previously used GPA of 3.25. If you need further information regarding this issue please let me know.
3. **OFFICIAL TRANSCRIPTS** - Request that official transcripts from ALL previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at CAU an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold, preventing any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitutes a falsification of application which will result in the loss of all credits earned and may result in dismissal.**

Applicants to any of the Doctoral Programs in Clinical Psychology (Ph.D. or Psy.D.) must have obtained a BA, BS, MA or MS in psychology, or a related field of study, from an institution

accredited by the Puerto Rico Council of Education. Degrees or credits taken outside of Puerto Rico must have been taken at an institution accredited by a regional accrediting body recognized by the CHEA; 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 CHEA. Please take note that six weeks typically elapse between the filing of an application and receipt of all supporting documents.

In the case of the Ph.D. in Industrial/Organizational Psychology, only applicants with an MS or MA in Industrial/Organizational Psychology from an accredited institution will be considered for admission. From said master's degree, CAU can accept for transfer up to 42 credits. The total number of credits accepted for transfer will be certified by the Program Director once the student is enrolled in the Program and have submitted a completed Credit Transfer Application to the Office of the Registrar. Once the credit transfer application has been approved by the Program Director, if the student decides to accept it, in order to make it official he/she will have to satisfy the applicable credit transfer fee at the Finance Office (Please verify credit transfer fee in effect at the moment of satisfying the payment.). This same rule applies when applying for transfer of practice modules.

4. **RECOMMENDATION LETTERS** - Two (2) recommendation letters from a professor, employer or community leader are required. *It is required to use UCA's official Recommendation Letter form.*
5. **RESULTS OF EXADEP OR G.R.E.** - Every applicant must submit evidence of the score obtained in the EXADEP (Examen de Admisión a Estudios de Posgrado) or G.R.E. (Graduate Record Examinations). Only scores five years old or less will be accepted.
6. **CERTIFICATE OF GOOD CONDUCT** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
7. **HEALTH CERTIFICATE** - Submit an original Health Certificate (No more than one year old)
8. **HEPATITIS -B VACCINE** - Submit evidence of vaccination for hepatitis-B.
9. **COPY OF THE PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health) - Only for applicants 21 years old or less at the moment of admission.
10. **INTERVIEW WITH THE ADMISSIONS COMMITTEE** - Those candidates recommended by the **Evaluation Committee** will receive an appointment for an interview with one or more members of the Faculty of the program of interest.
11. **STATEMENT OF PURPOSE** - Every candidate with an appointment for an admission interview, will be required to write, the day of the interview, a statement of purpose. The statement of purpose serves to determine the candidate's interest in the academic program, in the Institution, short, medium and long term goals, written communication skills and general writing skills.
12. **INTERNATIONAL APPLICANTS** - International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
13. **ADDITIONAL REQUISITES SPECIFIC OF EACH ACADEMIC PROGRAM** - Every applicant must comply with the admission requisites that are specific of the program of interest.

The Institution reserves the right to admit students who do not comply with the minimum admission requisites. In this regard, every person interested in any of UCA's academic offerings is encouraged to apply for admission, and submit all the required documentation, even though he/she thinks that does not comply with the minimum admission requirements. **The Institution may consider candidates who do not**

comply with the minimum requisites every time the list of candidates who comply with all the requisites is exhausted and there are still positions available in the program of interest. Every application completed will be included in a waiting list and will be evaluated in order (major to minor) according to the Institutional Admission Score obtained during the evaluation process.

Having satisfied these initial requirements, an appointment will be made for an interview with the candidate so as to evaluate his/her potential for becoming a competent professional psychologist. An interview with the Admission Committee, composed of Doctoral program Faculty members will be scheduled. Should this requirement be impossible due to time or distance, the student can be admitted under Special Student Status. The interview requirement must then be satisfied by the end of the first academic session.

The Admission Committee evaluates each student's eligibility and suitability for the program. The Committee has among its functions the mission of serving as a screening body. The Committee reviews the applicant's motivation, commitment, cultural sensitivity, background, and potential to succeed in the field. Ultimately, CAU/SJC reserves the right to reject any applicant.

Acceptance of the candidate is subject to satisfactory receipt and review of the aforementioned requirements. It should be understood, however, that satisfaction of these minimal requirements alone does not guarantee acceptance into the doctoral program. Admission to the Institution is a highly selective and competitive process. The decision of the Faculty to interview a prospective student does not indicate or imply acceptance of the candidate.

If matriculation is approved, a statement of requirements will be issued by the Office of Admissions and formal matriculation for the doctoral degree will be established. Applicants who have not yet fulfilled their academic prerequisites must fulfill their requirements at the Undergraduate or Master level before final admission action is taken by the Faculty. Please note that any admission notification will be cancelled after one year.

Applicants will receive admission for the session solicited. Upon notification of acceptance, the Institution requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition.

Upon acceptance, students in the doctoral programs need to maintain a satisfactory performance in all academic courses and/or training modules. The following circumstances will lead to institutional dismissal of a doctoral program student:

1. Obtaining two (2) NP in dissertation (DISS 870), internship (PSIN 890), laboratories or clinical practice modules whether consecutive or not.
2. Obtaining a C or below in any concentration course in two (2) attempts.
3. Not approving either the Master Level or Doctoral Level Examination after four (4) attempts.
4. In the case of the doctoral programs in clinical psychology, not maintaining a 3.25 GPA.

CANDIDATES' EVALUATION PROCEDURES

1. Candidates will submit all the required documentation according to the level and program of interest and any other additional document requested by the program.
2. The **Evaluation Committee** will evaluate all applications and assign a preliminary score based on all the criteria and weights established for the level and program (**Institutional Admission Index**). Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will receive an appointment for an admission interview.

3. The candidates selected by the **Evaluation Committee** will receive an appointment specifying date, hour and place for the admission interview
4. The **Evaluation Committee** will then complete the evaluation process and assign a final score according to the criteria and weights established for each level and program. The evaluation will be realized according to the following weights assigned to each criterion:
 - a. Grade Point Average 45%
 - b. EXADEP or GRE score 10%
 - c. Statement of Purpose 10%
 - d. Recommendation Letters 10%
 - e. Interview 15%
 - f. Additional requisites 10%
5. Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will be accepted.
6. Every candidate will receive a notification letter with the decision of the Evaluation Committee.
7. Those candidates who disagree with the decision of the Evaluation Committee may submit an appeal in writing.

DOCTOR OF CLINICAL PSYCHOLOGY (Psy.D.)

MISSION

To train culturally sensitive Hispanic clinical psychologists with the necessary competencies to provide services to clients, families, and Hispanic groups along with the social system. The Mission focuses on a holistic, dynamic, and integrated perspective that is realized through a balanced and interconnected sequence of didactic coursework, experiential clinical training, and opportunities for research and scholarly work.

VISION

The program contributes to the search of high quality clinical interventions provided through a rigorous academic curricula and clinical experiences while respecting cultural diversity.

PHILOSOPHY OF TRAINING

The philosophy of training in the Program is to prepare students to become competent clinical psychologists based on a practitioner model. This model focuses on the professional growth and self-awareness of the students as well as the development of cultural sensitivity in the provision of clinical services. The Program provides students with the opportunity to address issues of cultural and individual diversity, work with a wide range of client populations, practice in multiple settings, and engage in a variety of professional roles such as clinicians, administrators, supervisors and consultants. This process considers the best research evidence integrated with clinical competencies and skills to promote positive therapeutic outcomes.

TRAINING MODEL

The resolutions of the 1973 Vail Conference advocated the development of the professional training model to be determined by the skills it's graduates will need in order to function effectively in the particular roles that they have chosen. The primary emphasis of the Psy.D. Clinical training is based on direct delivery of professional services. The Professional Scholar model is best suited for training psychologists who's primary roles will be in the area of direct professional practice. This model endeavors to produce psychologists who bring scientific approach to the multiple roles in which the function as clinical psychologists.

The goals for research training in programs adhering to the Professional Scholar model should develop in the students: enough basic skills to be able to design and execute competent products in professional and in some cases academic contexts with the support with properly trained consultants; a basic understanding and respect for the scientific basis of the discipline, and methodological knowledge to make them good consumers of scientific knowledge products. Professional Scholar programs don't assume that the graduates will be involved in generating new knowledge in any substantial matter.

Based on the Professional Scholar model, the mission of the Psy.D. program emphasizes a holistic, dynamic and integrated perspective, which is carried out through a balanced and interconnected sequence of didactic offerings, research opportunities, and experiential training placements where services are provided to the community. These activities are structured to serve the mission of promoting special sensitivity towards culturally diverse populations, with particular attention to the Hispanic sectors. This name is highly consistent with our tradition and with our goals, objectives and competencies.

The Program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution and appropriate to the science and practice of Psychology. The main goals, objectives and competencies of the Program are to:

Goal #1:
Educate students to practice professional clinical psychology according to the theories, methods, and findings of scientific research and scholarly works.
Objectives for Goal #1:

- 1.1 Acquire knowledge in foundational areas of applied psychology.
- 1.2 Develop the skills to be ethical, discerning consumers of scholarly works and research, including studies of evidence-based interventions.

Competencies Expected for these Objectives:

- 1.1.a Learn theories that are fundamental for the understanding of the biological and developmental aspects of behavior.
- 1.1.b Learn theories that are fundamental for the understanding of the cognitive aspects of behavior.
- 1.1.c Learn theories that are fundamental for the understanding of affective and social aspects of behavior.
- 1.1.d Demonstrate the ability to study diverse clinical problems and interventions applying empirical research findings.
- 1.2.a Develop conscientiousness for life-long learning, maintaining an ethical, proactive and analytic attitude for theoretical, applied, and professional issues.

Goal #2:

Prepare students to become professional clinical psychologists who provide comprehensive psychological assessment and psychotherapeutic interventions in an ethical and competent manner.

Objectives for Goal #2:

- 2.1 Develop self-awareness, personal and interpersonal skills.
- 2.2 Develop comprehensive skills in clinical assessment, diagnosis and psychotherapy.
- 2.3 Develop a thorough knowledge of and ability to apply ethical principles and professional standards to clinical practice.

Competencies Expected for these Objectives:

- 2.1.a Identify, analyze and apply personal characteristics and interpersonal styles that may enhance or hinder the ability to relate to others.
- 2.1.b Demonstrate empathy, verbal and non-verbal clinical skills.
- 2.2.a Ability to develop assessment diagnosis and case management skills.
- 2.2.b Develop intervention skills in individual, group and family therapies.
- 2.2.c Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality and prepare professional reports that integrate test data with collateral findings.
- 2.3.a Incorporate ethical skills based on the APA, Examining Board of Puerto Rico (EBPPR) and Puerto Rico Psychological Association (PRPA) Codes of Ethics, as well as national and federal laws, rules, regulations and professional standards relevant to clinical practice in professional relationships.

Goal #3:

Educate students in conceptual models, skills and attitudes toward culturally and individually diverse populations, emphasizing a sense of social commitment within the community.

Objectives for Goal #3:

- 3.1. Understand and demonstrate knowledge and skills related to cultural sensitivity and individual differences with social responsibility and commitment.

Competencies Expected for these Objectives:

- 3.1.a Identify individual, biological, and sociocultural differences in clinical assessment and selection of tests.
- 3.1.b Demonstrate and apply knowledge and skills of evidence-based interventions with sensitivity to diverse populations.

Goal #4:

Prepare students to function as clinical supervisors, program designers and implementers, and consultants.

Objectives for Goal #4:

- 4.1. Develop knowledge and skills as clinical supervisors, program designers, implementers, and professional consultants in diverse settings.

Competencies Expected for these Objectives:

- 4.1.a Acquire, select and demonstrate knowledge of clinical supervision models.
- 4.1.b Demonstrate knowledge and skills in program designing and implementation.
- 4.1.c Demonstrate knowledge and skills in professional consulting models.

PRACTICUM TRAINING

The Psy.D. Program students are provided with practicum settings responsive to the Program's training goals and objectives. Students have a wide array of practicum sites including hospitals, mental health centers and forensic settings, with a diversity of treatment populations including high risk adolescents, gay-lesbian, homeless, substance abuse and domestic violence, and trauma among others. Our practicum experiences are consistent with our training model.

All students must complete a total of seven sessions of practice. During the first two clinical practices, PRAD 591 and PRAD 592, students are supervised by both, doctoral interns and licensed doctoral clinical psychologists. During the next four practices, PRAD 593 through PRAD 597, licensed doctoral clinical psychologists supervise practicum students a minimum of one hour per week. Practicum training is provided through both the in-house CMHC, and through a network of approved and monitored outside practicum sites.

As part of a program accredited by the American Psychological Association (APA) students enroll in the Psy.D. Program are expected to apply to a APA approved pre-doctoral internship. It is for this reason, students should be aware of applying to internship programs in the mainland as well to programs located in Puerto Rico.

PROGRAM LENGTH AND RESIDENCY REQUIREMENTS

The PsyD Program is designed to be completed in five years, including one year each for the completion of the doctoral dissertation and pre-doctoral internship. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the San Juan Campus of Carlos Albizu University, and at least 1 year of which must be in full-time residence at the San Juan Campus.

STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

All Psy.D. students receive a written evaluation of the following three documents once a year: letter of research progress report; letter of clinical progress report; and letter of academic progress report, which together provide information on all aspects of the student's performance. The research progress report and clinical progress report letters are personally handed to all students. They are notified by email, by research supervisors and by their clinical supervisors. Students have to sign a document stating that they have received their research, and clinical letter of progress. The copies of these letters are placed in the students' record at the registrar's office. The letter of academic progress report is sent by email and by mail to all students.

On a semester period, faculty and clinical and research supervisors provide ongoing feedback to students on their clinical and research competencies. All courses, research projects, and clinical practices include mid- and end-of-term formal written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end of semester feedback with the faculty advisor and the professional counselor.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible to assure timely completion of program requirements.

DISCLOSURE OF EDUCATION/TRAINING OUTCOMES AND INFORMATION ALLOWING FOR INFORMED DECISION-MAKING TO PROSPECTIVE DOCTORAL STUDENTS

IMPORTANT NOTICE ABOUT COMPLIANCE WITH THIS REGULATION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

As this information must be updated every year, you should refer to CAU’s web page in order to obtain the most current data: www.sju.albizu.edu.

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P)* requires that doctoral graduate programs provide potential students, current students and the public with accurate information on the program and with program expectations. This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed decisions about entering the program.

As stated above, the information requested should include education and training outcomes as well as information that will allow applicants to make informed and comparative decisions. The Committee believes that all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions as of January 1, 2007 to potential students in its public documents including its website, if it has one: time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates. As of January 1, 2008 licensure rates are also required. These are further defined below:

Time to Completion for Students Entering the Program with a Bachelor’s Degree

Outcome	Years in which Degrees were Conferred															
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Total	
Total number of students with doctoral degree conferred on transcript	55		49		54		43		48		34		53		336	
Mean number of years to complete program	7.15		7.27		7.44		6.79		7.40		6.21		6.91		7.02	
Median number of years to complete the program	7		7		7		7		7.5		6		6		6.79	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	0	0	0	0	1	2	3	6	0	0	1	2	5	1
Students in 5 years	5	9	6	12	7	13	3	7	2	4	13	38	18	34	54	16
Students in 6 years	19	35	9	18	11	20	16	37	12	25	10	29	10	19	87	26
Students in 7 years	13	24	11	22	13	24	9	21	7	15	6	18	10	19	69	21
Students in more than 7 years	18	33	23	47	23	43	14	33	24	50	5	15	14	26	121	36

Time to Completion for Students Entering the Program with Advanced Standing

Outcome	Years in which Degrees were Conferred															
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Total	
Total number of students with doctoral degree conferred on transcript	0		0		0		0		0		0		0		0	
Mean number of years to complete program	N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A	
Median number of years to complete the program	N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in 5 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in 6 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in 7 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in more than 7 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A

Program Costs

Description	2012 – 2013 1 st Year Cohort Cost
Tuition for full-time students (in-state)	\$12,524.00
Tuition for full-time students (out-of-state)	\$12,524.00
Tuition per credit hour for part-time students (<i>if applicable</i>)	\$297.00
University/institution fees or costs	\$1,546.00
Additional estimated fees or costs (e.g. books, travel, etc.)	\$600.00

Internship Placement – Table 1

Outcome	Year Applied for Internship													
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships*	44	-	47	-	41	-	45	-	45	-	43	-	50	-
Students who obtained internships	44	100	47	100	41	100	45	100	45	100	43	100	50	100
Students who obtained APA/CPA-accredited internships	3	7	1	2	2	5	2	4	1	2	0	0	1	2
Students who obtained APPIC member internships that were not APA/CPA accredited (<i>if applicable</i>)	2	5	1	2	13	32	7	16	3	7	63	7	4	8
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines That were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	39	89	45	96	26	63	36	80	41	91	40	93	45	90

Internship Placement – Table 2

Outcome	Year Applied for Internship													
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships	44	100	47	100	41	100	45	100	45	100	43	100	50	100
Students who obtained paid internships	43	98	42	89	40	98	36	80	37	82	41	95	46	92
Students who obtained half-time internships (<i>if applicable</i>)	1	2	0	0	0	0	1	2	2	4	0	0	0	0

Attrition Rate

Variable	Year of First Enrollment													
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	46	-	49	-	44	-	69	-	50	-	51	-	49	-
Students whose doctoral degrees were conferred on their transcripts	24	52	25	51	15	34	1	1	0	0	0	0	0	0
Students still enrolled in the program	13	28	10	20	14	32	49	71	37	74	39	76	41	84
Students no longer enrolled for any reason other than conferral of doctoral degree	9	20	14	29	15	34	19	28	13	26	12	24	8	16

Licensure

Outcome	2002-2003 to 2009-2010
Total number of students with doctoral degrees conferred on transcript in time period	402
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	338
Licensure percentage	84%

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

AREA I. Foundation Courses	24 cr.
PSYF 500 Theories of Learning and Motivation	3 cr.
PSYF 505 Ethics and Professional Conduct	3 cr.
PSYF 661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PSYF 628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior	3 cr.
PSYF 540 Life-Span Human Development	3 cr.
PSYF 568 Applied Inferential Statistics	3 cr.
PSYF 588 Theory of Tests and Test Construction	3 cr.
PSYF 612 History and Systems of Psychology	3 cr.
 AREA II. Concentration Courses	 54 cr.
PSAC 603 Assessment of Intelligence	3 cr.
PSDL 603 Assessment of Intelligence Laboratory	0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
PSAC 604 Assessment of Personality: Projective Techniques	3 cr.
PSDL 604 Assessment of Personality Projective Techniques Lab.	0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
PSYC 515 Comparative Theories of Personality and Psychotherapy	3 cr.
PSYC 516 Techniques of Psychotherapy	3 cr.
PSYC 617 Advanced Techniques of Psychotherapy	3 cr.
PSDL 617 Advanced Techniques of Psychotherapy (Lab.)	0 cr.
PSYC 626 Cognitive Behavioral Therapies	3 cr.
PSYC 534 Psychopathology	3 cr.
PSYC 535 Advanced Psychopathology	3 cr.
PSYC 634 Cross Cultural Psychotherapies.....	3 cr.
PSYC 749 Psychopharmacology.....	3 cr.
PSYF 753 Family Theory and Systems	3 cr.
PSAC 681 Assessment of Personality: Objective Techniques	3 cr.
PSDL 681 Assessment of Personality: Objective Techniques Lab.	0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
PSDC 711 Strategies and Techniques in Professional Consultation	3 cr.
PSDC 713 The Teaching of Psychotherapy: Strategies and Techniques in Clinical Supervision	3 cr.
PSDC 714 Design and Adm. of Human Service Programs	3 cr.
PSDC 720 Design and Interpretation of Statistical Analysis	3 cr.
PSDC 740 Group Therapy	3 cr.
PSDC 761 Family Therapy I	3 cr.
PSDL 761 Family Therapy I – Laboratory	0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
 AREA III. PRAD 591 through PRAD 597 <u>Practicums</u> 1 - 7	 0 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
PRAD 901- Optional Clinical Practicum-needs to be added to the list	
 AREA IV. Electives	 18 cr.
 AREA V. Clinical Examination and Specialty Examination	 0 cr.
(Please refer to page 39 for costs associated with degree exams.)	
 AREA VI. PSIN 890 Internship	 0 cr.
(Please refer to page 39 for costs associated with Internship.)	
 AREA VII. DISS 870 Doctoral dissertation and journal article	 0 cr.
(Please refer to page 39 for costs associated dissertation.)	
 Total Academic Credits	 96 cr.
Total Clinical Practicum Credits 1 – 6 & 7 practicums	0 cr.

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

FALL FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-505	Ethics and Professional Conduct*		3
PSYC-515	Comparative Theories of Personality & Psychotherapy		3
PSYC-534	Psychopathology		3
PSYF-568	Applied Inferential Statistics*		3
PRAD-591	Clinical Practicum I		0
SEMM-540	Self-Care/Graduate Studies		0

SPRING FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-500	Theories of Learning and Motivation *		3
PSYC-516	Techniques of Psychotherapy	PSYC-515, PSYC-534, PSYF-505	3
PSYC-535	Advanced Psychopathology *	PSYC-515, PSYC-534, PSYF-505	3
PSYF-588	Theory of Test and Test Construction	PSYF-568	3
PRAD-592	Clinical Practicum II	PSYC-515, PSYC-534, PSYF-505 PRAD-591	0
SEMM-545	Writing and Oral Communication		0

SUMMER FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-540	Life-Span Human Development*		3
PSYF-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior *		3
PSYC-626	Cognitive Behavioral Therapies	PSYF-500	3
SEMM-531	Seminar APA Style		0

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

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

SPRING SECOND YEAR (CONT.)			
Code	Course Title	Prerequisites	Credits
PSYF-661	Social Psychology with emphasis in Puerto Rico*		3
PSDC-740	Group Therapy**	PSYC-617, PSDL-617	3
PRAD-594	Clinical Practicum IV*	PSAC-603, PSDL-603, PSYC-626, PRAD-593, PSYC-617, PSDL-617	0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-753	Theory and Family Systems	PSYC-516, PSYC-535	3
PSYC-749	Psychopharmacology	PSYF-628	3
PSYF-612	History and Systems of Psychology		3

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

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

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSDC-714	Design and Administration of Human		3

	Services Programs**		
	ELECTIVE COURSE # 1		3
	ELECTIVE COURSE # 2		3

FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	ELECTIVE COURSE # 3		3
	ELECTIVE COURSE # 4		3
DISS-870	DISSERTATION	PRAD-596,PSDC-711,PSDC-713,PSDC-714,PSDC-720,PSYD-634,PSYC-749	0
PSYD-705	SPECIALTY EXAMINATION	PSYD-605,PSYD-606,PRAD-595,PSDC-761,PSYCL-761,PSDC-714,PSDC-711,PSDC-713,PSDC-740	0

PRAD - 597 Clinical Practicum VII 0 Credits

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	ELECTIVE COURSE # 5		3
DISS-870	DISSERTATION	PRAD-596,PSDC-711,PSDC-713,PSDC-714,PSDC-720,PSYD-634,PSYC-749	0

PRAD - 901 Optional Clinical Practicum 0 Credits

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

FALL FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	INTERNSHIP	ALL COURSES, PSYD-705	0

SPRING FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	INTERNSHIP	ALL COURSES, PSYD-705	0

SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	INTERNSHIP	ALL COURSES, PSYD-705	0

*Pre-requisites for the Clinical Exam

**Pre-requisites for the Specialty Exam

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)

Mission of the Program

The PhD Program strives to be an exemplary and competitive Clinical Psychology Program which develops culturally sensitive psychologists who master the required clinical and research skills to investigate mental health issues, particularly those associated with disadvantaged population. Our educational philosophy is based on a holistic, dynamic and integrated perspective, which is carried out through a balanced and interconnected sequence of didactic offerings, research opportunities, and experiential training placements.

Training Model and Competencies Required

Since November 2010, our training model has been identified as **Scientist-Practitioner**. The goal of this model is to promote understanding of scientific methodology in clinical practice and decision-making; to evaluate and treat clients using evidence-based methods, tools, and techniques; to ensure that practice and approaches to clinical problems are informed by science; and to foster practice-based research. The program trains the broad range of core competencies in academic psychology in the substantive area of training in accordance with the Guidelines and Principles for Accreditation of Programs in Professional Psychology (2012).

The five domains emphasized in this model are (a) Research, (b) Clinical Practice, (c) Cultural and Individual Differences, (d) Integration of Science and Practice, and (e) Professional Development. Our Program goals and objectives are based on these five domains. The program goals are: (1) to train students in the construction/creation and integration in research in clinical psychology; (2) to train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology; (3) to train students in application of knowledge with sensitivity to cultural and individual differences and their implications in research, clinical practice and supervision; and (4) to train students in the application of science (theory) into the practice setting.

The PhD program provides and implements a clear and coherent curriculum plan, which consists of 96 credits, including: 11 foundation courses; 17 concentration courses; 4 elective courses; 7 laboratories, 2 seminars, 6 clinical practicum; 4 research practicum; a research paper doctoral requirement practicum (RPDR-801); the dissertation; and the PhD Comprehensive Integrative Program Examination. In RPDR-801 students are expected to submit an article in a professional peer-reviewed journal.

Clinical as well as research competencies are integrated into the clinical and research practicum as well as into the core courses offered during the academic session. The training for practicum is sequential, cumulative, graded in complexity, and designed to prepare students for further organized training. The courses as well as the practicum follow a sequence of complexity. The clinical and research practicum are based on a Developmental Model of competencies that emphasizes the acquisition of competencies in a sequential and cumulative way increasing in complexity.

Research Practicum

The research practicum is held at the Scientific Research Institute or at outside placements and supervised by doctoral-level research faculty. We expect students to master these research skills: literature review; use of computerized programs, databases, software for research purposes; ethical principles; research methodology; development of research hypothesis & methods of problem analysis; cultural competencies; and oral and writing skills. There are four-research practicum with an additional research paper doctoral requirement (RPDR-801) that students can enroll for a maximum of three additional academic sessions. The RPDR-801 is designed to prepare students to submit a proposal to IRB and to produce an oral presentation or a published article. All program students must complete four-research practicum in the first 2 years of the Program. In Research Practice I and II students must dedicate approximately 2 weekly hours to the research practicum. Student's research hours in each practicum must

not be less than 36 hours during the academic session. Supervised time in research projects must not be less than 4 hours during the academic session. Research Practicum III and IV (RPIC-673 & RPIC-674) are taken during the second year of the program. For the research component, progressive mastery of the following competencies is expected: knowledge of the APA and Puerto Rican Psychological Association Code of Ethics; ability to apply ethical principles in clinical research; perform literature reviews; skills to use computers for research purposes (data entry); capacity to identify research problems, formulate research hypothesis, design a research plan, apply qualitative and quantitative research methodologies, conduct and interpret statistical analyses; ability to write a research report; and understand the role of social responsibility in the formulation of research problems.

Clinical Practicum

There are six Clinical Practicum (PRAC-591, PRAC-592, PRAC-593, PRAC-594, PRAC-595, and PRAC-596) courses. In the first two clinical practices (PRAC-591 & PRAC-592), didactic and clinical experiences are oriented to the development of personal, interpersonal and communication skills along with the basic skills of initial interviewing and case conceptualization using major psychological intervention models. In Clinical Practice III and IV students practice the necessary skills in assessment, conceptualization, treatment plans, psychotherapy interventions and the basic skills to conduct psychological evaluations in the areas of intelligence, perceptual motor and adaptive behaviors. The developmental dimension is emphasized as students are exposed to different populations including children, adolescents and adults. The incorporation of the different models of conceptualization and therapy include behavioral, cognitive, and social cultural approaches. In Clinical Practice I the students do not see clients. In Clinical Practice II they begin seeing two clients. In Clinical Practice III they have a caseload of six clients. In Clinical Practice IV they start including cases of psychological tests and also psychotherapy. Clinical Practice V and VI (third year), students will continue refining clinical skills in evidenced based interventions with different clients and conditions and incorporate the evaluation of personality into a battery of psychological tests. The total amount of clinical practice hours amassed is 1,170 (practices I to VI).

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

Practicum	Requirement	Supervision	Indirect Hours	Face/Face	Didactic Hours	Total
PRAC 591 16 weeks	N/A	80	60	0	20	160
PRAC 592 24 weeks	3 individual cases	104	52	78	4	238
PRAC 593 16 weeks	6 individual case	16	32	96	4	148
PRAC 594 26 weeks	4 individual cases/ 3 cognitive evaluation	26	52	156	4	238
PRAC 595 16 weeks	3 individual cases/ 1 family/couples case/ 1 cognitive, psychological, or psych-educational evaluation	16	32	96	4	148
PRAC 596 26 weeks	3 individual cases/ 1 family/couples case/ 1 cognitive, psychological, or psych-educational evaluation	26	52	156	4	238
Total		268	280	582	40	1,170

For the clinical area, progressive mastery of the following competencies is expected: skill in performing interviews; ability to integrate ethical principles into clinical practice; knowledge of professional guidelines and standards; self-awareness about interpersonal skills; capacity to diagnose mental disorders and other deviant condition; skills to plan treatments; apply short and long term psychotherapeutic interventions; skills in behavioral-cognitive and multi-modal therapies; ability to apply empirically-supported interventions; and ability to administer, score and interpret intelligence, perceptual, personality and adaptive tests. The student is also required to successfully complete a clinical case presentation as an

outcome of readiness for internship. This requirement must be fulfilled anytime between the fifth or sixth practicum. As of Fall 2013 the successful completion of a clinical case presentation will have a weight of 25% of the Ph.D. Clinical Psychology Program requirements for the readiness to internship and the completion of the programs' requirements. The remaining 75% of the weight will be attributed to the Doctoral Comprehensive Integrative Examination.

For a student to progress academically he/she must maintain a minimum cumulative G.P.A. of 3.00, pass the clinical and research practicum, pass the Integrative Program Examination, and comply with ethical standards of the profession.

Training Goals

- To train students in the construction/creation and integration in research in clinical psychology
- To train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology
- To train students in the application of knowledge with sensitivity to cultural & individual differences and their implication in research, clinical practice, and supervision
- Train students in the application of Science (theory) into the Practice Setting

Training Objectives:

The Ph.D. Clinical psychology program has eight training objectives. Upon successful completion of all academic courses and practice, the students will be able to:

- Students will acquire research skills that will be used for construction/creation of knowledge
- Students will learn to use and integrate computerized programs, databases, or systems for research purposes
- Students will acquire general knowledge of the foundations of psychology and human behavior
- Students will acquire skills related to relationships with clients and case conceptualization
- Students will acquire comprehensive assessment and evaluation skills
- Students will apply ethical principles to the clinical & research practice
- Students will demonstrate sensitivity to cultural & individual differences
- Students will translate scientific knowledge into practice

Training Competencies:

- Students will demonstrate competency in generating research questions by recognizing gaps in knowledge
- Students will demonstrate competency in the development of relevant research hypothesis & methods of problem analysis
- Students will be able to find and use research resources

- Students will demonstrate competency in presenting research reports effectively
- Students will demonstrate competency in research writing skills
- Students will master electronic data for clinical and research purposes
- Students will master statistical data entry and the creation of a Matrix
- Students will demonstrate knowledge of social & cultural factors that affect human behavior
- Students will demonstrate knowledge of biological, and affective factors that affect human behavior
- Students will demonstrate knowledge on cognitive factors that affect human behavior
- Students will demonstrate knowledge of lifespan human development and cognitive factors that affect human behavior
- Students will demonstrate competence in applying theories of personality & psychotherapy
- Students will acquire personal & interpersonal skills in the clinical intervention with clients
- Students will acquire clinical interview skills
- Students should be able to make differential diagnosis using DSM Manual
- Students will demonstrate case conceptualization through application of clinical strategies
- Students will demonstrate knowledge of the theory underlying psychological measurements in the areas of: intelligence, adaptive and personality dimensions
- Students will demonstrate competence in administering, scoring, and interpreting intellectual and personality assessment instruments tests for adults, adolescents, and children in a professional psychological report with sensitivity to individual, cultural and social differences.
- Students will demonstrate competence in applying the ethical principles and state laws governing psychology practice
- Students will demonstrate competence in applying the ethical and legal standards in the assessment & evaluation of clients
- Students will demonstrate competence in the adherence of the ethical principles supporting research
- Students will demonstrate knowledge in the appropriate use and application of cultural sensitive instruments and assessment methods with diverse population
- Students will demonstrate competency in applying culturally appropriate & competent skills in clinical practice with diverse population
- Students will demonstrate knowledge in the appropriate use and application of cultural sensitive skills necessary to conduct effective clinical supervision
- Students will acquire evidenced-based treatment knowledge in clinical practice with diverse population in particular with Hispanic population

- Students will demonstrate knowledge of the empirical basis of different forms of psychotherapy in terms of their effectiveness & efficacy
- Students will demonstrate mastery in clinical skills
- Students will demonstrate competence in oral and written communication skills

Time and Residency Requirements

The Program is designed to be completed in 5 years; including 4 years of academic training including the PhD Integrative Program exam and dissertation, and 1 year for their clinical psychology internship. The Program's residency requirements of 3 years are that 2 of the 4 academic training years must be at CAU and at least 1 of which must be in full-time residence at the Program. The Program's time limitation for completion of degree requirements is 7 years. After 7 years, students must petition the Provost for additional time.

Student Performance Evaluation, Feedback, and Advisement

All Ph.D. students receive a written evaluation of the following three documents once a year: letter of research progress report; letter of clinical progress report; and letter of academic progress report, which together provide information on all aspects of the student's performance. The research progress report and clinical progress report letters are personally handed to all students. They are notified by email, by research supervisors and by their clinical supervisors. Students have to sign a document stating that they have received their research, and clinical letter of progress. The copies of these letters are placed in the students' record at the registrar's office. The letter of academic progress report is sent by email and by mail to all students.

On a semester period, faculty and clinical and research supervisors provide ongoing feedback to students on their clinical and research competencies. All courses, research projects, and clinical practices include mid- and end-of-term formal written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end of semester feedback with the faculty advisor and the professional counselor.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible to assure timely completion of program requirements.

DISCLOSURE OF EDUCATION/TRAINING OUTCOMES AND INFORMATION ALLOWING FOR INFORMED DECISION-MAKING TO PROSPECTIVE DOCTORAL STUDENTS

IMPORTANT NOTICE ABOUT COMPLIANCE WITH THIS REGULATION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

As this information must be updated every year, you should refer to CAU’s web page in order to obtain the most current data: www.sju.albizu.edu.

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* (G&P) requires that doctoral graduate programs provide potential students, current students and the public with accurate information on the program and with program expectations. This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed decisions about entering the program.

As stated above, the information requested should include education and training outcomes as well as information that will allow applicants to make informed and comparative decisions. The Committee believes that all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions as of January 1, 2011 to potential students in its public documents including its website, if it has one; time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates. These are further defined below.

In compliance with C-20 APA/CoA’s regulation and in conformity with the Guidelines and Principles for Accreditation of Programs in Professional Psychology (2012), the Ph.D. Clinical Psychology Program of Carlos Albizu University, San Juan Campus, presents full disclosure data of education/training outcomes. The tables both in format and in content have been articulated from data provided to APA during the annual report of the academic years. It is our spirit to present these tables accurately, in a comparable format to other accredited Ph.D. programs, and to provide a friendly reading that allows comparisons.

Time to Completion for Students Entering the Program with a Bachelor’s Degree

Outcome	Years in which Degrees were Conferred															
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Total	
Total number of students with doctoral degree conferred on transcript	7	21	29	21	18	21	24	141								
Mean number of years to complete program	8	7	7	9	6	7	6	7								
Median number of years to complete the program	9	7	6	6	8	6	6	7								
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	0	0	0	3	10	2	10	0	0	0	0	0	0	5	4
Students in 5 years	1	14	3	14	6	21	3	14	1	6	7	33	10	42	31	22
Students in 6 years	0	0	5	24	6	21	7	33	3	17	6	29	6	25	33	23
Students in 7 years	0	0	3	14	2	7	4	19	5	28	3	14	3	13	20	14
Students in more than 7 years	6	86	10	48	12	41	5	24	9	50	5	24	5	21	52	37

Time to Completion for Students Entering the Program with Advanced Standing

Outcome	Years in which Degrees were Conferred															
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Total	
Total number of students with doctoral degree conferred on transcript	0		0		0		0		0		0		0		0	
Mean number of years to complete program	N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A	
Median number of years to complete the program	N/A		N/A		N/A		N/A		N/A		N/A		N/A		N/A	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in 5 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in 6 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in 7 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Students in more than 7 years	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A

Program Costs

Description	2012 - 2013 1 st Year Cohort Cost
Tuition for full-time students (in-state)	\$12,524.00
Tuition for full-time students (out-of-state)	\$12,524.00
Tuition per credit hour for part-time students (if applicable)	\$297.00
University/institution fees or costs	\$1,546.00
Additional estimated fees or costs (e.g. books, travel, etc.)	\$600.00

Internship Placement - Table 1

Outcome	Year Applied for Internship													
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships*	23	-	24	-	19	-	9	-	29	-	25	-	13	-
Students who obtained internships	23	100	24	100	19	100	9	100	28	97	23	92	13	100
Students who obtained APA/CPA-accredited internships	4	17	4	17	2	11	1	11	1	4	4	16	1	8
Students who obtained APPIC member internships that were not APA/CPA accredited (if applicable)	1	4	1	4	1	5	5	56	2	7	1	4	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students who obtained internships conforming to CDSPP guidelines That were not APA/CPA-accredited (if applicable)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	18	78	19	79	16	84	3	33	25	86	18	72	12	92

Internship Placement - Table 2

Outcome	Year Applied for Internship													
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships	23	100	24	100	19	100	9	100	28	97	23	92	13	100
Students who obtained paid internships	19	83	24	100	18	95	7	78	28	97	20	80	12	92
Students who obtained half-time internships (if applicable)	0	0	0	0	0	0	0	0	0	0	1	4	0	0

Attrition Rate

Variable	Year of First Enrollment													
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	28	-	25	-	26	-	32	-	35	-	32	-	30	-
Students whose doctoral degrees were conferred on their transcripts	11	39	14	56	0	0	0	0	0	0	0	0	0	0
Students still enrolled in the program	7	25	9	36	15	58	25	78	32	91	30	94	26	87
Students no longer enrolled for any reason other than conferral of doctoral degree	10	36	2	8	11	42	7	22	3	9	2	6	4	13

Licensure

Outcome	2002-2003 to 2009-2010
Total number of students with doctoral degrees conferred on transcript in time period	195
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	166
Licensure percentage	85%

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)

CURRICULAR REQUIREMENTS

AREA I. Clinical Courses	54 cr.
PHCP-500 Theories of Learning and Motivation	3 cr.
PHCP-505 Ethics in Clinical Practice and Research	3 cr.
PHCP-526 Comparative Theories of Personality	3 cr.
PHCP-528 Techniques of Psychotherapy	3 cr.
PHCP-585 Psychopathology I	3 cr.
PHCP-587 Advanced Psychopathology	3 cr.
PHCP-540 Life-Span Human Development	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy	3 cr.
PHCP-626 Behavior Therapy	3 cr.
PHCL-626 Behavior Therapy Laboratory.....	0 cr
PHCP-750 Trauma: Psychological Perspectives	3 cr.
PHCP-713 Techniques and Strategies of Clinical Supervision & Consultation	3 cr.
PHCP-643 Psychotherapy Research in Clinical Practice	3 cr.
PHCP-749 Psychopharmacology	3 cr.
PHCP-753 Family Therapy	3 cr.
PHCL-753 Family Therapy Laboratory	0 cr.
PHCP-612 History and Systems of Psychology	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multiple & Individual Diversity	3 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior ...	3 cr.
 Assessment Courses.....	 6 crds.
PSAC-603 Assessment of Intelligence	3 cr.
PSDL-603 Assessment of Intelligence Laboratory	0 cr.
PHCP-681 Assessment of Personality I	3 cr.
PHCL-681 Assessment of Personality I Laboratory	0 cr.

(Please refer to page 36 for costs associated to laboratory and practice.)

AREA II. Research Courses	24 crds.
RMIC-568 Applied Inferential Statistics	3 cr.
RMSL-568 Applied Inferential Statistics Laboratory	0 cr.
PHCP -588 Theory of Tests and Test Construction	3 cr.
RMIC-625 Introduction to Scientific Research	3 cr.
RMIC-822 Analysis of Variance	3 cr.
RMSL-822 Analysis of Variance Laboratory.....	0 cr.
RMIC-823 Quantitative Research Designs	3 cr.
RMIC-824 Techniques of Correlation and Multiple Regression	3 cr.
RMSL-824 Techniques of Correlation and Multiple Regression Laboratory	0 cr.
RMIC-875 Qualitative Research Design	3 cr.
RMIC-830 Cross Cultural Methods of Measurement and Evaluation	3 cr.

AREA III. Practices	0 cr.
Clinical Practices	
PRAC-591 Clinical Practice 1	0 cr.
PRAC-592 Clinical Practice 2	0 cr.
PRAC-593 Clinical Practice 3	0 cr.
PRAC-594 Clinical Practice 4	0 cr.
PRAC-595 Clinical Practice 5	0 cr.
PRAC-596 Clinical Practice 6	0 cr.
Research Practices	
RPIC-671 Research Practice 1	0 cr.
RPIC-672 Research Practice 2	0 cr.
RPIC-673 Research Practice 3	0 cr.
RPIC-674 Research Practice 4	0 cr.
RPDR-801 Research Paper Doctoral Requirement	0 cr.
(Please refer to page 39 for costs.)	
AREA IV. Electives	12 crs.
AREA V. PHCP-706 Ph.D. Integrative Program Exam	0 cr.
(Please refer to page 39 for costs.)	
AREA VI. PSIN 890 Clinical Psychology Internship	0 cr.
(Please refer to page 39 for costs.)	
AREA VII. DISS-870 Doctoral Dissertation	0 cr.
(Please refer to page 39 for costs.)	
AREA VIII. Seminars and Workshops	0 cr.
(Please refer to page 39 for costs.)	
SEMM-531 APA Writing Seminar	0 cr.
SEMM-532 Workshop on Writing skills and Case Conceptualization	0 cr.
Total Academic Credits	96 cr.
Total Practicum Credits	00 cr.

Courses Required for a Master Degree Diploma

PHCP-500 Theories of Learning and Motivation	3 cr.
PHCP-505 Ethics in Clinical Practice and Research	3 cr.
PHCP-525 Comparative Theories of Personality	3 cr.
PHCP-528 Techniques of Psychotherapy	3 cr.
PHCP-585 Psychopathology I	3 cr.
PHCP-587 Psychopathology II	3 cr.
PHCP-540 Life-Span Human Development	3 cr.
PHCP-612 History and Systems of Psychology	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy	3 cr.
PHCP-626 Behavior Therapy	3 cr.
PHCL-626 Behavior Therapy Laboratory.....	0 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multicultural & Individual Diversity	3 cr.
PSAC-603 Assessment of Intelligence	3 cr.
PSDL-603 Assessment of Intelligence Laboratory	0 cr.

PHCP-681	Assessment of Personality I & Objective Techniques	3 cr.
PHCL-681	Assessment of Personality I & Objective Techniques Laboratory	0 cr.
RMIC-568	Applied Inferential Statistics	3 cr.
RMSL-568	Applied Inferential Statistics Laboratory	3 cr.
PSYF-588	Theory of Tests and Test Construction	3 cr.
RMIC-625	Introduction to Scientific Research	3 cr.
PHCP-643	Psychotherapy Research in Clinical Practice	3 cr.
PHCP-628	Neuroscience Approach of Cognitive and Affective Aspects of Behavior ...	3 cr.
PRAC-591	Clinical Practice 1	0 cr.
PRAC-592	Clinical Practice 2	0 cr.
PRAC-593	Clinical Practice 3	0 cr.
PRAC-594	Clinical Practice 4	0 cr.
PRAC-595	Clinical Practice 5	0 cr.
PRAC-596	Clinical Practice 6	0 cr.
RPIC-671	Research Practice 1	0 cr.
RPIC-672	Research Practice 2	0 cr.
RPIC-673	Research Practice 3	0 cr.
RPIC-674	Research Practice 4	0 cr.
RPDR-801	Research Paper Doctoral Requirement	
SEMM-531	APA Writing Style Seminar	0 cr.
SEMM-532	Workshop on Writing Skills & Case Conceptualization	0 cr.
Total Credits for Master's Degree		57crds.

**CURRICULAR SEQUENCE
DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY PROGRAM (Ph.D.)
(Effective August 2011)**

FALL FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-500	Theories Learning and Motivation *		3
PHCP-505	Ethics in Clinical Practice & Research *		3
PHCP-526	Comparative Theories of Personality *		3
PHCP-528	Techniques of Psychotherapy *		3
PHCP-585	Psychopathology I *		3
PRAC-591	Clinical Practicum I *		0
RPIC-671	Research Practicum I *		0
SEMM- 531	APA Writing Style Seminar		0

SPRING FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-587	Advanced Psychopathology *	PHCP-585	3
PHCP-548	Advanced Techniques of Psychotherapy *	PHCP-528	3
PHCP-626	Behavior Therapy *	PHCP-500	3
PHCL-626	Behavior Therapy Laboratory *		0
RMIC-625	Introduction to Scientific Research *		3
PRAC-592	Clinical Practicum II (January- July)*	PRAC-591, PHCP-528, PHCP-585	0
RPIC-672	Research Practicum II *		0

SUMMER FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-540	Life Span Human Development *		3
PSYF-612	History Systems of Psychology *		3
RMIC-568	Applied Inferential Statistics *		3
RMSL-568	Applied Inferential Statistics (LAB) *		0

FALL SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-588	Theory of Test and Test Construction *		3
PHCP-661	Social Psychology with Emphasis in Puerto Rico *		3
PHCP-643	Psychotherapy Research in Clinical Practice *	PHCP-548	3
PSAC-603	Assessment of Intelligence *		3
PSDL-603	Assessment of Intelligence Laboratory *		0
PRAC-593	Clinical Practicum III *	PRAC- 592	0
RPIC-673	Research Practicum III	RPIC- 672	0
SEMM-532	Workshop on Writing Skills and Case Conceptualization *		0

SPRING SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PHCP 634	Cross Culturall Psychotherapy: Multicultural and Individual Diversity	PHCP 548	3
RMIC-824	Techniques of Correlation & Multiple Regression	RMIC-568	3
RMSL-824	Techniques of Correlation & Multiple Regression Laboratory		0
RMIC-823	Quantitative Research Designs	RMIC-625	3

SPRING SECOND YEAR (CONT.)			
Code	Course Title	Prerequisites	Credits
RMIC-830	Cross Cultural and Advanced Methods of Measurement &	PHCP-588	3

	Evaluation		
PRAC-594	Clinical Practicum IV (January- July)	PRAC-593, PSAC-603, PSDL-603	0
RPIC-674	Research Practicum IV	RPIC-673	0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#1	ELECTIVE # 1		3
PHCP-713	Techniques & Strategies of Clinical Supervision & Consultation	PHCP-548	3
RMIC-875	Qualitative Research Design	RMIC-625	3
RPDR-801	Research Paper Doctoral Requirement	RPIC 674	0

FALL THIRD YEAR			
Code	Course Title	Prerequisites	Credits
RPDR-801	Research Paper Doctoral Requirement		0
RMIC-822	Analysis of Variance	RMIC-568	3
RMSL-822	Analysis of Variance Laboratory		0
PHCP-681	Assessment of Personality I *	PSAC-603, PSDL-603	3
PHCL-681	Assessment of Personality I Laboratory *	PSAC-603, PSDL-603	
PHCP-628	Neuroscience Approach of Cognitive and Effective Aspects of Behavior *		3
ELECT #2	ELECTIVE #2		3
PRAC-595	Clinical Practicum V	PRAC-594	0

*Courses that must be completed in order to obtain a Master Degree in Clinical Psychology. At this point students can apply for their Masters Degree in Science in Psychology if they have approved 57 credits, have passed Clinical Practice I-IV and Research Practice I - III.

SPRING THIRD YEAR			
Code	Course Title	Prerequisites	Credits
RPDR-801	Research Paper Doctoral Requirement		0
PHCP-749	Psychopharmacology	PHCP-628	3
PHCP-753	Family Therapy	PRAC-594	3
PHCL-753	Family Therapy Laboratory		0
	ELECTIVE # 3		3
PRAC-596	Clinical Practicum VI (January-July)	PRAC-595	0

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-750	Trauma : Psychological Perspectives	PHCP-587, PHCP-548	3
	ELECTIVE # 4		3

FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PHCP-706	PHD. Integrative Program Exam**		0

Note: Applications of Clinical Internship for Fall Fifth Year.

** Students must have completed and approved all prerequisite courses before taking the exam test. The test will be taken at the beginning of the Fall and Spring semesters.

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits

DISS-870	Doctoral Dissertation		0
PSIN-890	Clinical Psychology Internship ***		0

SUMMER FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PSIN-890	Clinical Psychology Internship ***		0

FALL FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PSIN-890	Clinical Psychology Internship ***		0

***During Fall of the fourth year, students can apply for their Clinical Internship, Fall of their fifth year if they have completed the curricular sequence (96 credits) and all Clinical and Research Practice.

DOCTOR OF PHILOSOPHY IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (Ph.D.)

MISSION OF THE PROGRAM

The mission of Carlos Albizu University, San Juan Campus' I/O Psychology Program is to train professionals who contribute to enhance human performance and quality of life in organizational contexts. This will be achieved through professional services and interventions, scientific research and publications that contribute to a better understanding of human behavior in work settings.

TRAINING MODEL

The Ph.D. I/O Program follows the scientific-practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

PROGRAM OBJECTIVES

1. Examine the philosophical foundations of scientific reasoning, giving special attention to the epistemological development of psychology.
2. Distinguish problems or situations of heuristic importance that emerges from the theory and practice of industrial organizational psychology.
3. Evidence knowledge of experimental designs and how they are implement in organizational contexts.
4. Apply correlation, quasi-experimental, and experimental methods to solve social problems pertinent to the discipline of industrial organizational psychology.
5. Evidence knowledge of the theoretical foundations of statistical analysis techniques such as analysis of variance, parametric, and non-parametric statistics. Apply such analysis to problems in workplace settings.
6. Evidence knowledge and skills in computerized statistical analysis programs.
7. Evidence knowledge and skills of classical and modern test theory applied to the development of psychological instruments.
8. Study psychometric characteristics of psychological instruments.
9. Prepare scientific study reports using the publication style accepted by psychology.
10. Integrate in his/her behavior ethical principles that protect research participant's rights.

PROGRAM COMPETENCIES

1. Knowledge and skills applying the scientific method.
2. Skills in selecting and applying different research designs and statistical analysis pertinent to workplace situations.
3. Theoretical knowledge and skills in test development, adaptation, and validation.
4. Respect and protection of research participants' rights. Intellectual honesty in the discussion of research results.
5. Effective oral and written communication of research procedures, results, and implications.
6. Effective communication of a theoretical analysis or literature review of a problem related to the discipline.
7. Mastery of theories and practice of different organization structures and models, considering elements of social and cultural diversity.
8. Responsibility for life-long learning, maintaining a reflexive and analytic attitude for theoretical, applied, and professional issues.

**DOCTOR OF PHILOSOPHY IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (Ph.D.)
CURRICULAR REQUIREMENTS**

AREA I. Foundation Courses	24 cr.
PHCP 500 Theories of Learning and Motivation	3 cr.
IOPC 505 Ethics and Professional Conduct	3 cr.
PSYF 661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PSYF 628 Neuroscience Approach of Cognitive & Affective Aspects of Behavior.....	3 cr.
PSYF 540 Life-Span Human Development	3 cr.
IOPC 568 Applied Inferential Statistics	3 cr.
IOPL 568 Applied Inferential Statistics (LAB)	
IOPC 588 Theory of Tests and Test Construction	3 cr.
IOPC 680 Integrative Seminar.....	3 cr.
AREA II. Concentration Courses	54 cr.
IOPC 573 Group Interaction and Decision-Making	3 cr.
IOPC 574 Personnel Psychology	3 cr.
IOPC 575 Organizational Behavior	3 cr.
IOPC 644 Adulthood, Work and Retirement.....	3 cr.
IOPC 651 Diagnosis, Change, and Organization Development.....	3 cr.
IOPC 678 Psychosocial Aspects of Health in Organizations	3 cr.
IOPC 679 Labor Law	3 cr.
IOPC 682 Current Topics in I/O Psychology	3 cr.
IOPC 683 Psychological Assessment Techniques in the Organization	3 cr.
IOPL 683 Laboratory	0 cr.
IOPC 698 Theory and Methods of Training Workshops.....	3 cr.
IOPC 610 Leadership in Organizations	3 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
RMIC 822 Analysis of Variance	3 cr.
RMSL 822 Analysis of Variance Laboratory.....	0 cr.
RMIC 823 Quantitative Research Designs.....	3 cr.
RMIC 824 Techniques of Correlation and Multiple Regression	3 cr.
RMSL 824 Techniques of Correlation & Multiple Regression Laboratory.....	0 cr.
RMIC 625 Introduction to Scientific Research	3 cr.
RMIC 830 Cross Cultural and Advanced Methods of Measurement & Evaluation	3 cr.
RMIC 875 Qualitative Research Design.....	3 cr.
IOPC 765 Conflict Mediation	3 cr.
AREA III. Practicums	
I/O Practicums: Practicum I (IOMO 611 & IOMO 612), Practicum II (IOMO 613 & IOMO 614), Practicum III (IOMO 615) and Practicum IV (IOMO 616) (512 hours)	
	16 cr.
IOMO-801 Research Paper Doctoral Requirement.....	
	8 cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
AREA IV. Electives	18 cr.
AREA V. PHIO-705 Doctoral Level Examination 1ST part and PHIO-706 Doctoral Level Examination 2nd part.....	No cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
AREA VI. DISS 870 Doctoral dissertation	No cr.
(Please refer to page 39 for costs associated to laboratories and practice.)	
Total Academic Credits	96 cr.
Total Practicum Credits	24 cr.

**CURRICULAR SEQUENCE
PhD INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

	FALL	PRE-REQUISITES
IOPC-505	Ethics and Professional Conduct	
IOPC-574	Personnel Psychology	
PHCP-500	Theories of Learning and Motivation	
IOPC-568	Applied Inferential Statistics	
IOPL-568	Applied Inferential Statistics (LAB) (Concurrent with IOPC-568)	
IOMO-611	Industrial Organizational Practicum I (Concurrent with IOPC-574)	
SEMM-531	APA Seminar	

	SPRING	PRE-REQUISITES
IOPC-569	Research Methods in I/O Psychology	IOPC-568, IOPL-568
IOPC-573	Group Interaction and Decision Making	IOPC-574
IOPC-575	Organizational Behavior	IOPC-574
IOPC-588	Theory of Tests and Test Construction	IOPC-568, IOPL-568
IOMO-613	Industrial Organizational Practicum II (Concurrent with IOPC-573 and 575)	IOPC- 505, IOMO-611
IOMO-614	Foundations of Consulting Practice in I/O Psychology	IOPC: 574, 505: IOMO-611
SEMM-545	Written and Oral Communication	

	SUMMER	PRE-REQUISITES
PSYF-540	Life-Span Human Development Psychology	
PSYF-628	Neuroscience Approach of Cognitive & Affective Aspects of Behavior	

	FALL	PRE-REQUISITES
PHCP-661	Social Psychology with Emphasis in Puerto Rico	
IOPC-698	Theory and Methodology of Training Workshops	IOPC-574
IOPC-651	Diagnosis, Change, and Organization Development	IOPC: 573,575
IOMO-615	Industrial Organizational Practicum III	IOPC: 505, 574, 573, 575, 588; IOMO: 611, 613, 614

	SPRING	PRE-REQUISITES
IOPC-683	Psychological Assessment Techniques in the Organization	IOPC: 574,588
IOPL-683	Laboratory: Psychological Assessment Techniques in the Organization (Concurrent with IOPC-683)	IOPC: 574,588
IOPC-678	Psychosocial Aspects of Health in Organizations	IOPC-575
IOPC-679	Labor Law	IOPC-574
IOMO-617	Current Topics in Industrial Organizational Psychology	IOPC: 698, 574, 573, 575, 651
IOMO-616	Industrial/Organizational Practicum IV	IOMO- 615
IOPC-680	Integrative Seminar	PHCP-500,661, PSYF-540, 628, IOPC-505, 588, 568

	SUMMER	PRE-REQUISITES
IOPC-681	Positive Occupational Health Psychology	IOPC-678
IOPC-610	Leadership in Organizations	IOPC-573, IOPC-575

	FALL	PRE-REQUISITES
IOPC-765	Conflict Mediation	
RMIC- 822	Analysis of Variance	IOPC-568
RMSL- 822	Analysis of Variance Laboratory	
	Elective Course	

	SPRING	PRE-REQUISITES
RMIC-625	Introduction to Scientific Research	
RMIC-824	Techniques of Correlation & Multiple Regression	IOPC-568
RMSL-824	Techniques of Correlation & Multiple Regression Laboratory	IOPC-568
RMIC-830	Cross Cultural and Advanced Methods of Measurement & Evaluation	IOPC-588

	SUMMER	PRE-REQUISITES
RMIC-875	Qualitative Research Design	RMIC-625
	Elective Course	
	Elective Course	

	FALL	PRE-REQUISITES
IOMO-801	Research Paper Doctoral Requirement	RMIC-625, 822, 824
	Elective Course	
	Elective Course	

	SPRING	PRE-REQUISITES
RMIC- 823	Quantitative Research Designs	RMIC-625
	Elective	
IOMO-801	Research Paper Doctoral Requirement	RMIC-625, 822, 824

	SUMMER	PRE-REQUISITES
IOMO-801	Research Paper Doctoral Requirement	RMIC-625, 822, 824

	FALL	PRE-REQUISITES
PHIO-705	Qualifying Examination	
PHIO-706	Qualifying Examination	
DISS 870	Dissertation	

	SPRING	PRE-REQUISITES
DISS 870	Dissertation	

DOCTOR OF PHILOSOPHY IN PSYCHOLOGY SPECIALIZATION IN CONSULTING, RESEARCH AND TEACHING (Ph.D.)

MISSION OF THE PROGRAM

The purpose of the Doctor of Philosophy in Psychology Program with specialization in Consulting, Research and Teaching is to train doctoral level students, with an earned master's degree in any field of psychology, in the multi-disciplinary program's competencies. The Ph.D. in Psychology Program addresses the needs of advanced training for prospects who wish to develop advanced skills in the teaching of psychology at the university and graduate levels, and skills in professional consultation and research. The Ph.D. program retains the traditional emphasis on statistics and research skills.

TRAINING MODEL AND COMPETENCIES REQUIRED

The curricular sequence of the Ph.D. in Psychology Program includes 69 credits of coursework, three supervised practices – consulting, teaching and two research modules -- for a total of 400 hours. Additionally, the students present a Doctoral Level Exam (consisting of two Qualification Diagnostic Exams), a doctoral dissertation and the presentation of an academic article ready for publication at a peer-reviewed journal. The program is offered only at the San Juan Campus. The training model is based on the development of the following specialized skills:

- Development of needs assessment for educational and social services organizations
- Program development and evaluation
- Preparation of remedial strategies to promote quality of programs and services
- Curriculum development and evaluation
- Research project
- Journal article presentation
- Consultation models and strategies application
- Teaching strategies and styles

TRAINING GOALS

The purpose of the Doctor of Philosophy in Psychology Program is to train doctoral level students, already psychologists or with a master's degree in some area in psychology in Puerto Rico, in the areas of consulting, research and teaching.

TRAINING OBJECTIVES

Upon completion of academic requirements the students must be able to:

- Develop needs assessment or assessment methods for educational and social services.
- Construct and evaluate educational and social services program designs.
- Construct and evaluate a curriculum.
- Serve as professional consultants for private and governmental organizations.
- Develop and conduct research projects.
- Writes and publishes articles in peer-reviewed journals as well as in general media.
- Serve as professors in academic institutions considering different learning styles.

**DOCTOR OF PHILOSOPHY IN PSYCHOLOGY
SPECIALIZATION IN CONSULTING, RESEARCH AND TEACHING**

CURRICULAR REQUIREMENTS

Seminars

SEMM 531	APA Style Seminar	0
SEMM 532	Workshop on Writing Skills and Case Conceptualization	0
RMIC 741	Statistical Package for Social Sciences (SPSS I)	0
RMIC 742	Advanced Statistical Package for Social Sciences (SPSS II)	0

Foundation Courses (15 credits)

PSYF 500	Theories of Learning and Motivation	3
PSYF 505	Ethics and Professional Conduct	3
PSYF 588	Theory of Tests and Test Construction	3
PSYF 612	History and Systems of Psychology	3
PSYF 661	Social Psychology with Emphasis in Puerto Rico	3

Concentration Courses: Professional Consulting (15 credits)

PSYF 698	Theory and Methods of Training Workshops	3
PSYF 765	Conflict Mediation	3
EGPE 757	Evaluation Models and Strategies for Social and Education Programs	3
PSDC 711	Strategies and Techniques in Professional Consultation	3
PSDC 714	Design and Administration of Human Services Programs	3

Concentration Courses: Research (18 credits)

RMIC 625	Introduction to Scientific Research	3
RMIC 822	Analysis of Variance	3
RMSL 822	Analysis of Variance Laboratory	0
RMIC 823	Quantitative Research Designs	3
RMIC 824	Techniques of Correlation and Multiple Regression	3
RMSL 824	Techniques of Correlation and Multiple Regression Laboratory	0
RMIC 830	Seminar of Cross Cultural Methods of Measurement and Evaluation	3
RMIC 875	Qualitative Research Design	3

Concentration Courses: Teaching (21 credits)

PSYF 745	Introduction to Curricular Development	3
PSYF 766	Methodology of Teaching	6
PSYF 779	Educational Psychology	3
PSYF 876	Advanced Seminar in the Teaching of Psychology	3
PSYF 899	Advanced Seminar in School Psychology	3
EGPE 704	Evaluation of the Teaching-Learning Process	3

Practicums

PSGP 781	Teaching Practicum	0
PSGP 782	Consulting Practicum	0
PSGP 874	Research Practicum I	0
PSGP 875	Research Practicum II	0

Final Requirements

PHDG 709	Qualification Diagnosis Exam 1 st Part	0
PHDG 710	Qualification Diagnosis Exam 2 nd Part	0
DISS 870	Dissertation	0

**DOCTOR OF PHILOSOPHY IN PSYCHOLOGY
SPECIALIZATION IN CONSULTING, RESEARCH AND TEACHING**

CURRICULAR SEQUENCE

FIRST YEAR

First Session: FALL			
Code	Course Title	Credits	Prerequisites
SEMM 531	APA Style	0	
SEMM 532	Workshop on Writing Skills and Case Conceptualization	0	
RMIC 741	Statistical Package for Social Sciences (SPSS I)	0	
RMIC 742	Advanced Statistical Package For Social Sciences (SPSS II)	0	
PSYF 500	Theories of Learning and Motivation	3	
PSYF 505	Ethics and Professional Conduct	3	
PSYF 588	Theory of Tests and Test Construction	3	
PSYF 612	History and Systems of Psychology	3	
PSYF 661	Social Psychology with Emphasis in Puerto Rico	3	

Second Session: SPRING			
Code	Course Title	Credits	Prerequisites
PSYF 698	Theory and Methods of Training Workshops	3	
PSYF 745	Introduction to Curricular Development	3	
PSYF 779	Educational Psychology	3	
PSDC 711	Strategies and Techniques in Professional Consultation	3	
RMIC 625	Introduction to Scientific Research	3	

Third Session: SUMMER			
Code	Course Title	Credits	Prerequisites
PSYF 876	Advanced Seminar in the Teaching of Psychology	3	PSYF 500, PSYF 779, PSYF 745
PSDC 714	Design and Administration of Human Services Programs	3	
EGPE 704	Evaluation of the Teaching-Learning Process	3	PSYF 500, PSYF 588, PSYF 779, PSYF 745
RMIC 875	Qualitative Research Design	3	RMIC 625

SECOND YEAR

Fourth Session: FALL			
Code	Course Title	Credits	Prerequisites
PSYF 766	Methodology of Teaching	6	PSYF 500, PSYF 588, PSYF 779, PSYF 745, EGPE 704
PSYF 899	Advanced Seminar in School Psychology	3	PSYF 500, PSYF 779
RMIC 822	Analysis of Variance	3	
RMSL 822	Analysis of Variance Laboratory	0	
RMIC 823	Quantitative Research Designs	3	RMIC 625

Fifth Session: SPRING			
Code	Course Title	Credits	Prerequisites
EGPE 757	Evaluation Models and Strategies for Social and Education Programs	3	PSDC 714
PSYF 765	Conflict Mediation	3	
RMIC 824	Techniques of Correlation and Multiple Regression	3	
RMSL 824	Techniques of Correlation and Multiple Regression Laboratory	0	
RMIC 830	Seminar of Cross Cultural Methods of Measurement and Evaluation	3	PSYF 588

Sixth Session: SUMMER			
Code	Course Title	Credits	Prerequisites
PSGP 874	Research Practicum I	0	RMIC 741, RMIC 742 RMIC 625, RMIC 822 RMIC 823, RMIC 824, RMIC 830, RMIC-875
PSGP 781	Teaching Practicum	0	PSYF 779, PSYF 745 PSYF 766, PSYF 876, PSYF 899, EGPE 704

THIRD YEAR

Seventh Session: Fall			
Code	Course Title	Credits	Prerequisites
PSGP 782	Consulting Practicum	0	PSYF 698, PSDC 711, PSDC 714, EGPE 757
PSGP 875	Research Practicum II	0	RPIC 874
PHDG 709	Qualification Diagnosis Exam 1st Part	0	
PHDG 710	Qualification Diagnosis Exam 2nd Part	0	

Eighth Session: SPRING			
Code	Course Title	Credits	Prerequisites
DISS 870	Dissertation	0	All program courses

Ninth Session: SUMMER			
Code	Course Title	Credits	Prerequisites
DISS 870	Dissertation (continued)	0	All program courses

DOCTORAL PROGRAMS DEGREE REQUIREMENTS

The San Juan Campus has established the following requirements that apply to all doctoral programs:

GENERAL REQUIREMENTS FOR 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. Note: For the Ph.D. and Psy.D. in Clinical Psychology and for the Ph.D. in Industrial/Organizational Psychology and General Psychology a maximum of two grades of "C" in non-clinical/core courses is allowed.
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 Examinations and a Pass in the oral portion of the Examination, if applicable
6. Demonstrated competence in APA style for publications and computer literacy (WINDOWS and WORD)
7. Satisfactory completion and approval of a Doctoral Project or Dissertation
8. Satisfactory completion of a 2,000 hours 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
9. Good standing in the Program, i.e., no disciplinary action pending or academic or clinical probation
10. 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.

Non-required courses taken by students in another programs will always be construed as elective courses, within the program that they were officially admitted.

Candidates for the doctoral degrees of Psy.D. and Ph.D. in Clinical Psychology must have successfully completed the Doctoral Level Examinations and satisfy all requirements for degree candidacy prior to undertaking the internship.

SPECIFIC REQUIREMENTS FOR THE PSY.D. DEGREE

The Psy.D. candidate must: (1) complete the curricular requirements (96 credits) with a minimum GPA of 3.25 in a 4 point scale; (2) complete the required 1170 hours of supervised and certified clinical practicum; (3) pass the Doctoral Comprehensive Examinations; (4) complete a clinical internship of 2000 hours in a center or agency approved by the Director of Internship; (5) enroll in DISS 870 Dissertation Seminar for a minimum of two sessions and defend a dissertation; (6) complete a minimum of three years of full time, resident graduate studies and (7) demonstrate competence in APA style for publications and computer literacy (WINDOWS and WORD). Psy.D. candidates, if applicable, must obtain written approval from the Research Training Program of having met standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see Dissertation Manual and IRB Procedures Manual) prior to collecting data for the dissertation.

SPECIFIC REQUIREMENTS FOR THE PH.D. IN CLINICAL PSYCHOLOGY DEGREE

The Ph.D. Clinical Psychology candidate must: (1) complete the curricular requirements (96 credits) with a minimum GPA of 3.25 in a 4 point scale; (2) complete the required 1,170 hours of supervised and certified clinical practicum (PRAC-591 to PRAC-596); (3) complete the required hours (40 hours minimum per practicum) of supervised research practicum (RPIC-671 to RPIC-674) and complete the requirement of RPDR-801; (4) pass PhD Integrative Program Exam; (5) complete an internship of 2000 hours in a center or

agency approved by the Director of Internship; (6) enroll in DISS 870 Dissertation Seminar for a minimum of two sessions and defend a dissertation; (7) complete a minimum of three years of full time, resident graduate studies; (8) demonstrate competence in APA style for publications and computer literacy (WINDOWS, WORD), including SPSS I and SPSS II; and (9) participate in research projects during practicums 1-4 in the Research Mentorship Program. Ph.D. candidates must obtain written approval from the Research Training Program of meeting standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see Dissertation Manual and IRB Procedures Manual) prior to collecting data for the dissertation.

SPECIFIC REQUIREMENTS FOR THE PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY DEGREE

The Ph.D. Industrial/Organizational Psychology candidate must: (1) complete the curricular requirements (96 credits); (2) complete the required 512 hours of supervised and certified practicum; (3) complete the required 256 hours of supervised research practicum; (4) pass Doctoral Level examinations; (5) enroll in DISS 870 Dissertation Seminar for a minimum of two sessions, defend a dissertation, and (6) demonstrate competence in APA style for publications and writing skills. Ph.D. candidates must obtain written approval from the Research Training Program of meeting standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see Dissertation Manual and IRB Procedures Manual) prior to collecting data for the dissertation.

CLINICAL PRACTICUM

All students in a clinical degree program are required to complete the clinical practicum at the Community Mental Health Clinic (CMHC) and/or a designated agency or outside placement. The actual number of hours per session will depend on the program requirements where they will receive high quality professional training in the areas of psychotherapy, clinical assessment and evaluation, community consultation and preventive mental health. Clinical practicum experiences are organized in a sequential and systematic way in congruence with the academic curriculum.

Major clinical competencies in the training include: assessment and evaluation, individual psychotherapy with children, adolescents and adults, group and family therapy, consultation, supervision, as well as, ethical principles and professional guidelines and standards.

Placements will be commensurate with the student's academic level and demonstrated clinical skills. Students are required to enroll in clinical practicum during each session of coursework, unless authorized by the Director of Clinical Training and by the Provost upon justified reasons to receive a clinical "dispensation".

All supervision is provided by licensed clinical psychologists. All students receive a minimum of one hour per week of supervision at CMHC and/or the selected organization.

Those students enrolled in the Ph.D. Clinical Psychology program must successfully complete 780 hours of clinical practicum (levels I to IV) Psy.D. students must successfully complete 1,170 hours (levels I to VI). At the Community Mental Health Clinic or an outside placement. All requests for outside placement should be addressed to the Director of Clinical Training with the recommendation of the clinical supervisor. The Director of Clinical Training will orientate and will arrange for outside placement at a designated agency.

RESEARCH PRACTICES

Students from the Clinical Ph.D. Program are required to successfully complete 160 hours of research practices in their first two years (RPIC-671, 672, 673 and 674). Research Practices I - IV (RPIC-671, 672, 673 and 674) provide the opportunity for students to work in a research project sponsored by the Research Training Program with Ph.D. Faculty Supervisors.

Clinical and Industrial/Organizational Programs are required to enroll in a Research Paper Doctoral Requisite (RPDR-801) for a maximum of three additional academic sessions. The RPDR-801 involves the completion of one pilot research project approved by the CAU Institutional Review Board (IRB) and the submission of one APA style paper suitable for publication in a professional journal or a presentation at a professional conference. The completion of a research project and other practicum requirements are specified in the Manual of Administrative Norms and Procedures for the Research Practice available at the Research Training Program Office and online.

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PRACTICUM

Ph.D. students are required to enroll in the industrial/organizational practicum. The industrial/organizational practicum is designed to be a learning experience for the application of organizational training, and human resources management skills in a variety of organizational contexts.

DOCTORAL PROGRAMS ACADEMIC INFORMATION

TIME LIMITATION FOR DOCTOR OF PSYCHOLOGY (PSY.D.) AND DOCTOR OF PHILOSOPHY (PH.D.) IN CLINICAL PSYCHOLOGY

Every candidate for the Doctor of Psychology (Psy.D.) or Doctor of Philosophy in Clinical Psychology degree must complete the degree requirements within a period of seven (7) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Provost and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

TIME LIMITATION FOR THE DOCTOR OF PHILOSOPHY (PH.D.) IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND GENERAL PSYCHOLOGY

Every candidate for the Doctor of Philosophy (Ph.D.) in Industrial/Organizational/Psychology and in General Psychology degree must complete the degree requirements within a period of seven (7) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Provost and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

MINIMUM INCREMENTAL PROGRESS

At the end of each academic session, SJC will certify the student's successful completion of the appropriate percentage or amount of work according to the **Satisfactory Academic Progress Policy** described on page 16.

RESIDENCY REQUIREMENT

Full time residency of no less than three (3) years is required for all doctoral students.

DOCTORAL COMPREHENSIVE EXAMINATIONS

Ph.D. and Psy.D. Clinical Psychology

As of the Spring Session for 2013, the student applying for a doctoral degree in CAU must pass the Doctoral Comprehensive Examination, at any time, after the completion of the 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 core (foundation) courses

The student aspiring to a doctoral degree must pass the Doctoral Comprehensive 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 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 three (3) attempts at passing 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.

This policy will be in effect from the Fall Semester of 2013.

*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.

Ph.D. Industrial/Organizational Psychology

The student aspiring to the degree of Ph.D. in Industrial/Organizational Psychology must pass the Doctoral Level Examinations before working on the dissertation. These examinations are designed to measure the student's academic knowledge and professional competence in the program's area of concentration. To be able to sit for the Doctoral Level Examination, the student must have successfully completed the academic credit hours stipulated by each program Director and research practicum RPIC 874.

All students must be in good standing to be able to sit for the examinations. Please consult your individual program for additional requirements.

In order to successfully complete the written Doctoral Level Examinations, students must pass all parts of the exams. Please see the Provost for the Doctoral Level Examinations Outline for further information.

RESEARCH TRAINING PROGRAM (RTP)

The Research Training Program is a specialized training program designed to develop research competencies in the students for the purpose of advancing the role of science in the understanding of human behavior and the society. RTP is designed to provide training experiences for students, stimulate faculty involvement in research, develop data banks for present and future research projects, and provide specialized services to the academic community and the community at large. Depending upon availability of funds, assistantships are offered for students to work in research projects sponsored by the RTP.

RTP is committed to multidisciplinary studies and to collaborative efforts with Puerto Rican, United States and International research centers.

The main goals of the Research Training Program are:

1. To develop in the students those skills and competencies necessary to design and implement research projects.
2. To offer research services to students and the community.
3. To foster the design and implementation of research projects by the Faculty.
4. To promote the dissemination of scientific knowledge within the community through the *Science and Behavior Journal (Revista Ciencias de la Conducta)*.

According to these goals the Research Training Program manages the Research Practicum of all Ph.D. Program students, the dissertation process, the publication of the *Science and Behavior Journal* and the Institutional Review Board (IRB) of CAU.

INTERNSHIP

Candidates for a doctoral degree in clinical psychology are required to complete one calendar year, full-time Internship (12 consecutive months) or two years (24 consecutive months) of a part time experience and the completion of a minimum of 2,000 hours of supervised experience during this time. Although an intern may complete the minimum hours required before the official ending date, he/she is required to continue with his/her responsibilities until the 12 or 24 month term is completed as established in his/her Academic Contract. It is an essential requirement that Internship candidates pass Doctoral Level Examinations and complete all the academic and clinical requirements at the end of the Fall Session prior to

commencing the internship. Students registered for Internship are considered to be full time students. Please see Internship Manual for further information.

The acceptance to the Internship Program requires that the students applying be accepted at an Internship Clinical Site available at the moment of application in Puerto Rico or at an Internship Program in the United States. It is the student's responsibility to secure an internship placement approved by Carlos Albizu University.

The Internship Department has two internship programs: ***San Juan Internship Program in Clinical Psychology Consortium*** and ***Carlos Albizu University Internship Program***. The CAU Internship Program is a multi-clinical site Internship Program providing an array of psychological services to a wide variety of clients. The Carlos Albizu University Internship Program is not approved by the American Psychological Association (APA) nor is it a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The ***San Juan Internship Program in Clinical Psychology Consortium*** is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) but is not approved by the American Psychological Association (APA). The Carlos Albizu University provides administrative support to the which is an ***exclusively affiliated internship*** to the academic programs (Psy.D. and Ph.D.) at CAU, through the Internship Department.

DISSERTATION

All candidates for a doctoral degree must complete a dissertation demonstrating a doctoral level of professional and scholarly sophistication in a topic related to their area of interest in psychology.

Students should think about possible dissertation topics throughout their academic coursework and certainly no later than their second year. For those students enrolled in the Psy.D. or Ph.D. Clinical program, completion of the proposal before commencing the internship is strongly advised.

For Ph.D. students, the dissertation must be an empirical study which makes an important conceptual contribution to psychological knowledge. Psy.D. students may do a dissertation similar to that required for Ph.D. students or they may perform an empirical study with an applied focus, program evaluation or design a new program, intervention manual or therapeutic intervention. A copy of the Dissertation Handbook is available at the Research Training Program Office and online.

The dissertation committee serves to advise the student and evaluate the dissertation. The committee consists of a chair who is the student's chief advisor and one reader. The chair is normally a member of a doctoral Faculty at CAU, San Juan Campus (SJC), however, with the Consent of the Provost the chair may be a renowned scientist from another Institution. In any case, at least one of the committee members must be full time SJC doctoral Faculty in the Clinical Ph.D. and Psy.D. Programs. The Provost would determine any exemption to this requirement.

The dissertation process includes a brief concept paper, a formal written proposal, an oral proposal colloquium, a written dissertation, and culminates in an oral dissertation defense. In addition, five bound copies of the final written dissertation (one for the Library, one for the Miami Campus, one for each committee member, and one for the student's personal library) are required. Details of the format for the written dissertation are given in the Dissertation Manual.

In support of the dissertation process, the student is required to enroll for a minimum of six (6) credits of dissertation research (including the sessions in which the proposal colloquium and the dissertation defense are presented). For further information see the Dissertation Manual. All students enrolled in dissertation are considered fulltime.

A discussion of ethical issues is essential for all dissertations involving collection of data including case studies, program evaluation, and test development or translation, as well as, research dissertations. Due to these ethical concerns, no student should run any study which involves human subjects even for pilot studies without prior approval of her or his Director or the Director of Research Training Program, and the Institutional Review Board (IRB). After the Director has approved the proposal, IRB review and approval should be sought (except where no data at all is to be collected). The student is expected to follow all procedures and deadlines set by the IRB and to be thoroughly familiar with the IRB requirements. If, after IRB review and approval, any Committee Member has even mild concerns about the ethics of a dissertation or pilot study, then the IRB through its president and administrator should be consulted.

In order to complete the dissertation process, as of January, 1997, final bound and signed copies of the dissertation must be submitted to the Library before the end of the session in which the dissertation defense took place. If the student fails to submit the bound and signed dissertation during the session in which the defense took place, the student is considered active and must register for each session until the dissertation process is completed.

GRADUATE CERTIFICATE PROGRAM: AUTISM

Applicants seeking admission to the Graduate Certificate in Autism Program must comply with the procedures and requirements described herein.

ADMISSION REQUIREMENTS AND PROCEDURES

1. **APPLICATION PROCEDURE** - Submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Foreign students are required to submit an official evaluation of his/her academic credentials by a recognized agency specialized in this activity (See Foreign Credentials).
2. **OFFICIAL TRANSCRIPTS** - Request that official transcripts of all graduate study be sent directly to the Office of Admissions. Applicants to the graduate certificate program must have obtained a master's degree from an institution accredited by a regional or national accrediting body recognized by the U.S. Department of Education; or an institution of higher education located outside of 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. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitute a falsification of application which will result in the loss of all credits earned and may result in dismissal.**
3. **DIPLOMA OR DEGREE CERTIFICATION** - The Graduate Certificate Program in Autism requires that the applicant has earned a Master's degree in a health related field. The applicant must present evidence of this with his/her Graduate Diploma or Degree Certification which indicates the completion of required graduate work.
4. **GRADE POINT AVERAGE** - The applicant will be considered academically eligible for admission if graduate transcripts with a minimum cumulative grade point average of 3.00 for the Graduate Certificate Program, or its equivalent, from an accredited college are presented. This is the general cumulative GPA, not the concentration or graduation GPA.
5. **RECOMMENDATION LETTERS** - Request two letters of recommendation, preferably from past professors. ***Applicants are required to use UCA's official Recommendation Letter Form.***
6. **BILINGUALISM CERTIFICATE** - Sign the Bilingualism Certificate. This document is part of the Admission Application. Applicants are expected to have adequate reading, writing and conversational skills in English and Spanish.
7. **CERTIFICATE OF GOOD CONDUCT** An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
8. **HEALTH CERTIFICATES/ HEPATITIS-B VACCINE** - Submit a current health certificate (no more than twelve (12) months old) and evidence of vaccination for hepatitis-B.

9. **PREPARATORY COURSES FOR GRADUATE CERTIFICATE PROGRAM IN AUTISM** - Prior to beginning the graduate certificate, it is suggested that the student have at least three hours of coursework in human or child development taken within the last five years or at least two years of experience working with typically developing children.
10. **IDENTITY VERIFICATION** - For identity verification purposes the applicant will be required to present a current ID card subsequent to admission.

After all documentation and credentials have been received and evaluated and a member of the graduate Faculty has interviewed the applicant, an admission decision will be made. If the applicant is approved for the graduate certificate program, the Office of Admissions will issue a letter of acceptance.

GENERAL REQUIREMENTS FOR THE GRADUATE CERTIFICATE PROGRAM IN AUTISM

The San Juan Campus has established the following standards, which must be fulfilled before the Graduate Certificate can be awarded:

1. Satisfactory completion of the required academic credits.
2. A GPA of 3.25 or higher.
3. Satisfactory completion of coursework and seminars. No grades of "C" or lower in foundation or concentration courses.
4. Graduation candidates cannot have 4 NP's in program examinations or 2 NP's seminars of any program.
5. Recommendation of the Faculty.
6. Approval of the Board of Trustees.

CURRICULAR REQUIREMENTS

The Graduate Certificate Program in Autism of the Carlos Albizu University, San Juan Campus, is a specialized program in autism that can be obtained upon the completion of a one (1) year full-time program of 24 credit hours. It consists of coursework and seminars.

TIME LIMITATION

Every candidate for the Graduate Certificate Program must complete the program within three (3) years from the date of admittance to the anticipated program. If after the three years the student has not completed the program requirements, the student may apply to the Provost for a one year extension. Under no circumstances will an extension exceeding a two (2) year period be granted for completion of certificate program requirements.

Extension petitions will be evaluated according to the time limitation norm that most benefits the student. If the time limitation norm in effect when the student was originally admitted, gives the student more time to complete pending requirements, then this norm will be applied. However, if the current time limitation norm gives the student more time, then the petition will be evaluated under this norm.

Be advised that a program change at the same level does not affect the number of years already used by the student in his or her original program. The number of years already consumed will be subtracted from the years established in the policy to complete the program to which the student made a program change.

STUDENT EVALUATIONS

Student evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Academic Progress Policy** on page 16.

PROFESSIONAL DEVELOPMENT

Graduate Certificate Program in Autism candidates at CAU are encouraged to further develop their professional skills by:

- Participate in program activities
- Participate in conferences and workshops related to Autism
- Become a member of Professional Autism Organizations (i.e. Autism Society, International Society for Autism Research, Association for Science in Autism Treatment)

GRADUATE CERTIFICATE PROGRAM: AUTISM

CURRICULAR REQUIREMENTS

First Year

FALL		Credit Hours
ASDE-510	Introduction to Autism Spectrum Disorders	3
ASDE-511	Behavior Management: Applied Behavior Analysis	3
ASDE-512	Collaboration and Family Support: ASD	3
Total Semester Credit Hours		9

SPRING		Credit Hours
ASDE-520	Interdisciplinary Evaluation of Autism Spectrum Disorders	2
ASDE-521	Interdisciplinary Evaluation of ASD Practicum	1
ASDE-522	Communication and Social Skills Interventions: ASD	3
ASDE-523	Transition Techniques for Youth and Adults with Autism	3
Total Semester Credit Hours		9

SUMMER		Credit Hours
ASDE-530	Sensory-Motor Issues of Individuals on the Autism Spectrum	3
ASDE-531	Academic Support for Students with Autism	3
Total Semester Credit Hours		6

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24 credit

COURSE DESCRIPTIONS

UNDERGRADUATE PROGRAMS

SPAN101 Spanish Composition 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.

SPAN 201 Spanish Composition 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 Spanish Composition I

ENG101 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.

ENG201 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)

MATH 101 Arithmetic Reasoning (3 cr.)

An integrated review of the concepts included in basic mathematics and beginning algebra. Basic arithmetic computations such as fractions, decimals, percents, 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.

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.

BSC201 PHYSICAL SCIENCE (3 cr.)

Basic course in physical sciences includes ethical aspects of science and basic theoretical concepts in physics, chemistry, earth science and astronomy. Issues such as preservation of natural resources, energy crisis and environmental pollution are included.

HUM101 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.

HUM201 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.

SSCI 101 Social Science I Introduction of 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.

SSCI 201 Social Science II The Social Environment (3 cr.)

This course discusses the political, cultural, and relational characteristics of societies. It examines the historical and contemporary forces that weave the social fabric. Students are encouraged to examine issues from multiple perspectives thereby assisting them in the creation of well-formed thought and informed decision making from a multicultural perspective.

BSLT 343 ANATOMY AND PHYSIOLOGY OF THE LANGUAGE SPEECH AND HEARING STRUCTURE (3 cr.)

Study of the human body mechanisms involved in the auditory reception, central comprehension and production of voice, language and articulation.

BSLT 344 COGNITIVE AND SPEECH-LANGUAGE DEVELOPMENT AND USE IN CHILDREN (3 cr.)

Considerations of normal communicative development in children, their pragmatic use and its pertinence to academic learning.

BSLT 345 ACOUSTIC AND PSYCHOACOUSTIC ASPECTS OF SOUND AND VOICE RECEPTION AND PERCEPTION (3 cr.)

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

BSLT 346 CLINICAL PROCESSES OF THE SPEECH-LANGUAGE THERAPIST (3 cr.)

A presentation of early identification, screening procedures, professional consultation, therapeutic programming, collaboration, parent training and record keeping, as part of the speech-language therapist tasks.

BSLT 347 PHONOLOGICAL AND ARTICULATORY DISORDERS IN CHILDREN (3 cr.)

Study of pathological aspects in the production of speech sounds by children with special emphasis on difficulties presented by Spanish-speaking children. Observations and pre-practicum required.

BSLT 348 STUTTERING IN CHILDREN (3 cr.)

Discussions of early disfluency symptoms, the development of stuttering in children and its consequences for human functioning. Observations and pre-practicum required.

BSLT 349 CHILDHOOD VOICE DISORDERS (3 cr.)

Consideration of disorders in the production of voice in children and the effect on the communication process. Observations and pre-practicum required.

BSLT 350 LANGUAGE DISORDERS OF CHILDREN I: ORAL LANGUAGE PATHOLOGIES (3 cr.)

PRE-REQUISITES: BSLT 343, BSLT 344, BSLT 345, BSLT 346 AND BSLT 347

Study of disabilities in the comprehension, formulation and production of oral language by children with emphasis in children of Hispanic origin. Three hours of observation required.

BSLT 351 LANGUAGE DISORDERS OF CHILDREN II: WRITTEN LANGUAGE PATHOLOGIES (3 cr.)

PRE-REQUISITE: BSLT 350

Considerations in the comprehension, formulation and production of written language by children with language disorders. Observations and Pre-practicum required.

BSLT 352 CHILDREN WITH ORAL STRUCTURAL ABNORMALITIES AND MUSCULAR DISORDERS (3 cr.)

PRE-REQUISITE: BSLT 350

Discussion of the communicational disorders associated to cleft-palate, cerebral palsy and other physical/neurological abnormalities. Observations and Pre-practicum required.

BSLT 353 SENSORY DISORDERS OF CHILDREN (3 cr.)

PRE-REQUISITES: BSLT 343, BSLT 345 AND BSLT 346

Study of communicative pathologies associated to hearing loss. Blindness and sensory integration problems. Observations and pre-practicum required.

BSLT 454 CHILDREN WITH COGNITIVE AND PSYCHOSOCIAL PATHOLOGIES (3 cr.)

PRE-REQUISITES: BSLT 350 AND BSLT 353

Consideration of communicative disorders associated to mental retardation, pervasive developmental disorders, specific learning disabilities and cultural differences/deviancies. Observations and Pre-practicum required.

BSLT 455 PREVENTION IN SPEECH/LANGUAGE INTERVENTION (3 cr.)

PRE-REQUISITES: BSLT 347, BSLT 348, BSLT 349 AND BSLT350

Discussion of preventive activities, primary, secondary and tertiary that are undertaken by speech-language therapists in school and health settings.

BSLT 456 AURAL REHABILITATION (3 cr.)

PRE-REQUISITES: BSLT 343, BSLT 344, BSLT 345, BSLT 346, BSLT 350 AND BSLT 353

Consideration of clinical procedures involved in speech-language therapy intervention for children with auditory disorders.

BSLT 457 LANGUAGE-SPEECH HEARING SERVICES IN SCHOOLS AND HEALTH SETTINGS (3 cr.)

PRE-REQUISITES: BSLT 347, BSLT 348, BSLT 349, BSLT 350, BSLT 351, BSLT 352, BSLT 353

Study of administrative, clinical and educational aspects of services for children with communication disorders in schools and health care settings.

BSLT 458 INTERVENTION FOR CHILDREN WITH SPEECH AND LANGUAGE DISORDERS (6 cr.)

PRE-REQUISITES: BSLT 457

Discussion of methods, procedures and activities for treatment of children with voice, articulation, fluency and oral-written language disorders. Pre-practicum require

BSLT 459 CURRENT TOPICS OF COMMUNICATIVE DISORDERS IN CHILDREN (3 cr.)

PRE-REQUISITES: BSLT 457, BSLT 458

Discussion of current trends and theories related to the nature of identification and intervention of children with speech-language and hearing disorders.

LTPR 460 CLINICAL PRACTICUM I (0 cr.)

PRE-REQUISITE: BSLT 458

Thirty-five (35) clock hours of supervised clinical practice in screening and intervention for children with communicative disorders in pre-school, school and health care programs.

LTPR 461 CLINICAL PRACTICUM II (0 cr.)

PRE-REQUISITES: LTPR 460

Seventy (70) clock hours of supervised clinical practice in screening and intervention procedures for children with speech-language and hearing pre-school, school and health settings programs.

PSYL 304 LABORATORY FOR EXPERIMENTAL PERSONALITY AND SOCIAL PSYCHOLOGY

To be taken concurrently with regular course at assigned schedule.

PSYL 407 PHYSIOLOGICAL PSYCHOLOGY LABORATORY

To be taken concurrently with regular course at assigned schedule

PSYU 300 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

Introduction to the historical and theoretical principles of psychology as a social and behavioral science.

PSYU 301 THEORIES OF LEARNING (3 cr.)

Review of the major historical schools of thought and approaches to the study of human learning including behavioral, cognitive and neuropsychological theories.

PSYU 304 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 interpretations of research are studied. Laboratory course.

PSYU 305 PERSONALITY THEORIES (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, socio-cultural, trait, learning, behavioral, existential and humanist paradigms.

PSYU 306 ABNORMAL PSYCHOLOGY (3 cr.)

Theories, classifications, and research issues relevant to understanding human psychopathology, including clinical syndromes and theories of pathology.

PSYU 308 STATISTICS IN PSYCHOLOGY (3 cr.)

Review of statistical concepts used in psychological research. Basic descriptive and inferential statistics are studied.

PSYU 402 SOCIAL PSYCHOLOGY (3 cr.)

Introduction to the social psychology basics concepts and the influence of cultural factors, which serve as independent variables in the dynamic process of personality formation and interpersonal exchange.

PSYU 403 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.

PSYU 407 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

Introduction to the human nervous system, its subsystems, and the physiological bases of behavior.

PSYU 409 RESEARCH METHODOLOGY (3 cr.)

Introduction to the principles, practices, and procedures in the conduct of scientific research. Statistics is recommended as a pre-requirement.

PSYU 410 GROUP DYNAMICS (3 cr.)

The major theories of group dynamics with the exploration of the techniques and micro-skills used in group processes.

PSYU 411 INTERVIEWING TECHNIQUES (3 cr.)

Review of the types and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored.

PSYU 413 PRINCIPLES OF BEHAVIOR MODIFICATION (3 cr.)

Review of the basic principles, practices, and procedures of behavior theory and therapy, as well as the application to the improvement and remediation of maladaptive behaviors

PSYU 414 COMMUNITY PSYCHOLOGY (3 cr.)

Introduction to the community psychology basics concepts and the community service network of agencies which serve as support for individuals and families in need of assistance.

PSYU 415 PSYCHOLOGICAL ASSESSMENT (3 cr.)

This course presents and discusses the principles, applications and controversies involved in psychological measurement. The most often used psychological measurement instruments will be described and analyzed, emphasizing the instrument's conceptual framework. Legal, ethical, and social controversies involving psychological measurement will be examined. Special attention will be given to the development and present status of psychological testing in Puerto Rico and with Hispanic populations.

PSYU 416 ANTHROPOLOGICAL AND CULTURAL IMPACT OF FAMILY SYSTEMS ON BEHAVIOR (3 cr.)

This course includes a literature review and research findings on family systems. The social, economic, political and cultural impact of the family social group will be discussed and analyzed in the historical context of diverse cultures. Special attention will be given to the study of the Puerto Rican family throughout history.

PSYU 418 INTRODUCTION TO FORENSIC PSYCHOLOGY (3 cr.)

Introduction to the field of forensic psychology. Topics include a review of the relationship between the legal and psychological professions, theories of criminality, corrections, and the etiology of criminal behavior from a familial, environmental, and biological standpoint.

PSYU 419 INTRODUCTION TO NEUROPSYCHOLOGY (3 cr.)

The student is introduced to the field of neuropsychology. Neuroanatomy, structure and function are reviewed. Emphasis is on the higher cortical functions.

PSYU 420 HISTORY OF PUERTO RICO (3 cr.)

This course pretends to familiarize the student with the historical processes of Puerto Rico and its culture. Political, economic and social dimensions will be revised. Literature and works of art representative of the Puerto Rico historical process will be discussed

PSYU 421 SOCIOLOGICAL ASPECTS OF BEHAVIOR (3 cr.)

This course emphasizes the social influence in child's behavior. It also discusses the child interaction within the group versus his/her behavior as individual. Personality traits determined by cultural influence will be also reviewed.

PSYU 422 EDUCATIONAL PSYCHOLOGY (3 cr.)

The student will explore the principles and main applications of the psychologically-derived factors in the classroom's educational environment.

PSYU 423 CHILD PSYCHOLOGY (3 cr.)

This course discusses child development from the biological, cognitive and social perspectives. Theories, concepts and research methods related to the field are also discussed. Emphasis will be given to social problems that affect children from Puerto Rico and to the prevention and treatment of childhood disorders.

PSYU 424 PSYCHOLOGY OF AGING (3 cr.)

The student is introduced to the field of aging studies and gerontology across cultures. The issues of ageism and stereotyping are discussed.

PSYU 426 HUMAN SEXUALITY (3 cr.)

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

PSYU 427 SUBSTANCE ABUSE (3 cr.)

This course introduces the student to substance abuse issues, impact on society, and various treatment issues and intervention strategies.

PSYU 428 INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (3 cr.)

Basic elements of industrial psychology. Issues related to the psychology of work and motivation are developed and discussed.

PSYU 429 INTRODUCTION TO COMPUTERS IN PSYCHOLOGY (3 cr.)

Application and demonstration of basic input and retrieval functions of psychological data utilizing micro/mini computers.

PSYU 430 PRE PRACTICUM IN PSYCHOLOGY (0 cr.)

This course serves as an introductory field experience to the operations and procedures of human health professions.

PSYU 432 FAMILY SYSTEMS (3 cr.)

Review of the literature and findings in the development of family systems from multiple theoretical perspectives.

PSYU 442 WOMAN PSYCHOLOGY (3 cr.)

Review of the literature and findings in the woman psychology from multiple theoretical perspectives

PSYU 443 Compendium of Report Writing (3 cr.)

Application, emphasis and demonstration of all grammar and spelling basic laws as well as the appropriate use of words in the processes and style of the report writing.

GRADUATE PROGRAMS**CPCP Substance Abuse Counseling**

The course provides an overview of substance abuse counseling. Covers topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling. *Prerequisites: CPCP-510, CPCP-520*

CPCP- 501 Theories of Counseling and Psychotherapy

Counseling theories are the foundation upon which the work of counseling is built. This course is designed to provide master's graduate students with an opportunity to gain knowledge in the major theories of counseling, and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions. Using class lectures, discussion, experiential activities, readings, students will begin to develop their own theoretical orientation.

**CPCP-502 Research Methodology for Counseling
PRE-REQUISITE: CPFC-534**

The purpose of this course is to prepare students to be informed consumers of the research literature and to provide foundational information for their efforts to be authors of research projects (e.g., dissertation, articles, and conference papers). The course is designed to introduce graduate students to the information and skills needed to critique and conduct research in counseling psychology. Instruction will include the essential procedures and concepts needed for the entire research process, from identifying the problem to writing the research report. Research techniques commonly used in psychology will be introduced so that the student can develop an understanding of psychological research as a whole. The focus will be conceptual rather than computational. Statistical techniques will be dealt with to some degree since they are essential for designing and interpreting research. However, this is not a statistics course.

**CPCP-603 Theories of Group Counseling
Prerequisites: CPCP-510**

The purpose of this course is to introduce the student to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity and culture

influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help the student develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, professional identity.

CPCC-604 Assessment Techniques for Counselors

This is a basic course in assessment in counseling where the student will learn how assessment is used to help understand and predict behavior, and how the counseling psychologist needs the information provided by assessment methods in order to guide appropriate interventions. The course includes learning the basics of the methods of collecting information, as well as the learning of measurement concepts that are critical to the effective use, interpretation and communication of test results. The course will attend to these issues across developmental stages, so it is assumed that students have a solid knowledge and familiarity with the introductory concepts of both general psychology and human development. The course also will emphasize on ethical standards of practice in evaluation and assessment as well as the discussion of professional issues related to counseling psychologists. Particular attention will be given to assessment within the context of counseling psychology.

CPCC-605 Consultation in Counseling Psychology

The course aims to study the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. Roles and functions of the Consultant within different contexts such as schools, the family and private industry are discussed. The purpose of the course is to acquaint the student with the basic spheres and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

CPCC-606 Theories of Career Counseling

This is a foundational course dedicated to theoretical and applied topics in career development and career counseling. The purpose of this course is to introduce students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.

CPCP-510 Practicum I/CPCP-520 Practicum II / CPCP-630 Practicum III/ CPCP-640 Practicum IV

The training program on Counseling Psychology at the Carlos Albizu University provides an integrated clinical training experience. The students are exposed and evaluated on a series (four) practicum (CPC-510 thru CPCP-640). Each practicum increases on intensity and complexity and the students are constantly developing competencies and integrating learned skills necessary for the practice in counseling psychology.

Students will establish a foundation for their professional role as effective counselors through the practice of counseling micro skills, development of awareness and intentionality in conceptualization of clients and their issues, along with

increased awareness of self as an essential component in effective therapeutic interactions. Awareness and articulation of a personal worldview creates a foundation of accountability when considering the worldview of their clients and the impact of issues of social justice as they contribute to a client's well-being and quality of life.

CPCP-612 History and Systems in Psychology

This course will review the systems of psychology from an historical perspective as well as current psychological trends and fields of study.

CPFC-500 SPSF 500 Theories of Learning and Motivation

This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. Implications of studies in the field of learning and motivation for psychological interventions will be stressed.

CPFC 505: ETHICS AND PROFESSIONAL CONDUCT (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.

CPFC-534 Psychopathology

This Course examines the diagnosis and treatment of psychopathology within the counseling relationship. Introduces the most current edition of the Diagnostic and Statistical Manual of Mental Disorders explores the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Case material and analyses are presented. Students are expected to demonstrate knowledge and skills related to the use of the DSM-V and conducting diagnostic interviews, including the mental status examination, bio psychosocial history, and treatment planning.

CPFC 535 Advanced Psychopathology PRE-REQUISITE: CPFC-534

The student will develop advanced skills in determining the etiology and classifying mental disorders within the DSM V. Students are expected to demonstrate advanced knowledge and skills related to the use of the DSM-V and conducting diagnostic interviews, including the mental status examination, bio psychosocial history, and treatment planning.

CPFC 540: Life-Span Human Development (3 cr.)

The course will review theory and research in life span development. The students will review biological, genetic, historical, socio-cultural, economic and psychological foundations of human development. Emphasis will be given to biological, social, emotional and intellectual factors of normative development. Puerto Rican cultural factors in child rearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course also studied. This course will also help the student

to develop the knowledge and skills to apply the concepts acquired during the course in their clinical and research practice as psychologists.

CPFC-553 Theory and Family Systems

PRE-REQUISITES: CPCP501, CPCP-520, CPFC-534, CPFC-535

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized.

CPFC 568: Applied Inferential Statics (3 cr.)

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's *U* test, among others.

PRE-REQUISITE(S): The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.

CPFC-588 Theory of Test and Test Construction (3 cr.)

PRE-REQUISITE: CPFC-568

Presentation of the major principles of test construction in the area of psychological measurement. Methods for determining validity and reliability are examined. The content includes the study of scaling methods, such as the Guttman, Thurstone and Likert scales, with emphasis on the role of the professional in measuring behavior in the social sciences.

CPFC-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior

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.

CPFC-66/PHCP-661 Social Psychology with Emphasis in P.R.

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases 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 especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified

indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

DISS 870 DISSERTATION

PRE-REQUISITE: Pass Doctoral Level Examinations

Students are required to enroll in this course while they are actively working on their dissertation.

EGPE 704 ASSESSMENT OF THE TEACHING LEARNING PROCESS (3 cr.)

PREREQUISITE: PSYF 500, PSYF 588, PSYE 745, PSYE 779

Study of the principles, techniques and basic strategies utilized during the assessment of the educational product. Also, it emphasizes in the relationship between educational assessment and effective learning.

EGPE 757 ASSESSMENT MODELS AND STRATEGIES FOR SOCIAL OR EDUCATIONAL PROGRAMS (3 cr.)

The main purpose of this course is the study of the theories, models, strategies and basic principles of the assessment process for programs and services. It emphasizes in the assessment of social and educational programs and services. Also, it covers the differences between the concepts of evaluation and assessment and characteristics of this strategy as a mean of continuous improvement.

The course will train the student to select and implement the most pertinent model for the service or program under evaluation, design an assessment proposal, develop instruments, analyze the data and submit a final assessment report. It is expected that this course help the student to complete the skills developed in the [Professional Consultation](#) and [Design and Administration of Human Services Programs](#) courses.

IOPC 569 RESEARCH METHODS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

The purpose of this course is to examine the primary research techniques used on industrial organizational psychology. Theoretical aspects of each technique would be discussed and student's competencies would be developed through practical exercises.

IOPC 505 ETHICS AND PROFESSIONAL CONDUCT

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of counseling psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

IOPC 568 APPLIED INFERENTIAL STATISTICS

PRE-REQUISITE: The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different

research designs and types of data collected. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, among others. A concurrent statistics lab component will be required.

IOPL- 568: Inferential Statistics Laboratory
PRE-REQUISITE: IOPC-568

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

IOPC 573 GROUP INTERACTION AND DECISION MAKING (3 cr.)
PRE-REQUISITE: IOPC 574

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict and decision making will be considered as they apply to organizational groups.

IOPC 574 PERSONNEL PSYCHOLOGY (3 cr.)

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in the area of personnel psychology and the role of industrial organizational psychology in the areas mentioned above.

IOPC 575 ORGANIZATIONAL BEHAVIOR (3 cr.)
PRE-REQUISITE: IOPC 574

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

IOPC-588: THEORY OF TESTS AND TEST CONSTRUCTION
PRE-REQUISITES: IOPC-568, IOPL-568

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

IOPC 678: Psychosocial aspects of health in organizations

Study of occupational health psychology and the organizational factors that promotes and impede health in the workplace. Discussion of workplace violence, theoretical models that study stress, alcoholism and drug addiction in organizations, psychological disorders and their relation with the workplace, and the reasonable accommodation of employees with emotional disability. Special attention will be given to the role of industrial organizational psychology in the promotion of occupational health.

IOPC 679 LABOR LAW (3 cr.)
PRE-REQUISITE: IOPC 574

Overview of the historical evaluation of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

IPEC 581 CONSUMER PSYCHOLOGY AND HUMAN ECONOMIC BEHAVIOR (3 cr.)
PRE-REQUISITE: IOPC 571

The methods and concepts of psychology as applied to the study of factors that influence consumer behavior are discussed. Concepts of marketing, advertisement and image-formation in the Puerto Rican cultural context are analyzed. Ethical and professional controversies in the field are discussed.

IOPC 680 Integrative Seminar (3 cr.)
PRE-REQUISITES: PSYF 500, PSYF 505, PSYF 661, PSYF 540, PSYF 568, PSYF 588, PSYF 628

This course promotes the integration of knowledge of the theoretical bases of psychology. The following areas will be included: statistics, learning and motivation, ethics, social psychology, human development, tests construction, and physiological psychology.

IOPC 610 LIDERSHIP IN ORGANIZATION
PRE-REQUISITES: IOPC 573, IOPC 575

This course allows students to develop the skills necessary to conduct effective interventions in the organizational environment related to leadership development and analysis of leadership processes in this scenario. The main concepts and theories on this subject at the workplace are discussed. Similarities and differences between being supervisor, manager and leader are discussed, establishing the basic characteristics of every leader in the workplace. Similarly, current and future challenges of leadership in organizations according to the current socio-economic circumstances and future projections are evaluated. It concludes with an analysis of several controversies in this field, such as cross-cultural manifestation of leadership, according to their particular sexual and gender findings in Puerto Rico so far in organizations.

IOPC 681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 cr.)
PRE-REQUISITE: IOPC-678

This course examines the foundations of occupational health psychology emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

IOPC 683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (3 cr.)
PRE-REQUISITES: IP 574, PSY588

Encourages the critical analysis of psychological instruments used in assessment of human resources for selection, placement, and development. It uses different assessment instruments and strategies to assess personality, abilities, skills and vocational preferences. Their conceptual rationale will be discussed. The student will be required to

perform a psychological assessment and submit a written report with recommendations as part of a laboratory experience.

IOPL 683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION LABORATORY

To be taken concurrently with regular course at assigned schedule.

IOMO-611 Industrial Organizational Practicum I

Study of human relations in workplace settings, and how communication and perception are the principal elements of such relations. Students have the opportunity to assess their communication skills and their abilities as facilitators in the human relations area. The interview will be studied as an organizational tool to describe, predict, modify and assess human beings in organizational settings. Offered only during the Fall session concurrent with IOPC 574.

**IOMO-613 Industrial Organizational Practicum II
PRE-REQUISITES: IOPC 505, IOPC 574, IOMO 611, IOMO 612**

Study of small group dynamics and the development of skills in group management. Special attention will be given to the following topics: decision making, communication, conflict management, group cohesion, and group norms. Offered only during the Spring session concurrent with IOPC 573.

IOMO-614 Foundations of professional consultation in industrial organizational psychology

Discussion of strategies and techniques in the practice of professional consultation in industrial organizational psychology. Theoretical aspects will be discussed and practical exercises will be conducted to develop student's competencies in such techniques. Offered only during the Spring session concurrent with IOPC 573.
PRE-REQUISITES: IOPC 505, IOPC 574, IOMO 611, IOMO 612

**IOMO-615 & 616
Industrial Organizational Practicum III & IV**

The main objective of the practicum experience is that the student integrates theoretical knowledge with the realities confronted by industrial/organizational psychologists. Through placement arrangements in different workplace settings, students learn to develop skills in performing the multiple tasks and roles of an industrial/organizational psychologist.

**IOMO 615 Module III
PRE-REQUISITES: IOMO 611, IOMO 612, IOMO 613, IOMO 614 PSYF 505, PSYF 588, IOPC 574, IOPC 575, PSYF 698**

**IOMO 616 Module IV
PRE-REQUISITES: IOMO 611, IOMO 612, IOMO 613, IOMO 614, IOMO 614, IOPC 574, IOPC 575, PSYF 505, IOPC 683, IOPL 683, PSYF 588, PSYF 698**

**IOMO 617 CURRENT TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
PRE-REQUISITES: IOPC 574, IOPC 573, IOPC 575, IOPC 683, IOPC 698**

Current issues and topics related to the development of the discipline as a science and related to the practice of I/O

Psychology are discussed. Faculty and students select the topics that they will discuss.

IOPC 651 DIAGNOSIS, CHANGE AND ORGANIZATIONAL DEVELOPMENT PRE-REQUISITES IOPC 574, IOPC 575

Development of the basic competencies needed to engage in organizational problems diagnosis, implement change and organization development strategies, and assess its effectiveness. In addition, ethical, legal, and professional issues related to the practice of organization development are discussed.

MSLP 540 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM (3 CR)

Study of the anatomy and physiology of the speech and hearing mechanism including respiratory, Phonatory, articulatory, nervous and hearing systems.

MSLP 541 - BASIC AUDIOLOGY (3 CR)

Overview of the Audiology profession, its historical background, physical properties of the sound, ear anatomy, physiology of the auditory system, common disorders and administration and interpretation of hearing tests.

MSLP 542 - NORMAL SPEECH AND LANGUAGE DEVELOPMENT (3 CR)

Study of the normal speech and language acquisition process. Distinctions between speech and language are established. Terminology and speech and language characteristics according to developmental stages are explained. The course includes the analysis of sound acquisition and most common disorders speech and language disorders.

MSLP 543 ETHICS AND LEGAL ASPECTS IN HEALTH PROFESSIONS (3 CR)

The course discuss the ethical and legal principles applied to the Speech/Language Pathology Profession. American Speech and Hearing Association (ASHA) and Puerto Rico Speech/Language and Audiology Organization (OPPHLA) are studied. Study of the responsibilities and professional omissions of legal or ethics nature are revised.

MSLP 544 PHONOLOGICAL AND ARTICULATORY DISORDERES: EVALUATION AND TREATMENT (3CR)

Study of the anatomical, acoustic and perceptual aspects related to the articulatory mechanism. Description of the phonological system with focus on the atypical phonological development of Hispanic population. The course emphasizes in differential diagnosis of phonological or articulatory disorders and the therapeutic intervention recommended.

MSLP 545 LANGUAGE DISORDERS IN CHILDREN (3 CR)

Overview of the normal and atypical language development in children. Study of the factors that might affect communicative development. Methods of evaluation and intervention related to each disorder are studied.

MSLP 546 FLUENCY DISORDERS: EVALUATION 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.

MSLP 547 VOICE DISORDERS: EVALUATION 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 in the differential diagnosis of voice disorders in children and adults and treatment as well.

MSLP 548 – ADULT LANGUAGE DISORDERS (3 CR)

Study of the nature and etiology of language disorders in adults. The course emphasizes in the administration and interpretation of assessment instruments used for determining appropriate intervention methods.

MSLP 549 DYSPHAGIA IN CHILDREN AND ADULTS (3 CR)

The course emphasizes in 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.

MSLP 550 Articulatory Disorders: Assessment and Treatment (3 CR)

Study of the anatomical, acoustic and perceptual aspects related to the articulatory mechanism. The course emphasizes in the typical and atypical articulatory development of the Spanish 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.

MSLP 551 Phonological Disorders: Assessment and Treatment (3 CR)

This course describes the phonological system considering the theories and phonological perspectives. It emphasizes in the description of the typical and atypical phonological development of the Spanish 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.

MSLP 650 AURAL REHABILITATION (3 CR)

Study of the habilitation and rehabilitation processes including auditory training, lipreading, total communication in theory and methodology.

MSLP 651 AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION (3 CR)

Discussion of the 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.

MSLP 652 EVALUATION AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 CR)

Study of different clinical procedures used in evaluations of patients with speech and language disorders. The student will learn and develop assessment tools for evaluation and diagnosis of language disorders in children and adults.

MSLP 653 NEUROGENIC DISORDERS IN ADULTS (3 CR)

The course presents the etiology, diagnostic and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with right hemisphere, cranial traumas and degenerative disorders.

MSLP 654 EARLY INTERVENTION IN SPEECH AND LANGUAGE (3 CR)

The theoretical model that focus the course is the transactional model for communication development. The course emphasizes in the influence of environment and linguistic competence of the child.

MSLP 655 SUPERVISION, CONSULTATION AND ADMINISTRATION OF CLINICAL SERVICES (3 CR)

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies and service programs design are studied. The course analyzes different models of supervision and consultation.

MSLP 657 RESEARCH METHODOLOGY IN COMMUNICATION DISORDERS (3 CR)

Research design, statistical analysis and dissemination of data with emphasis in clinical research. Discussion of topics related to statement of the research problem, justification, theoretical model, research hypothesis, variables, quantitative and qualitative designs, collection and data analysis.

MSLP 558 SIGN LANGUAGE (3 CR)

The course includes the theoretical and practical aspects of sign language. It includes basic vocabulary that will help students to construct phrases and sentences using sign language (ASL).

MSLP 559 BEHAVIORAL PROBLEMS IN CHILDREN (3 CR)

Study of the concepts, principles and theoretical models related with psychopathology in children. Analysis of the etiological aspects and symptoms of different disorders. Discussion of intervention strategies for behavior modification.

MSLP 662 Reading and Writing Disorders: Assessment and Intervention

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.

PRAC 591, 592, 593, 594, 595, & 596 CLINICAL PRACTICUMS (4 cr.) (Ph.D. Program only)

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.

PRAC 591 - only offered in Fall session

PRAC 592 - only offered in Spring session
PRE-REQUISITES : PHCP 505, PHCP 515, PHCP 585, PRAC 591

PRAC 593
PRE-REQUISITES : PHCP 528, PHCP 587 and PRAC 592.

PRAC 594
PRE-REQUISITES : PHCP 626, and PRAC 593

PRAC 595
PRE-REQUISITES : PSAC 634, PSDL 603, PHCP 626, and PRAC-594

PRAC 596
PRE-REQUISITES: PHCP 548, PSAC 681, PSDL 681 and PRAC 595.

PRAD 591, 592, 593, 594, 595, & 596 CLINICAL PRACTICUMS (4 cr.) (PSYD. Program only)

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.

PRAD 591 - only offered in Fall session

PRAD 592 - only offered in Spring session
PRE-REQUISITES : PSYF 505, PSYC 515, PSYC 534, PRAD 591

PRAD 593
PRE-REQUISITES : PSYC 516, PSYC 535 and PRAD 592.

PRAD 594
PRE-REQUISITES : PSYC 603, PSYL 603, PSYC 626 and PRAD 593.

PRAD 595
PRE-REQUISITES : PSYC 604, PSYL 604, PSYC 517, PSYC 626, PSFY 753, PSDC 761, PSDL 761 and PRAD 594

PRAD 596
PRE-REQUISITES: PSYC 617, PSYD 781, PSYL 781 and PRAD 595.

PRSP 656 ADVANCED CLINICAL PRACTICUM I (3 CR)

Clinical practicum that requires a minimum of 150 hours of supervised intervention in evaluation and treatment of children and adults with auditory, and speech and language disorders.

PRSP 657 ADVANCED CLINICAL PRACTICUM II (3 CR)

Clinical practicum that requires a minimum of 200 hours of supervised intervention in evaluation and treatment of children and adults with auditory and speech and language disorders.

PSAC 603 ASSESSMENT OF INTELLIGENCE (3 cr.) PRE-REQUISITE PSYF 540/PHCP-540

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. Laboratory course.

PSAC 604 ASSESSMENT OF PERSONALITY: PROJECTIVE TECHNIQUES (3 cr.) PRE-REQUISITES PSAC 603, PSYC 534, PSYC 535

The administration and clinical interpretation of the Rorschach using the Exner Scoring system, TAT, and Draw a Person test. A critical discussion of the utility of psychodiagnosis in clinical practice, including reference to cross-cultural research and application. Laboratory course.

PSDC 711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 cr.) PRE-REQUISITES: PSYC 617, PSYC 535

This course aims to study the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. Roles and functions of the Consultant within different contexts such as schools, the family and private industry are discussed. The purpose of the course is to acquaint the student with the basic spheres and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

PSDC 713 THE TEACHING OF PSYCHOTHERAPY: STRATEGIES AND TECHNIQUES IN CLINICAL SUPERVISION (3 cr.) PRE-REQUISITE: PSYC 617, PSYC 535, PSDC 761

Readings and discussion of theory and practice in the supervision of psychotherapists.

PHCP 713 THECNQUES AND STRATEGIES OF CLINICAL SUPERVISION & CONSULTATION (3 cr.) PRE-REQUISITE: PHCP 548, PHCP 587,

Readings and discussion of theory and practice in the supervision of psychotherapists & Consultation.

PSDC 714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 cr.)

This course attempts to orient the student to the possible roles that a psychologist can play in the design and administration of human services programs. The historical framework, structural aspects, human processes, public policies and program procedures are discussed. Emphasis will be given to program planning, implementation and evaluation. A review of the norms of the Joint Commission on Accreditation of Health Care Organizations is performed. The content exposes the student to the complexities of the Puerto Rican socio-political environment, its relation with individual and collective mental health and its impact on administrative processes in the field of mental health.

PSDC 720 DESIGN AND INTERPRETATION OF STATISTICAL ANALYSIS (3 cr.)

PRE-REQUISITE: PSYF 568

An examination of the basic methods of research in psychology. Discussion of the use of controls, the concepts of prediction in research, the selection of areas and methods, and topics of psychological research. Data analysis and the effective discussion of research results are topics included in the course.

PSDC 740 GROUP THERAPY (3 cr.)

PRE-REQUISITE: PSY 517

Discussion of the major theories of group dynamics and review the relevant literature. Topics include selection of group members, beginning a group, techniques for conducting groups, and termination procedures. Also covered: closed and open-ended groups, family groups, alternative sessions, special purpose groups. Experiential exercises will be used.

PSDC 761 FAMILY THERAPY I (3 cr.)

PRE-REQUISITES: PSY 517, PSY 553

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized. Laboratory course.

PSGP 781 TEACHING PRACTICUM (0 cr.)

The teaching practicum consists of eleven (11) two and a half hours group supervision sessions. This time is added to the direct contact periods of the professor with the students of the course undergraduate course under his/her responsibility. Total practicum hours is eighty (80).

PSGP 782 CONSULTATION PRACTICUM (0 cr.)

The purpose of the Consultation Practicum of the Ph.D. Program in Psychology with Specialization in Consulting, Research and Teaching is to expose the student to the role of consultant in the different scenarios encountered by a psychologist and his/her role as a professional consultant utilizing all his/her knowledge about human and organizational behavior. Student's work will be internally supervised by a psychologist with experience in consultation, preferably and industrial/organizational psychologist.

The module consists of sixty four (64) hours covered during one semester. It is expected that the student dedicates fifty

(50) hours to serve as a professional consultant in the practice center selected and fourteen (14) hours to internal supervision. Practice hours are distributed according to a formal agreement between the practice center and the professional consultant in practice, which will be established in coordination with the Practicum Supervisor.

PSGP 874 RESEARCH PRACTICUM I (0 cr.)

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. During this first part of the practicum, the student will develop skills in managing and manipulating data before making any type of statistical analysis. Students are expected to enroll in PSGP-874 for one session. The student has to complete a minimum of 128 hours during one session to approve the research practicum. The practicum includes direct research experience as a research assistant under the supervision of a research supervisor.

PSGP 875 RESEARCH PRACTICUM II (0 cr.)

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. Students will develop a project into one of three areas of specialization of the Ph.D. in Psychology which are Consulting, Teaching or Scientific Research. The projects contemplated in this practicum could include but are not limited to: research projects, program designs for human services, books, manuals, research in topics related to psychology and other health fields related to psychology, etc. Ph. D. students are expected to enroll in PSGP 875 for one session. The student has to complete a minimum of 128 hours during the session to approve the research practicum. The practicum includes, thus, both direct research experience under supervision and attendance to an SPSS seminar. In the seminar, the statistical program is Statistical Package for the Social Sciences (SPSS) for Windows. At the end of the session the student is required a complete research report to be submitted to the research supervisor.

PHCP 753 FAMILY THERAPY (3 cr.)

PRE-REQUISITES: PHCP 548

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized. Laboratory course.

PHCL 753 FAMILY THERAPY LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSDL 603 ASSESSMENT OF INTELLIGENCE LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSDL 604 ASSESSMENT OF PERSONALITY:

PROJECTIVE TECHNIQUES LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSDL 761 FAMILY THERAPY I LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSIN 890 INTERNSHIP

PRE-REQUISITE: 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.

PSYC 515 COMPARATIVE THEORIES OF PERSONALITY AND PSYCHOTHERAPY (3 cr.)

Major theoretical positions in the field of personality will be presented as well as their applications to psychotherapy. Pertinent research literature will be reviewed. The application of theory to Hispanic client needs will be reviewed.

PSYC 516 / PHCP 526 TECHNIQUES OF PSYCHOTHERAPY (3 cr.) **PRE-REQUISITES PSYC 515**

Strategies and techniques of psychotherapeutic intervention approaches. The student will apply techniques during supervised clinical practice. Clinical intervention with Hispanic clients will be stressed.

PSYC 534/PHCP 585 PSYCHOPATHOLOGY (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-III-R). 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.

PSYC 535/ PHCP 587 ADVANCED PSYCHOPATHOLOGY (3 cr.) **PRE-REQUISITES PSYC 515/ PHCP 526, PSYC 534/PHCP 585**

Advanced skills in determining the etiology and classifying mental disorders within the DSM diagnostic system.

PSYC 617/ PHCP 548 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 cr.) **PRE-REQUISITES -PSYC 516/ PHCP 528, PSYC 535/PHCP 587**

Discussion of cases being seen in clinical practicums. Techniques for clinical conceptualization are presented and analyzed. Cases will be presented before a clinical conference. Emphasis is given to conceptualization, diagnoses and the development of the treatment plan.

PSYC 626 BEHAVIOR MODIFICATION (3 cr.) **PRE-REQUISITE PSYF 500**

Basic principles of behavior modification and behavior therapy with emphasis on theoretical and practical applications. Operant procedures; reinforcement contingencies, social reinforcement; token economy and their application; systematic desensitization; and other behavior therapy

techniques will be discussed within the context of their application to normal and abnormal behavior. Implications for ethics of behavioral control are discussed.

PHCP 626 BEHAVIOR THERAPIES (3 cr.) **PRE-REQUISITE PSYF 500 (3 cr.)**

This is a required core course. This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. Implications of studies in the field of learning and motivation for psychological interventions will be stressed.

PHCL 626 BEHAVIOR THERAPIES LABORATORY (0 cr.) **PRE-REQUISITE PSYF 500**

To be taken concurrently with regular course at assigned schedule.

PSYC 765 CONFLICT MEDIATION (3 cr.)

The students in this course examine the history, theoretical principles, practical aspects and ethical dilemmas of mediation. Emphasis is made on the practical aspects of the basic stages that make up the mediation process. The students participate actively in role playing sessions.

PSYD 781/ PSAC 681 ASSESSMENT OF PERSONALITY; OBJECTIVE TECHNIQUES (3 cr.) **PRE-REQUISITES PSY 503, PSY 504, PSY 534, PSY 535, PSY 568**

Administration and clinical interpretation of the MMPI-2 and Beck's Depression Inventory. A critical discussion of the utility and applicability of objective tests in psychodiagnosis, especially including reference to test use with minority populations and research applications. Laboratory course.

PSAC 681 ASSESSMENT OF PERSONALITY I; OBJECTIVE TECHNIQUES (3 cr.) **PRE-REQUISITES PSAC 603. PHCP 585, PHCP 587, RMIC 568.**

Administration and clinical interpretation of the MMPI-2 and Beck's Depression Inventory. A critical discussion of the utility and applicability of objective tests in psychodiagnosis, especially including reference to test use with minority populations and research applications. Laboratory course

PSAC 681 ASSESSMENT OF PERSONALITY I; OBJECTIVE TECHNIQUES LABORATORY (0 cr.) **PRE-REQUISITES PSAC 603. PHCP 585, PHCP 587, RMIC 568.**

To be taken concurrently with regular course at assigned schedule.

PHCP 549 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.

PSYE 743/ PHCP 643 PSYCHOTHERAPY RESEARCH IN CLINICAL PRACTICE (3 cr.)

In this course the student will learn how psychotherapy research can inform the clinical practice of psychologists. The student will learn how to critically and empirically assess the results of psychotherapy interventions and the many pitfalls that abound in the clinical literature. Emphasis will be given to the recent advances in the field, such as the use of treatment manuals, the use of clinical guidelines, and will be exposed to the empirically supported psychotherapies. Also, emphasis will be given to current debates, such as the use of qualitative versus meta-analytic reviews of the empirical literature, and the evaluation of common versus specific effects of the psychotherapies.

PSYF 500/PHCP 500 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.

PSYF 505/ PHCP 505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

PSYF 506 SOCIAL AND TRANSCULTURAL PSYCHOLOGY (3 cr.)

Discussion of the major theories and research in social psychology. Among the key topics covered are: conformity, attraction and affiliation, persuasion and aggression. The course explores the extent to which social psychology is subject to variations within different cultural contexts. Research methods in social psychology are discussed.

PSYF 508 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

Discussion of human behavior from a physiological point of view. Brain-behavior relationships are explored. The course discusses the structure of the human nervous system, neural transmission, effects of drugs on behavior, sleep and wakefulness, as well as the genetic basis of behavior.

PSYF 540/PHCP 540 LIFE-SPAN HUMAN DEVELOPMENT (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.

PSYF 548 SUPERIOR FUNCTIONS: COGNITION, PERCEPTION AND MEMORY (3 cr.)
PRE-REQUISITE PSYF 508

Different sections of this course will deal in depth with divergent theories of cognition, perception and memory. The explanatory power and limitations of each theory will be analyzed.

PSYF 568/RMIC 568 APPLIED INFERENTIAL STATISTICS (3 cr.)

PRE-REQUISITE(S): The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, t and F distributions, Chi square and the U test, among others.

PSYF 588/IOPC 588 THEORY OF TESTS AND TEST CONSTRUCTION (3 cr.)
PRE-REQUISITE: PSYF 568

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

PSYF 612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

This course will review of systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

PSYF 661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN PR (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases 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 especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of

beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

PSYF 677 SOCIOCULTURAL BASES OF BEHAVIOR IN PUERTO RICO (3 cr.) PRE-REQUISITE: PSYF 506

The purpose of this course is to review pertinent information concerning the indicators of change in Puerto Rican society as relates to: population, migration and immigration, urbanism, poverty, slums, social stratification, education, housing, employment, industrialization and modernization. These topics or indicators of change, among others, will be analyzed on the basis of the objective information to be gathered from the literature and studies with emphasis on psychology which have been conducted in Puerto Rico and outside of Puerto Rico. The course will explore how changes in these areas affect interpersonal relations, human development, the formation of beliefs and values, and living with others in Puerto Rico.

**PSYF 698/IOPC 698
THEORY AND METHODS OF TRAINING WORKSHOPS
(3 cr.) PRE-REQUISITE: IOPC 574**

The course Theory and Methods of Training Workshops intends to initiate the development of the student in its function as trainer, in the context of the consultancy of training and as an organizational member that perform those functions. The theories of basic learning are discussed for an effective design of programs of training directed to adults. Similarly, the conceptual framework for the development of effective training design is analyzed and the necessary concepts and skills for the development of needs training analysis are discussed. Suggestions are offered to carry out presentations for an effective training, management of difficult participants and to create a favorable environment of learning. The student will have the opportunity to know methods of training, its uses, its advantages and disadvantages and its potential to achieve the transfer of learning. Finally, the diverse strategies for the evaluation of training are discussed, taking as starting point the instructional objectives established.

**PSYF 745 INTRODUCTION TO CURRICULAR DEVELOPMENT
(3 cr.)**

The purpose of the course is to examine the topic of curriculum and the process of its development. Curricular development is examined in light of the philosophical, sociological and psychological foundations of curriculum. Foundations are presented from an historical and contextual perspective and its relationship with the curricular process as a whole.

The student is exposed to both theoretical reflection and application of an actual curricular development project. It is promoted a learning situation in which the previous and new knowledge of the student come together. The doctoral experience of the student is strengthened when the student assumes an active role while realizing individual and group projects, hence assuming the responsibility over his/her own learning. Also, particular guidance and attention is given to his/her cognitive structure.

PSYF 765 CONFLICT MEDIATION (3 cr.)

The main purpose of this course is to study the mediation process as a non adversarial and non violent method to manage conflict in the society. The history, theoretical foundations and application to different scenarios is examined. The stages of the mediation process, as well as its characteristics and techniques are among the specific aspects to be studied. Ethical dilemmas inherent to its utilization are analyzed. Also, the role of the psychologist as a mediator, as well as the advantages offered by this method to solve conflicts in different scenarios encountered in his/her professional practice are analyzed.

**PSYF 766 TEACHING METHODOLOGY (3 cr.)
PRE-REQUISITES: PSYF 500, PSYF 588, PSYF 779, PSYF 745,
EGPE 704**

The main purpose of this course is to expose the student to the art of teaching while working as assistant professors. This learning experience will allow them to apply their knowledge, skills and the competences acquired before engaging in the teaching experience as professors of an undergraduate course. Also, it has the objective of developing in the students sensitivity towards the different learning styles while exposing them to a variety of techniques and strategies. The student is also exposed to the discussion of the experiences encountered while working as assistant professors, through the analysis of situations that provide the opportunity to utilize a creative and enriching decision making process that generates alternative ways of dealing with such situations.

PSYF 779 EDUCATIONAL PSYCHOLOGY (3 cr.)

The course aims to expose students to modern approaches to educational psychology. It is recognized that the complexity of the process requires teaching and learning approaches where different disciplines are integrated. It explores during different learning theories, new perspectives in the development, memory, perception and philosophy of the brain. The practical aspect of this knowledge must also be included in the professional activity and research. Emphasis will be made in addition to the function of psychology of education and applied discipline.

PSYF 876 ADVANCED SEMINAR IN THE TEACHING OF PSYCHOLOGY (3 cr.) PRE-REQUISITE: PSYF 500, PSYF 745, PSYF 779

The main purpose of this course is to study the theoretical foundations about the teaching of psychology and its applications to the class room. The following areas will be covered: brief historical background of psychology, learning styles, teaching methods and techniques and their application according to the area of psychology to be studied and the type of population to be served. Both the theoretical as well as the conceptual bases will be emphasized. The course has been designed within the current techniques of the scientific endeavor, as they relate to the teaching of psychology, to facilitate the professional experience of the students.

Every professional dedicated to the teaching of psychology, no matter the location or the population served, besides the theoretical and content knowledge of psychology, must have achieved a level of mastery of the different teaching methods, taking into consideration the scenario and the population

served. In this way the goals and objectives that give meaning to the teaching of psychology can be achieved.

PSYF 899 ADVANCED SEMINAR IN SCHOOL PSYCHOLOGY (3 cr.) PRE-REQUISITE: PSYF 500, PSYF 779

The purpose of this course is to study the theoretical foundations of School Psychology and its relationship and applications on educational psychology, and the learning and teaching processes. The following areas will be covered: learning styles and methods and techniques for the teaching of school psychology according to the population served. Emphasis will be made on both, the theoretical bases as well as practice. Also, the differences and similarities between school psychology and psychology, as well as the controversies and dilemmas of both disciplines will be presented.

PSYL 781 ASSESSMENT OF PERSONALITY: OBJECTIVE TECHNIQUES LABORATORY

To be taken concurrently with regular course at assigned schedule.

RMIC 625 INTRODUCTION TO SCIENTIFIC RESEARCH (3 cr.)

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context, and the integration of such problems and hypothesis, when applicable, with an adequate research design. Basic concepts, such as the formulation of research questions, problems and hypothesis, variables, operational definitions, types of research and research designs are covered.

RMIC 725/RMIC 625 INTRODUCTION TO SCIENTIFIC RESEARCH (3 cr.) PRE-REQUISITE: PSYF 568

Introduction to scientific procedures and research methods in psychology. 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.

RMIC 741 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS I)

PRE-REQUISITE: Students must know how to work with WINDOWS as well as have basic knowledge in Statistics

This 6 hour seminar is focused in providing students the necessary tools to begin working immediately with SPSS. Skills in handling the program are offered as well as dealing with the fundamentals of descriptive statistics. This course is ideal for those students who have never worked with SPSS.

RMIC 742 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS II)

PRE-REQUISITE: RMIC 741 – SPSS SEMINAR I

This 6 hour seminar is focused in providing students the necessary tools to learn intermediate data entry skills using SPSS commands as well as SPSS perform basic correlation and inferential statistics analysis.

RMIC 822 ANALYSIS OF VARIANCE (3 cr.)

PRE-REQUISITES: PHCP 568

Use and misuse of analysis of variance; one factor ANOVA (correlated and independent designs); two or more factors ANOVA models; ANOVA for equal, unequal, proportional and non-proportional samples; split-plot design; randomized block design; analysis of covariance; mixed design; multiple comparison (Dunn-Tuckey-Newman-Keul-Sheffe) and analysis of variance with ordinally scaled variables (Kruskal-Wallis/Friedman), are among the topics included.

RMSL 822 ANALYSIS OF VARIANCE LABORATORY (0 cr.)

CO-REQUISITES: RMIC 822

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in running General Lineal Models using ANOVA, ANCOVA, and MANOVA.

RMIC 823 QUANTITATIVE RESEARCH DESIGNS (3 cr.)

PRE-REQUISITES: RMIC 625

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

RMIC 824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 cr.) PRE-REQUISITES: PSYF 568

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data. Topics included are: use and misuse of correlational analysis, correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, explained and residual variance and standard error of measurement.

RMIC 830 SEMINAR OF CROSS CULTURAL METHODS OF MEASUREMENT AND EVALUATION (3 cr.)

PRE-REQUISITES: PSYF 588

The goal of this course is to introduce cross cultural considerations to the construction, translation, adaptation and interpretations of psychological and behavioral tests, assessments and evaluations. It is expected that students will learn about the issues of using tests/assessments/evaluations from another culture in the Puerto Rican reality. Also, the course considers the construction of tests/assessments/evaluations that can be used effectively cross-culturally.

This course will also help the student to develop the knowledge and skills to apply the concepts acquired during the course of their clinical and research practice as psychologists, including critical skills such as:

- Raising vital questions about the material, formulating them clearly and precisely
- Using abstract ideas to interpret effectively the material and coming to well-reasoned conclusions

- Testing these ideas against relevant criteria, evidence and standards
- Recognizing and assessing, as need be, their own assumptions and biases
- Drawing implications and practical consequences
- Communicating effectively these analyses in oral and written form
- Using them to present solutions to complex problems

RMIC 855 ADVANCED SEMINAR IN SCIENTIFIC RESEARCH (3 cr.) PRE-REQUISITE: RMIC 725

The student will be required to carry out, under supervision, a scientific study with appropriate scientific methodology. The understanding of different research designs employed in scientific investigation and their applications to problems of a psychological nature will be discussed.

RMIC 875 QUALITATIVE RESEARCH DESIGN PRE-REQUISITE: RMIC 625

In this course we study theoretical and practical foundations of qualitative methods and its application to research within different perspectives of the multiple social sciences, especially psychology. We will focus on the following areas: Historical background, ethical controversies and paradigms as well as contemporary perspectives, research strategies, compilation of data methodology and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

RMSL 568 INFERENTIAL STATISTICS LABORATORY (0 cr.) CO-REQUISITE: RMIC-568

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

RMSL 822 ANALYSIS OF VARIANCE LABORATORY (0 cr.) CO-REQUISITE: RMIC 822

The goal of this laboratory is to provide the opportunities for Ph.D. students to develop skills in running General Linear Models using ANOVA, ANCOVA, and MANOVA.

RMSL 824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION LABORATORY (0 cr.) PRE-REQUISITES: PSYF 568

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data using computer programs. Topics included are correlation analyses for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, logistic regression, explained and residual variance, standard error of prediction and factor analysis.

RPIC 874 RESEARCH PRACTICUM I (OFFERED ONLY IN AUGUST) (4 cr.) PRE-REQUISITES: PRAC 594, RMIC 725, PSYF 568, RMIC 741, RMIC 742

This practicum provides 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 in RPIC 874 for two sessions and complete 256 hours in research practice. A pilot research project must be submitted to the IRB. (Ph.D. students only).

RPIC 875 RESEARCH PRACTICUM II (OFFERED ONLY IN JANUARY) (4 cr.) PRE-REQUISITES: RPIC 874, RMIC 822, RMIC 823

The goal of this practicum 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.

RMSL-568 APPLIED INFERENTIAL STATISTICS (0 cr.)

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analysis with categorical and continuous data.

SEMM 531 APA Writing Style Seminar (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-532 WORKSHOP ON WRITING SKILLS AND CASE CONCEPTUALIZATION (0 cr.)

The student will develop the professional writing skills in conceptualization and case- study method. He/she will also develop the knowledge of the different levels of intervention and the vocabulary relevant to each level. The levels of intervention are: orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level. The method of conceptualizing in Family Systems therapy will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

After the first session the students will write a concept paper and return it to the professor within two weeks. The second session will take place after a month of the first session. In this second session the professor will provide feedback of their work and give them a final work to improve their writing skills.

PSYC-634 CROSS CULTURAL PSYCHOTHERAPY: MULTICULTURAL & INDIVIDUAL DIVERSITY

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. It will develop the required competencies of clinical assessments, diagnosis and treatment with multicultural and diverse groups, such as: Hispanics, African-American, Asian and Asian Indians, Gender Issues, GLBT, Elderly population and Individual with disabilities.

RMSL-824 TECHNIQUES OF CORRELATION & MULTIPLE REGRESSION LABORATORY

The main Objective of this course is to familiarize the student with the correlation and regression technique available for the treatment of research data using computer programs. Topics included are correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical interference for correlation coefficients, simple and multiple regression analysis, stepwise regression, logistic regression, explained and residual variance, standard error of measurement, and factor analysis.

RMIC-875 QUALITATIVE RESEARCH DESIGN-

In this course we study theoretical and practical fundamentals of qualitative designs and its application to research within different perspectives of the multiple social sciences, especially psychology. We will focus on the following areas: Historical background, ethical controversies and paradigms as well as contemporary perspectives, research strategies, recompilation of data methodology and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

RMSL-822 ANALYSIS OF VARIANCE LABORATORY

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in running General Lineal Models using ANOVA, ANCOVA and MANOVA

RPDR-801 RESEARCH PAPER DOCTORAL REQUIREMENT

The goal of this practice is for students to carry out an applied research IRB approved project that will end in the submission of a paper for both: a peer review journal and professional presentation. Students have three chances (can begin on summer of second year after approval of previous pre-requisite practice) to enroll in this practice to finish their project and submitting it. Students should pair with a supervisor for this Practice. Students must also attend two Dissertation Defenses and two Colloquiums as prerequisite of these practices.

PHCP-750 TRAUMA

The main purpose of this course is to deepen the knowledge about the effects of a diverse array of traumas on human subjects, including children, adults and the elderly. The student that takes this course will be exposed to the latest investigations and theories of the subject matter, with the purpose that they amplify their knowledge and clinical skills at the moment of making a diagnosis, a case conceptualization or a treatment recommendation. Additionally, the student will become familiar with such subject matters and controversies as: the issue of comorbidity; the relation between trauma and memory; countertransference reactions; cultural issues on assessment and treatment; approaches.

SPSF 500 Theories of Learning and Motivation

This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of

study will be discussed. Implications of studies in the field of learning and motivation for psychological interventions will be stressed.

SPSF 540 Life-Span Human Development

The course will review theory and research in life span development. The students will review physiological, historical, socio-cultural, economic and psychological foundations of human development. Emphasis will be given to social, emotional and intellectual factors. Puerto Rican cultural factors in child rearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course also studied. This course will also help the student develop the knowledge and skills to apply the concepts acquired during the course in their professional and research practice as psychologists.

SPSF 568/IOPC 568 Applied Inferential Statistics

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's U test, among others.

SPSF 588 Theory of Test and Test Construction

Prerequisites: PSYF 568

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

SPSF 626 Behavior Modification

Prerequisites: PSYF 500

The purpose of this course is to present the theories, empirical foundations, and applications of behavior modification and cognitive-behavioral interventions for the treatment of psychological disorders. Cognitive, behavioral, and cognitive-behavioral theories and its applications in clinical settings will be presented and discussed. The basic principles of behavior modification and behavior therapy will be discussed. Behavior therapy techniques such as reinforcement contingencies, operant procedures, social reinforcement, token economy, systematic desensitization, exposure therapies, assertive training, self-control interventions will be presented and discussed. The integration of theory and practice in the application of behavior modification and cognitive-behavioral techniques will be emphasized. Also, the student will be exposed to the epistemological and scientific debates that have been discussed in terms of this therapeutic paradigm. Emphasis will be given to critical issues on the effectiveness and efficacy of the different types of therapeutic techniques using empirical evidence. Ethical principles and dilemmas related to behavioral change and control will be also discussed.

SPSF 628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior

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.

SPSF 635 Cultural Diversity, Minority, and Multiple Interventions Culturally Sensitive in the U.S.

This course presents a wide variety of theoretical and practical therapeutic orientations that are culturally sensitive for different ethnic groups, with emphasis on Hispanics, African-Americans, Asians, and American Indians. The student will familiarize him/herself with the contributions of each group in areas associated with clinical, didactic, methodological and industrial-organizational interventions.

SPSF 656 Child Psychopathology

This course will present basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to psychopathology in children. It will provide information on etiology, characteristics, and diagnostic criteria concerning the major childhood disorders (e.g., ADHD, major depression, anxiety, pervasive developmental disorders, early onset schizophrenia). Treatment efficacy is also emphasized in the context of psychopathological models. Environmental factors contributing to the development of child psychopathology, including family dysfunction, interpersonal violence and trauma and assessment of risk for child abuse and neglect, drug use and suicide will be examined.

SPSF 662 Reading and Writing Disorders: Assessment and Intervention

The course offers an introduction of concepts involved in reading and writing. It discusses the definition of reading and writing; pre-requisites, types, normal development, instructional methods and pathologies. Assessment strategies and intervention techniques for reading and writing problems will be discussed. The roles and functions of the school psychologist, speech and language pathologists, occupational therapist, educational therapist, teachers and other professionals will be mentioned. Technological assistive measures will be presented.

SPSF 679 Educational Psychology

This course presents information about educational psychology approaches. It recognizes the complexity of the instruction and learning process and presents an interdisciplinary model. Different learning theories, new perspectives on development, memory, perception and brain structure will be explored. The course will emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, assessment. It presents current information on brain and neuroscience, the impact of technology and student diversity in educational issues.

SPSF 725 Introduction to Scientific Research
Prerequisites: PSYF 568

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context, and the integration of such problems and hypotheses, when applicable, with an adequate research design. Basic concepts, such as the formulation of research questions, problems and hypotheses, variables, operational definitions, types of research and research designs are covered. Topics such as hypothesis testing, research design, sampling, analyzing and interpreting quantitative and qualitative data and statistical power analysis are included.

SPSF 500 Professional and Ethical Functions of School Psychologists

The role and functions of a school psychologist; laws and ethical principles relevant to the practice of school psychology and their application to daily practice and professional dilemmas; areas of professional expertise; and current trends of the profession are studied. Presents standards for the delivery of school psychological services based on the NASP Practice Model, the Code of Ethics for practicing psychologists in PR, collaborative service-delivery models, and NASP's ten domains of practice.

SPSF 541 The exceptional child
Prerequisite: SPSF 540

Study of current concepts, principles, and issues related to exceptional development. The focus is on children with various exceptionalities including specific learning disabilities, mental retardation, behavioral and emotional disorders, neurologically-based disorders, and physical and health related handicaps from birth to adolescence. Emphasizes on the role of school psychologist in identification and intervention; review of special education referral process and service delivery options; overview of classroom modifications, adaptations and inclusionary practices. Exceptional children are studied within the context of their families, schools and communities as well as identifying the support services necessary to facilitate optimum development.

SPSF 661 Social Psychology with Emphasis in P.R.

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases 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 especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified

indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

SPSC 501 Cognitive-Academic Assessment and Data Based Decision Making

Prerequisites: SPSF 500 and SPSF 628

The course is structured to develop competence in the intellectual and academic assessment of preschool and school-aged children. It provides an overview of theories of intelligence, basic concepts of psychometrics, and issues related to the use and misuse of psychological tests with diverse populations. This course covers the foundations of curriculum design and development and the theories and application of curriculum-based measurement. A wide range of assessment techniques, with cultural and linguistic validity, in the assessment of intelligence, processing abilities, and achievement are introduced. Students learn problem-solving models to apply in the identification and prevention of skill deficits, development of goals, progress monitoring, and determining the responsiveness to intervention. Students gain experience in team-based decision-making and communicating the results of assessments to diverse audiences.

SPSC 502 Social-Behavioral Assessment and Data Based Decision Making

Prerequisites: SPSF 540 and SPSF 588

The course examines major theoretical models and assessment of the socio-emotional development and behavior of the school-aged child. Students learn methods of observation and interview as well as objective measures (i.e., IDC-E, BASC, SEDS) and projective measures (e.g., drawings, sentence completion, structured story telling). Projective and objective measures are compared and contrasted with respect to value and appropriate use of each. It addresses the impact of cultural, linguistic and socioeconomic factors; and legal and ethical implications. It emphasizes on psycho-educational diagnosis and decision making for children with social-emotional and behavioral problems; formulation of hypotheses based on test data, and development of meaningful recommendations for behavior management and social-emotional learning at home and school.

SPSC 504 Psycho-educational Interventions with Children

Prerequisites: SPSF 656 and SPSF 679

This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children adolescents in clinical and school settings. Topics include establishing rapport, ethical responsibilities, intervention planning, psychodynamic techniques, and behavioral techniques, treatment of selected disorders, relationships with community agencies and service providers, transference and counter-transference, and the influence of social and cultural factors. It focuses on evidenced-based interventions in treating psychological disorders and academic problems in children and adolescents. Models and methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be discussed.

SPSC 505 Crisis and Trauma Response and Interventions with Children

Theory, empirical research, and clinical issues related to primary prevention and crisis intervention with children and adolescents. Culturally appropriate counseling, classroom and school related techniques and methods for the prevention, intervention, and post-intervention of such factors as crisis, trauma, violence, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment.

SPSC 507 Consultation in Educational Settings

Prerequisites: SPSC 505

The course encompasses theory and practice of collaborative consultation in the schools and related settings. This course examines several models of consultation; the roles of consultant, consultee, and client systems; and comparison of the consultative role and techniques with those of assessment, and counseling/therapy. Focuses on consultation with teachers, administrators, parents, and various community agencies and applies behavioral, ecological, mental health, and organized models. Further areas of emphasis include: consultative intervention, evaluation of consultation, relevant research, legal and ethical issues, consultation with minority groups, resistance to consultation, communication skills and collaboration.

SPSC 508 Positive Behavioral Supports and Classroom Intervention

Prerequisite: SPSF 656

This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns models and strategies of classroom management and the development, implementation and evaluation of behavioral interventions to increase student academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized. The course includes topics in developing data-based, positive behavioral interventions for students with severe behavioral difficulties like those with traumatic brain injury (TBI), autism, emotional disturbance, attention deficit and hyperactivity disorder, oppositional defiant disorder, etc.

SPSC 509 School and Family Systems

This course introduces the principles of family development and models of family therapy, and how factors of race, gender, sexual preference, ethnicity, disability, and socioeconomic status affect therapeutic interactions with families. The study of family systems also covers home-school collaboration, parent education and counseling, and other ways to engage families in support of students' educational needs. The history of education in PR is studied as well as the current trends in education. The study of school systems is also explored within the context of organizational theories and interpersonal dynamics. The student will gain understanding on how to plan and implement new programs and services in their professional practice, school-wide efforts and in educational reforms.

SPSC 510 Theories of Counseling and Psychotherapy

Counseling theories are the foundation upon which the work of counseling is built. This course is designed to provide master's graduate students with an opportunity to gain knowledge in the major theories of counseling, and to familiarize themselves with the client conceptualization and

treatment techniques used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature, personality, psychopathology, goals, therapeutic strategies, effectiveness, criticisms, multicultural applications, and future directions. Using class lectures, discussion, experiential activities, readings, students will begin to develop their own theoretical orientation.

SPSC 511 Theories of Group Counseling
Prerequisites: SPSC 510

The purpose of this course is to introduce the student to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help the student develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, professional identity.

SPSF 656 Child Psychotherapy

This course will present the students with various models of assessment and psychotherapy to use with children. Psychodynamic, cognitive-behavioral, and non-directive approaches will be discussed. The theoretical fundamentals, its vision of a child, the concept of psychopathology, and the psychotherapeutic interventions of each model will be analyzed. This course will also expose the students to the basic principles of psychotherapy with children, regarding interviewing techniques, confidentiality, the process of diagnostics (assessment), establish rapport, play therapy, and the process of verbal and symbolic communication. Additionally it will present the role of parents in the therapeutic process, and necessary materials and equipment for the therapy room. The course will introduce the student to common problems that arise in the process of therapy and to the applicability of psychotherapeutic strategies for Puerto Rican children. Ethical and professional controversies related to child psychotherapy will also be presented.

SPRA 510 Introduction to School Psychology Practicum

This practicum module is designed to orient the student to the general school environment and initial interventions. Assignments and group discussions help students understand the field of school psychology and how it is practiced on a daily basis. It examines essential principles of classroom instruction, and methods of screening and assessing academic performance, critical learning skills, and the classroom environment. Students gain knowledge and practice data collection methods, which include structured observation, standardized educational testing, formal and informal skill inventories, curriculum based assessment and curriculum based measurement.

SPRA 520 Assessment Practicum for School Psychologists

Prerequisites: SPSF 505
Co-requisites: SPSC 501 and SPSC 502

Practice in the intellectual, achievement, behavioral, and social-emotional assessment of children with learning and behavioral problems. It involves the selection, administration, scoring and interpretation of individually-administered tests of cognition and achievement, curriculum-based measurement, as well as socio-emotional development and behavior. Includes training in analysis and integration of assessment data, report writing, use of technology and oral communication of assessment results.

SPRA 530 Intervention Practicum for School Psychologists
Prerequisites: SPSF 505
Co-requisite: SPSC 504

Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. with an emphasis on behavioral techniques, academic interventions, counseling and therapy. Students apply data-collection methods, data-based decision-making and problem-solving models (i.e. Three-tiered model and Response to intervention) to design and implement their interventions.

SPRA 540 Practicum in School Setting

Students are provided with a school setting experience leading to the acquisition of skills and knowledge of school psychologists in PR. Experiences include conducting student assessment of intellectual, behavioral and social-emotional skills, writing reports, counseling children and adolescents, designing prevention, interventions, and post-intervention strategies, and completing progress evaluations. Students collaborate with multidisciplinary colleagues; they work with special education regulations and procedures, classroom interventions and consulting with teachers, parents and community agencies. They will practice how to use the total available resources in a school to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model.

SEMM 531 APA Writing Style Seminar

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM 532 Workshop on Writing Skills and Case Conceptualization

The student will develop the professional writing skills in conceptualization and case- study method. He/she will also develop the knowledge of the different levels of intervention and the vocabulary relevant to each level. The levels of intervention are: orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level. The method of conceptualizing in Family Systems therapy will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

SEMM 551 Special Education: Inclusion, Accommodations and IEP's
Prerequisites: SPSF 505 and SPSF 508

This seminar is designed to discuss the contributions of history, policy, the law, research, and current trends and

issues that apply to programs for individuals with disabilities, their families, and their school communities. It focuses on issues impacting special populations in elementary and secondary schools, including students who are gifted, at-risk, and have disabilities. It includes discussions on establishing inclusive climates; federal, state, and local regulations; assessment; instructional strategies and modifications; collaborative school structure and classroom management. The student will be trained to write legal and educationally useful IEPs and understand current trends on IEP development, implementation, and evaluation.

SEMM 545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY

The writing skills in psychology workshop has the purpose of helping students understand the importance of developing and maintaining professional writing skills to maintain a record of information directly related to the clinical training. Ethical and legal implications of professional writing skills will be offered. Emphasis on the elements required on a progress note will serve as the foundation to the practice of skills students will carry out as part of the workshop

ELECTIVE COURSES

EGPE 704	EVALUATION OF THE TEACHING-LEARNING PROCESS	(3 cr.)
EGPE 757	EVALUATION MODELS AND STRATEGIES FOR SOCIAL AND EDUCATIONAL PROGRAMS	(3 cr.)
IOCE 699	PSYCHOSOCIAL ASPECTS AT WORK	(3 cr.)
NPAE 684	NEUROPSYCHOLOGICAL ASSESSMENT I.....	(3 cr.)
NPAE 687	NEUROPSYCHOLOGICAL ASSESSMENT II.....	(3 cr.)
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PSYE 745	APPLIED TECHNIQUES IN SPORT PSYCHOLOGY	(3 cr.)
PSYE 747	PSYCHOLOGY OF DISASTERS	(3 cr.)
PSYE 748	ADVANCED SEMINAR IN SPORT PSYCHOLOGY III.....	(3 cr.)
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FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

UNDERGRADUATE PROGRAM

Bustillo-Formoso, María	B.A. 1980, University of Puerto Rico, Río Piedras Campus, Elementary Education; M.S. 1982, University of Puerto Rico, Medical Sciences Campus, Speech-Language Pathology; Clinical Director, Speech and Language Pathology Clinic Instructor
Hernández-Rosado, Margarita	B.S. 1981, University of Puerto Rico, Medical Sciences Campus, Health Education; M.S. 1983, University of Puerto Rico, Speech and Language Pathology; Instructor Research Interests: Stuttering, Speech and Language Communication, Writing Disabilities
Maldonado-Pérez, Maritza	B.S. 1987, University of Puerto Rico, Medical Sciences Campus, Speech-Language Therapy; M.S. 1996, University of Puerto Rico, Medical Sciences Campus, Speech-Language Pathology; Instructor
Méndez, Providela	B.A. 1981, University of Puerto Rico, Río Piedras Campus, Elementary Education; M.S. 1983, University of Puerto Rico, Medical Sciences Campus, Audiology; Instructor
Parés-Agosto, Gildemar	B.S. 1983, University of Puerto Rico, Elementary Education; M.S. 1986, University of Puerto Rico, Medical Sciences Campus, Speech and Language Pathology; Coordinator Speech Pathology Program
Rodríguez-Olivieri, Nitza	B.S. 1977, Interamerican University, Psychology; M.S. 1979, University of Puerto Rico, Medical Sciences Campus, Speech and Language Pathology; Instructor

GRADUATE PROGRAMS

Acevedo-Acevedo, Luis J.	B.A. 1993, University of Puerto Rico, Psychology; M.S. 1996, Caribbean Center for Advanced Studies, Clinical Psychology; Psy.D. 1999, Caribbean Center for Advanced Studies, Clinical Psychology; Clinical Supervisor RESEARCH INTEREST: Supervision, couple therapy.
Alonso, Annie	B.S. 1976, University of Puerto Rico, Sociology; M.S. 1978, University of Puerto Rico, Social Work; M.S. 1992, Caribbean Center for Advanced Studies, Clinical Psychology;

- Ph.D. 1996, Caribbean Center for Advanced Studies,
Clinical Psychology;
Adjunct Professor
RESEARCH INTERESTS: Developmental deficiencies and family therapy.
- Altieri-Ramírez, Gladys
B.A. 1971, University of Puerto Rico, Social Sciences,
Major: Psychology;
M.A. 1982, Interamerican University; Education;
M.S. 1985, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1987, Caribbean Center for Advanced Studies,
Clinical Psychology;
Full Professor
RESEARCH INTERESTS: Forensic Psychology, Women Issues,
Gerontology, Child Abuse, Ethics, Children and Adolescents
- Andújar-Rojas, Carlos
B.S. 1989, University of Puerto Rico, Psychology;
M.S. 1991, University of Puerto Rico, Psychology;
Ph.D. 1993, University of Puerto Rico,
Industrial/Organizational Psychology;
Adjunct Professor
RESEARCH INTERESTS: Psychometrics and
Organizational Development.
- Auger-Cabrera, Carmen
B.A. 1957, University of Puerto Rico, Psychology;
M.S. 1988, Caribbean Center for Advanced
Studies, Clinical Psychology;
Psy.D. 1992, Caribbean Center for Advanced
Studies, Clinical Psychology;
Associate Professor
RESEARCH INTERESTS: Domestic violence, adult
survivors of sexual abuse, supervision, family therapy, psychotherapy
- Batlle-Santiago, María
B.A. 1965, Sacred Heart University, Arts with specialization
in paint and sub specialization in Psychology
Psychology;
M.A. 1980, University of New York, Pedagogy and Arts;
M.A. 1982, University of Puerto Rico, Arts with specialization
in Clinical Psychology;
Ph.D. 1992, University of Puerto Rico, Clinical Psychology;
Licentiate 1994, Rochester, New York, American Association
of Marriage and Family Therapists;
Clinical Supervisor
RESEARCH INTEREST: Systemic Intervention Training with Patients with
Advance Illness
- Cabiya-Morales, José
B.A. 1976, University of Puerto Rico, Psychology;
Ph.D. 1983, State University of New York at Albany.
Professor
RESEARCH INTERESTS: Evaluation of effectiveness of cognitive-behavioral
interventions with children and adolescents, psychological testing and
validation with the MMPI-2 and MMPI-A, neuropsychological testing and
prevention of mental health in children, impulsivity, aggressive behavior,
alcohol and substance abuse in children and adolescents, depression in
children.
- Carrión-Baralt, José
B.S. 1984, University of Michigan, Mechanical and Aeronautics
Engineering;

- M.S. 1985, University of Michigan, Mechanical Engineering;
Ph.D. 1999, Carlos Albizu University, Clinical Psychology;
Adjunct Professor
RESEARCH INTEREST: Neuropsychology.
- Cruz-Cedeño, Eurídice
B.A. 1974, Sacred Heart University, Social Sciences;
M.S. 1989, Caribbean Center for Advanced Studies,
Clinical Psychology;
Psy.D. 1992, Caribbean Center for Advanced Studies,
Clinical Psychology;
Clinical Supervisor
RESEARCH INTERESTS: Individual Psychotherapy,
Group Psychotherapy.
- Cott-Pollock, Marieanne
B.A. 1990 University of Puerto Rico, Cayey Campus, Psychology
M.A. 1998 Interamerican University, Metropolitan Campus,
School Psychology
Ph.D. 2009 Interamerican University, Metropolitan Campus,
School Psychology
RESEARCH INTEREST: Alternative Therapy with Medical Condition
- Cruz-Ortiz, Rebecca
B.A. 1967, University of Puerto Rico, Psychology;
M.S. 1974, University of Puerto Rico, Social Work;
M.S. 1989, Caribbean Center for Advanced Studies,
Clinical Psychology;
Psy.D. 1991, Caribbean Center for Advanced Studies,
Clinical Psychology;
Clinical Supervisor
RESEARCH INTERESTS: Psychological evaluations,
psychotherapy with children, adolescents and adults.
- Cuevas-Padró, Sylma
B.A. 1987, Interamerican University, Psychology;
M.S. 1994, Caribbean Center for Advanced Studies,
Clinical Psychology;
Psy.D. 1996, Caribbean Center for Advanced Studies,
Clinical Psychology.
Clinical Supervisor.
RESEARCH INTERESTS: Music therapy, Clinical Supervision.
- Díaz-Díaz, Verónica
B.A. 1998, University of Puerto Rico, Psychology;
M.S. 2002, Carlos Albizu University, Psychology;
Ph.D. 2004, Carlos Albizu University, Clinical Psychology.
Adjunct Professor
RESEARCH INTEREST: Psychological Measurement.
- Doñe-Navarro, Luisa
B.S. 1970, Institute of Young Ladies Salomé Ureña,
Dominican Republic; Psychometrics Technician;
1978, National University Pedro Henríquez Ureña,
Dominican Republic;
1979, Degree in Clinical Psychology, National University
Pedro Henríquez Ureña, Dominican Republic;
M.S. 1982, Technological Institute of Santo Domingo,
Dominican Republic, Psychology and Education;
M.S. 1990, Caribbean Center for Advanced Studies,
Clinical Psychology;
Psy.D. 1992, Caribbean Center for Advanced Studies,
Clinical Psychology.
Clinical Supervisor

RESEARCH INTEREST: Drug Addiction.

Ferrer-Hopgood, Ivonne

B.S. 1985, University of the Sacred Heart, Psychology;
M.S. 1988, Caribbean Center for Advanced Studies,
Clinical Psychology;
Psy.D. 1996, Caribbean Center for Advanced Studies,
Clinical Psychology.

Adjunct Professor

RESEARCH INTERESTS: Psychological measurement and developmental deficiencies Instructor.

Fournier-Ramos, Milagros

B.A. 1986, Inter American University, Psychology;
M.S. 1994, Carlos Albizu University, Clinical Psychology;
Ph.D. 1999, Carlos Albizu University, Clinical Psychology.

Clinical Supervisor

RESEARCH INTEREST: Measurement.

Francis, Luis

B.A. 1972, Interamerican University, Psychology;
M.S. 1975, Caribbean Center of Advance Studies;
Ph.D. 1988, Caribbean Center of Advance Studies.

Clinical Supervisor

RESEARCH INTEREST: Psychological Interventions
with correctional population.

García-Carrasquillo, Aida

B.S. 1985, University of Puerto Rico;
M.S. 1991, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1992, Caribbean Center for Advanced Studies,
Clinical Psychology.

Associate Professor

RESEARCH INTERESTS: Cognitive measurement and
evaluation, ethical issues in clinical psychology, needs
assessment, crisis intervention, homelessness

GarcíaColl, Cynthia

B.A. 1974, University of Puerto Rico, Río Piedras Campus. Psychology and
Biology;

M.A. 1977, University of Florida, Gainesville. Developmental Psychology;
Ph.D. 1982 Harvard University. Personality and Developmental
Psychology.

Provost

RESEARCH INTERESTS: Sociocultural change and its effects on mental
health. Children of immigrants, bullying.

González, María

B.A. 1981, University of Puerto Rico, Psychology;
Ph. D. 2003, Carlos Albizu University, Psychology;
Clinical Supervisor
RESEARCH INTEREST: Group Therapy.

González-Viruet, Maribella

B.A. 1997, University of Puerto Rico, Mayagüez Campus.
Art and Science in Psychology;

M.S. 2000, Carlos Albizu University, Clinical Psychology;
Ph.D. 2002, Carlos Albizu University, Clinical Psychology.

Associate Professor

RESEARCH INTEREST: Psychometric and
psychoeducational Assessment for children, Children and
Adolescents.

- Grodzinski, Jaime 1976, Nacional Mayor de San Marcos Lima University of Perú, Psychology;
M.S. 1980, Education Ministry of Israel, Psychology;
M.S. 1988, Education Ministry of Israel, Science in Clinical and Rehabilitation Psychology;
M.S. 1988, Equivalent American Degree granted by Educational Credential Evaluators, Wisconsin, Science in Clinical Psychology;
M.S. 1992, Carlos Albizu University, Science in Clinical and Rehabilitation Psychology;
Psy.D. 1997, Carlos Albizu University, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Neurology, Biofeedback.
- Jiménez-Torres, Aida B.A. 1984, Florida State University, Tallahassee, FL.
M.A. 1991, University of Puerto Rico at Rio Piedras.
Ph.D. 1993, University of Puerto Rico at Rio Piedras.
Post-Doctoral in Family Therapy, 1999-2001, Boston, Massachusetts General Hospital, MA.
Associate Professor and Director of the PhD in Clinical Psychology Program
RESEARCH INTERESTS: Family therapy, Mental Health Services, Psychotherapy.
- Laguna-Santos, William B.A. 1981, Interamerican University;
M.S. 1991, Caribbean Center for Advanced Studies, Clinical Psychology;
Psy.D. 1995, Caribbean Center for Advanced Studies, Clinical Psychology.
Clinical Supervisor
RESEARCH INTERESTS: Psychopathology, Psychotherapy.
- Lizardi- Pujals, Emma B.A. 1992, Metropolitan University, Psychology;
M.S. 1994, Carlos Albizu University, Clinical Psychology
Ph.D. 1998, Carlos Albizu University, Clinical Psychology;
Clinical Supervisor
RESEARCH INTEREST: Psychological evaluation
- Malavé-Lebrón, Sarah M. B.A. 1978, Interamerican University, Social Sciences;
M.A. 1982, Interamerican University, Criminal Justice;
Ph.D. 1991, Caribbean Center for Advanced Studies, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Women studies, sexuality.
- Martinez-Geigel, Carmen B.A. 1978. University of Puerto Rico, Rio Piedras Campus, Psychology
M.A. 1998. Interamerican University of Puerto Rico, Metropolitan Campus; Counseling Psychology
PH.D. 2006. Interamerican University of Puerto Rico, Metropolitan Campus; Counseling Psychology
RESEARCH INTEREST: Couples and Family Therapy, Positive Psychology, Qualitative Research.
- Martínez-González, José B.A. 1978, University of Puerto Rico, Rio Piedras Campus, Psychology;
M.S. 1982, University of Puerto Rico, Rio Piedras Campus, Psychology; Clinical Psychology;
Ph.D 1999, University of Puerto Rico.

Associate Professor

RESEARCH INTERESTS: Mental health services disparities, psychosocial correlates of ADHD in elementary school age children, parenting styles/practices and family stress levels, child abuse and neglect evaluation, HIV positive women's health and psychosocial functioning, empowerment intervention models for women living with HIV, HIV medication adherence issues, psychosocial sequel of traumatic events, intervention outcome research

Martínez-Lugo, Miguel E.

B.A. 1978, University of Puerto Rico, Mayagüez Campus, Psychology;

M.S. 1980, Caribbean Center for Advanced Studies, Industrial/Organizational Psychology;

Ph.D. 1983, Caribbean Center for Advanced Studies, I/O Psychology.

Full Professor

RESEARCH INTERESTS: Job involvement, workplace mobbing, organizational commitment, job satisfaction, test development, retirement issues, organizational behavior, ageism in the workplace, work engagement, organizational justice, boredom at work, job burnout, organizational cynicism.

Martínez-Ortiz, Daniel

B.S. 1974, Fordham University, Psychology;

M.S. 1984, Columbia University, Clinical Psychology;

M.Ph. 1988, Columbia University, Clinical Psychology;

Ph.D. 1989, Columbia University, Clinical Psychology.

Full Professor

RESEARCH INTERESTS: Family therapy, couples therapy, group therapy, sports psychology.

Martínez-Taboas, Alfonso

B.A. 1984, University of Puerto Rico, Psychology;

M.A. 1987, University of Puerto Rico, Clinical Psychology;

Ph.D. 1997, University of Puerto Rico, Psychology.

Associate Professor

RESEARCH INTERESTS: Anxiety disorders, dissociation, mood disorders, childhood disorders, psychotherapy research, epilepsy and behavior, epidemiological mental health research, hypnosis, somatoform disorders, trauma and PTSD.

Matos-Román, Maribel

B.A. 1980, University of Puerto Rico, Psychology;

M.A. 1984, University of Puerto Rico, Clinical Psychology;

Ph.D. 1997, University of Puerto Rico, Psychology.

Associate Professor

RESEARCH INTERESTS: Psychotherapy research, ADHD and disruptive disorders in children and adolescents, psychometric and psychoeducational

Muñoz-Berríos, María S.

B.S. 1974, University of Puerto Rico, Mayagüez Campus, Sociology;

M.S. 1978, Interamerican University, Sociology;

Psy.D. 1994, Caribbean Center for Advanced Studies Psychology.

Adjunct Professor

RESEARCH INTEREST: Sociodemographic Studies.

Narvaez-Perez, Karla

B.S. 2001 Carlos Albizu University, Speech Therapist

M.A. 2008 Metropolitan University, Special Education

Ph.D. 2011 Interamerican University, School Psychology

RESEARCH INTEREST: Neuropsychology, Basic Neuroscience and Neurology Condition

- Oliver-Vilella, Gloria
B.S. 1972, University of Puerto Rico, Sociology;
M.S. 1975, University of Puerto Rico, Education;
Ph.D. 1999, University of Puerto Rico,
Industrial/Organizational Psychology.
Adjunct professor.
RESEARCH INTERESTS: Mental health at the Workplace, stress at work.
- Osuna-Rodríguez, Josefina
B.S.N. 1984, Medical Sciences Campus, School of Nursing;
M.S. 1994, Caribbean Center for Advanced Studies,
Clinical Psychology;
Psy.D. 1998, Caribbean Center for Advanced Studies,
Clinical Psychology.
Clinical Supervisor
RESEARCH INTERESTS: Sexual abuse, supervision
- Padilla-Cotto, Lymaries
B.A. 1992, University of Puerto Rico, Psychology;
M.A. 1996, University of Puerto Rico, Clinical Psychology;
Ph.D. 2002, University of Puerto Rico, Clinical Psychology.
Director; Research Training Program
RESEARCH INTERESTS: Obesity (psychological and sociological factors) psychological aspects and attitudes of infertility, ADHD, cybernetics and psychology, depression, aggression in children, hyperactivity
- Paredes Despradel, Maria E.
B.A. 1985, Interamerican University of Puerto Rico, Metropolitan Campus, Spanish Literature
M.A. 1995, Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology
Ph.D. Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology
RESEARCH INTEREST: Obesity, Psychological and psychosocial impact of Bariatric Surgery, Qualitative research.
- Pedrosa-Roche, Orlando
M.S. 1990, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1994, Caribbean Center for Advanced Studies,
Clinical Psychology.
Associate Professor
RESEARCH INTEREST: Violence prediction.
- Pérez-Butler, Pedro
B.S. 1974, Catholic University of Puerto Rico, Ponce
Chemistry;
1975, Medical Technology Certification, University of
Puerto Rico;
M.S. 1992, Caribbean Center for Advanced Studies;
Industrial/Organizational Psychology;
Ph.D. 2002, Industrial/Organizational Psychology.
Adjunct Professor
RESEARCH INTERESTS: Continuous improvement
processes, organizational development.

- Pérez-Santiago, José A. B.S. 1986, University of Puerto Rico, Psychology;
M.S. 1994, Caribbean Center for Advanced Studies,
Industrial/Organizational Psychology;
Ph.D. 1997, Caribbean Center for Advanced Studies,
Industrial/Organizational Psychology.
Associate Professor
RESEARCH INTERESTS: Work motivation, job stress,
psychological assessment, organizational climate
and culture, psychological consultation, tests
construction, job redesign, organizational leadership
- Pérez-Arroyo, Sharon B.A. 1997, Georgetown University, Psychology;
M.S. 2000, Carlos Albizu University, Clinical Psychology;
Psy.D. 2002, Carlos Albizu University, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Neuropsychology and sexual abuse.
- Quintero-Jiménez, Noel Degree in Theology, 1972, Javeriana University, Bogotá,
Colombia, Psychology;
M.A. 1979, New York University, Educational Psychology;
M.S. 1984, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1989, Caribbean Center for Advanced Studies,
Clinical psychology.
Full Professor and Director of Clinical Training
RESEARCH INTERESTS: Stress and coping, cognitive measurement and
evaluation, learning disabilities, spirituality and religion in psychology,
supervision and ethical issues in clinical psychology, Trauma and Sexual
Abuse.
- Quinoñez-Alvarez, Edna B.A. 1980, University of Puerto Rico, Psychology
M.A. 1984, University of Puerto Rico, Industrial Psychology
PH.D. 1994 University of Wisconsin-Madison, Counseling Psychology
M.B.A. 2002 University of Phoenix Health Care Administration
Substance Abuse, Health Care.
- Ralat-Rivera, Sandra I. B.A. 1985, University of Puerto Rico, Psychology;
M.A. 1990, University of Puerto Rico, Academic Research, Psychology;
Ph.D. 2004, University of Puerto Rico, Clinical Psychology.
Clinical Supervisor
RESEARCH INTEREST: Autism and Developmental disorders, Depression in
children and adolescents, Psychotherapy with children and adolescents.
- Ramos, María Mercedes B.A. 1995, The Catholic University of America, Psychology;
Psy.D. 2001, Caribbean Center for Advanced Studies,
Clinical Psychology.
Clinical Supervisor
RESEARCH INTEREST: Sexual abuse.
- Rivera-Flores, Carmen M. B.A. 1974, Interamerican University, Psychology;
M.S. 1980, Hunter School of Social Work;
Psy.D. 1994, Caribbean Center for Advanced Studies,
Clinical Psychology.
Clinical Supervisor
RESEARCH INTERESTS: Sexual abuse, domestic violence.
- Rodríguez-Gómez, José R. B.S. 1979, University of Puerto Rico, Río Piedras Campus;
M.D. 1983, UCETEC, Dominican Republic, General Medicine;

- M.P.H. 1986, University of Puerto Rico, Medical Sciences Campus, Epidemiology;
 Postgraduate Certification 1987, University of Puerto Rico, Medical Sciences Campus, Gerontology;
 M.A. 1988, Fordham University, Sociology;
 Sc.D. 1989, Lafayette University, Pastoral Wellness;
 Ph.D. 1993, Fordham University, Sociology.
 Full Professor
 RESEARCH INTERESTS: Epidemiology of mental health illness, nutrition and mental health minorities (Hispanics), social psychology, pastoral counseling, gerontology, depression and diabetes in the elderly, Alzheimer, oncology and STD.
- Rodríguez-Guerra, Esther Ph.D. 1994, University of Puerto Rico, Psychology
 Associate Professor
 RESEARCH INTERESTS: Substance abuse treatment, mental health treatment in the correctional setting, relapse and recidivism prevention, forensic psychology, posttraumatic growth
- Rodríguez-Quñones, José Ph.D. 1999, University of Puerto Rico, Clinical Psychology;
 Clinical Director of the Community Mental Health Clinic
 RESEARCH INTEREST: Subjectivity and gender construction, Accessibility, use patterns strategies and models of Therapeutic intervention, discursive analysis psycholinguistic and ideology, cognitive rehabilitation models of intervention in the field.
- Rodríguez-Sánchez, Mario B.S. 1986, University of Puerto Rico, Mayagüez Campus, Pre-medicine;
 M.S. 1989, University of Puerto Rico, Medical Sciences Campus, Graduate School of Public Health, Environmental Health;
 M.P.H. 1994, University of Puerto Rico, Medical Sciences Campus, Graduate School of Public Health, Epidemiology;
 M.S. 2000, Carlos Albizu University, San Juan Campus, Industrial/Organizational Psychology;
 Ph.D. 2002, Carlos Albizu University, San Juan Campus, I/O Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Organizational issues related to job performance and health, public health issues at work, safety climate, workplace violence, ageism, mobbing, organizational climate.
- Rodríguez Vendrell, Aracelis B.A. 1987, University of Puerto Rico, Mayaguez Campus, Psychology;
 M.A. 1997, Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology;
 RESEARCH INTEREST: Body Image, Aging, Cognition, Motivation and Learning, Neuropsychology.
- Sanabria, Vivian B.A. 1971, University of Puerto Rico University, Río Piedras Campus;
 M.A. 1976, University of Puerto Rico, Río Piedras Campus;
 Ph.D. 1996, University of Puerto Rico, Río Piedras Campus.
 Adjunct Professor
 RESEARCH INTERESTS: Leadership Development Programs, Testing, Quality of Work Programs.

- Sayers-Montalvo, Sean
 B.A. 1995, University of Puerto Rico, Mayagüez Campus;
 M.S. 1998, Caribbean Center for Advanced Studies;
 Ph.D. 2001, Carlos Albizu University Studies, Clinical Psychology
 Associate Professor
 RESEARCH INTERESTS: Sport psychology, Study of Psychological behaviors, substance use, assessment of intelligence, test construction, development and psychometrical assessment and Spiritually.
- Suarez-Kindy, Joy Lynn
 B.A. 1997, University of Puerto Rico, Psychology;
 M.S. 2000, Carlos Albizu University, Clinical Psychology;
 Psy.D. 2002, Carlos Albizu University, Clinical Psychology.
- Vélez, Rubén
 Ph.D. 1986, Caribbean Center for Advanced Studies
 Adjunct Professor
 RESEARCH INTERESTS: Assessment, evaluation and test development.
- Vélez-Pastrana, María C.
 B.A. 1990, University of Puerto Rico, Psychology
 M.S. 1995, Caribbean Center for Advanced Studies, Clinical Psychology;
 Ph.D. 1997, Caribbean Center for Advanced Studies, Clinical Psychology.
 Associate Professor
 RESEARCH INTERESTS: ADHD in adults; adolescent sexual behavior and attitudes, sexual risk behaviors, test construction and development, health disparities particularly pertaining to health behaviors and HIV/STD risk
- Veray-Alicea, Jaime
 B.A. 1984, University of Puerto Rico, Río Piedras Campus, Psychology;
 M.A. 1989, Interamerican University, Industrial/Organizational Psychology;
 Ph.D. 2000, Carlos Albizu University, General Psychology.
 Director of the General Psychology Ph.D. and Psychology BS Programs
 Associate Professor
 RESEARCH INTERESTS: Organizational diagnosis and development, human interactions (social processes), motivation, satisfaction and organizational commitment, psychological professional consultation, skills and competencies training, design and management of human services and educational programs, Conflict Mediation Certified, Thanatology Certified, health psychology

ACADEMIC CALENDAR

It is the students' responsibility to request a copy of the Academic Calendar at the beginning of each academic session. Copies of the Academic Calendar are available at the Provost's Office.

SAN JUAN CAMPUS CATALOG

It is the students' responsibility to read and understand the content of this document. An electronic copy of the Catalog is available at www.albizu.edu inside the Registrar's Office section.

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