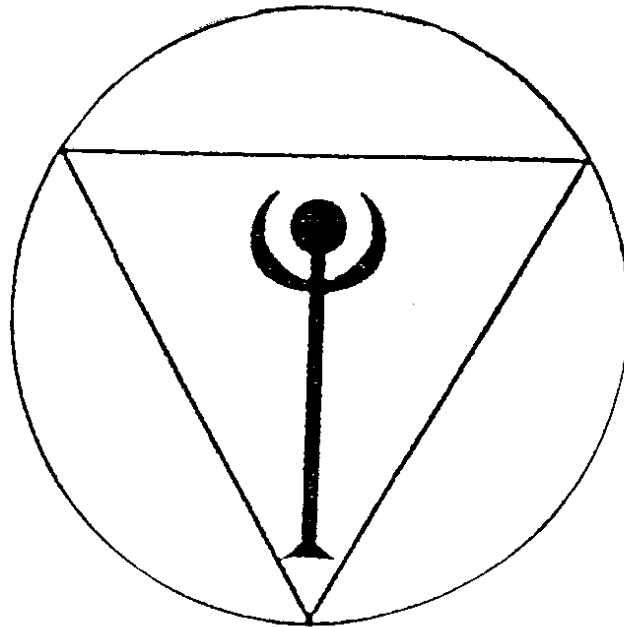


CARLOS ALBIZU UNIVERSITY

MIAMI CAMPUS



CATALOG

SUMMER 2011 – FALL 2012
Extended throughout Fall 2013



PRESIDENT'S MESSAGE

The Board of Trustees, the faculty, the staff, the students, and I extend you a warm welcome to Carlos Albizu University.

Carlos Albizu University is built on a cornerstone of academic excellence and on its pride in achieving national prominence for its focus and dedication to the study and understanding of human behaviors from a holistic, dynamic and integrative perspective. Our program offerings are based on the commitment to offer comprehensive professional training in tune with the latest developments in the field of knowledge. Our programs seek to ensure that our students receive ample and sufficient experiences to enable them to become competent and ethical professionals in their field of study.

We strive to prepare students to make a difference to our society. Our educational philosophy is based on the legacy of our founder, Dr. Carlos Albizu and I quote: "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."

In addition to offering a culturally sensitive curriculum and an intensive and varied practicum experiences, our programs are unique in the field of professional education given our ability to offer flexible programs of studies. This flexibility is sensitive to the needs of the working professional in search of a change in career, and /or those who cannot engage in daytime studies due to present job and or family commitments.

We hope that through this catalog you will discover why Carlos Albizu University is unique among leading institutions of learning.

Dr. Ileana Rodriguez-Garcia
President
Carlos Albizu University



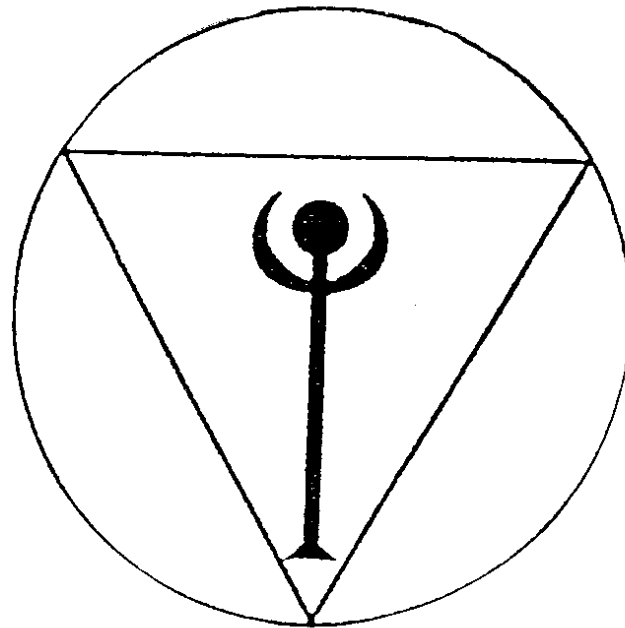
CHANCELLOR'S MESSAGE

The faculty, staff, students, and I welcome you to the Miami Campus of Carlos Albizu University (CAU). From its earliest beginnings, it has been CAU's mission to educate and train students to serve as leaders and agents of change in a multicultural society. With one of the most diverse student populations in the region, we find strength in this diversity. We are dedicated to providing our students with a quality education that emphasizes the acquisition of knowledge within a multicultural perspective. We believe that learning accompanied by a mastery of and respect for the differences and commonalities that are part of the human condition leads not only to a better life for the individual but also to an enrichment of society as a whole.

I encourage you to take the time to peruse this catalog and learn about our university – its mission and vision, curricular offerings, and, most importantly, its faculty, staff, and students.

Our focus is on the future within a structure of meaningful continuity. We welcome you to share that future with us.

Carmen S. Roca, Ph.D.
Chancellor



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
(Adapted)

CARLOS ALBIZU UNIVERSITY

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TABLE OF CONTENTS

	PAGE
CARLOS ALBIZU UNIVERSITY	
General Information	1
History	2
Mission	2
Vision	3
Goals, Objectives and Philosophy	3
 MIAMI CAMPUS ACADEMIC OFFERINGS	
Degrees Offered	4
Location	5
Accreditation	6
Licensing	6
Professional Affiliations	6
Certification	6
Professional Licensure	6
Language of the University	7
Foreign Language Requirement	7
Carlos Albizu Library	8
Listing of Institutional Documents for Students	9
 ACADEMIC POLICIES	
Academic Calendar	10
General Admission Procedures	10
Drop and Add	11
Cross Registration	11
Transfer of Credit Policy	12
Intercampus Transfer	12
Credit for Prior Learning or Life Experience	12
Institutional Leave	13
Withdrawal from the University	13
Administrative Withdrawal	13
Extended Leave	14
Readmission	14
Grading Policy	15
Undergraduate	15
Graduate	15
Policy for Incomplete Grades	15
Policy for No-Grade (NG)	16
Policy for Change of Grades	16
Student Evaluation	16
Academic Probation	16
Disciplinary Probation	17
Institutional Dismissal	17
Disciplinary Procedures	17
Appeal Procedures	17
Academic Advisement	17
Change of Program, Major and/or Concentration	18
Course Cancellation Policy	18
Class Attendance	18
Independent Study Courses	18
Special Project Courses	19
Graduation Requirements and Commencement	19

STUDENT INFORMATION

Regular Students	21
Disabled Students	21
Veterans/Military Personnel.....	21
Non-Degree Students	22
Credit for Continuing Education	22
Student Council	22
Student Life/Student Organizations	23
Guidelines for Student Behavior.....	23
International Students	23
International Student Credentials Evaluation	24
Guidelines for Confidentiality	24
Request for Amendments to Student Records under FERPA....	25

FINANCIAL INFORMATION

Financial Aid	27
Standards for Satisfactory Progress	27
Federal and State Programs	27
Institutional Scholarships	29
Institutional Discount Program	29
Late Financial Aid Applicants	30
Tuition and Fees Policies	30
Registration and Payment Terms	30
Personal Check Policy	32
Global Fees	32
Payment Compliance	33
Drop and Add	33
Refund Policy	33
Reminder.....	33
Return of Title IV Funds.....	34
Withdrawal.....	35
Defaulted Borrowers	35
Returned Check Service Fee	35
Financial Holds	35
Specific Fees.....	35
Tuition	36
Global Fees Payable Each Term	36
Non-Refundable Fees	36
All Programs	36
Undergraduate Programs	37
Master's Programs	37
Doctoral Program.....	37
Library Dues	37

SERVICES TO THE COMMUNITY

Goodman Psychological Services Center	38
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DIPLOMA PROGRAM

English for Speakers of Other Languages (ESOL)	40
General Description	41
Goals and Objectives of the ESOL Program	41
Admission Requirements	41
Admission Procedures	42
Time Limitation	42
Transfer of Credits	42
Academic Probation	42
Institutional Leave	42
Readmission	43
Student Evaluation	43
Independent Study Courses	43
Residency Requirement	43
Credit for Prior Learning or Life Experience	43
Cross Registration	43
ESOL Program Sequence	44
Course Descriptions for the ESOL Program	47
Lab Requirement	51
Faculty Background Data & Research Interests	52

UNDERGRADUATE PROGRAMS

Associate of Arts in General Education	54
General Description of the Associate in Arts in General Education Degree.....	55
Associate of Arts in General Education Program Goals & Objectives.....	55
Admission Requirements.....	56
Challenge Criteria Admission	56
Admission Procedures.....	57
Readmission	58
Transfer of Credits Policy & Procedures	58
Field Placement	58
Academic Probation	58
Institutional Leave	59
Student Evaluation.....	59
Academic Advisement	59
Curriculum Revisions	60
Declaring Area of Concentration.....	60
Change of Concentration.....	60
Curriculum Requirements & Transfer Evaluation of Credits	61
Course Sequence	62
Time Limitation	63
Residency Requirement.....	63
Schedule of Minimum Incremental Progress	63
General Degree Requirements for the Associate of Arts in General Education Degree.....	63
Graduation Procedures & Commencement	63
Independent Study Courses	63
Credit for Prior Learning or Life Experience	64
Cross Registration	64
Student Life Skills	64
Course Descriptions.....	65
Faculty Background Data & Research Interests	77

Bachelor of Science in Psychology	82
General Description of the Bachelor of Science in Psychology	83
Bachelor of Science Program Goals & Objectives	83
Admission Requirements	83
Challenge Criteria Admission	84
Admission Procedures	85
Transfer of Credit Policy and Procedures	85
Practicum Placement	86
Academic Probation	86
Academic Dismissal	86
Institutional Leave	86
Readmission	87
Student Evaluation	87
Academic Advisement	87
Change of Program/Major	87
Residency Requirement.....	87
Time Limitation	88
Schedule of Minimum Incremental Progress	88
General Degree Requirements for the Bachelor of Science in Psychology	88
College Life Skills Course	88
Graduation Procedures & Commencement	88
Independent Study Courses	89
Credit for Prior Learning or Life Experience	89
Cross Registration	89
Curriculum Requirements & Transfer of Credits Evaluation	90
Course Sequence	91
Bachelor of Science in Psychology: Minor in Cross Cultural Studies	92
Minor in Cross Cultural Studies Goals & Objectives	92
Curriculum Requirements & Transfer of Credits Evaluation – Minor: Cross Cultural Studies	93
Bachelor of Science in Psychology: Minor in Child Psychology	94
Minor in Child Psychology Goals & Objectives	94
Curriculum Requirements & Transfer of Credits Evaluation – Minor: Child Psychology	95
Bachelor of Science in Psychology: Minor in Forensic Psychology	96
Minor in Forensic Psychology Goals & Objectives.....	96
Curriculum Requirements & Transfer of Credits Evaluation – Forensic Psychology	97
Bachelor of Science in Psychology: Minor: Health Psychology.....	98
Minor in Health Psychology Goals & Objectives	98
Curriculum Requirements & Transfer of Credits Evaluation – Health Psychology	99
Bachelor of Science in Psychology Course Descriptions	100
Faculty Background Data & Research Interests	119

Bachelor of Arts in Elementary Education	124
General Description of the Bachelor in Arts in Elementary Education	125
Bachelor of Arts Program Goals and Objectives	125
Admission Requirements	126
Challenge Criteria Admission	126
Admission Procedures	127
Transfer of Credit Policy & Procedures	127
Practicum/Internship Placement	128
Academic Probation	128
Institutional Leave	129
Readmission	129
Student Evaluation	129
Academic Advisement	129
Chance of Program/Major	130
Curriculum Revisions	130
Change of Curriculum	130
Practicum/Internship Requirement	130
Time Limitation	130
Schedule of Minimum Incremental Progress	131
General Degree Requirements for the Bachelor of Arts	131
Graduation Procedures & Commencement	131
Independent Study Courses	131
Credit for Prior Learning or Life Experience	132
Cross Registration	132
Eligibility for Florida Teacher Certification	133
Curriculum Requirements & Transfer Evaluation of Credits	138
Course Sequence	139
Bachelor of Arts in Elementary Education Course Descriptions	140
Faculty Background Data & Research Interests	161
 Bachelor of Business Administration & Management	 164
General Description of the Bachelor of Business Administration Degree	165
Fast-Track Delivery Format	165
General Degree Requirements for the Bachelor of Business Administration Degree	165
Admission Requirements for the Bachelor of Business Administration Degree	166
Admission Procedures for the Bachelor of Business Administration Degree Program	166
Admissions under Probationary Status	167
Transfer of Credits	167
Credit for Prior Learning Experience	167
Academic Probation	168
Academic Dismissal	168
Institutional Leave	168
Readmission	168
Student Evaluation	169
Academic Advisement	169
Chance of Curriculum/Major	169
Residency Requirements	169

Time Limitation	169
Schedule of Minimum Incremental Progress	170
Foreign Language Proficiency	170
Cross Registration	170
Academic Procedures for Repeat	
Classes within Fast Track	170
Extended Leave	170
Curriculum Requirements.....	171
Course Descriptions for the Bachelor of	
Business Administration	173
Faculty Background Data & Research Interests	186

Early Childhood Education College

Certificate Program	190
Program Objective	191
Program Description	191
Admission Requirements/Prerequisites	192
Program Breakdown by Course	192
Early Childhood Education Course	
Descriptions	193

GRADUATE PROGRAMS

Master of Science in Exceptional	
Student Education	196
General Description of the Master of Science	
in Exceptional Student Education	197
Goals and Objectives	197
Admission Requirements & Procedures	198
Conditional Admission	200
Non-Education Majors	200
Transfer of Credits Policy & Procedures	200
Academic Probation	201
Institutional Leave	201
Readmission	201
Tuition and Fees	202
Student Evaluations	202
Academic Advisement	202
Change of Program	202
Residency Requirement	202
Time Limitation	203
Schedule of Minimum Incremental Progress	203
Graduation Requirements	203
Criminal Background Check	204
Independent Study Courses	204
Credit for Prior Learning or Life Experience	204
Eligibility for Florida Teacher Certification	205
Curriculum Requirements.....	210
Course Sequence	211
Course Descriptions	212
Faculty Background Data & Research Interests	216

Master of Science in Teaching English for Speakers of Other Languages (TESOL)	218
General Description of the Master of Science in Teaching English for Speakers of Other Languages (TESOL)	219
Goals and Objectives	219
Admission Requirements	220
Admission Procedures	221
Non-Education Majors	222
Transfer of Credits Policy & Procedures	222
Academic Probation	222
Institutional Leave	223
Readmission	223
Tuition and Fees	224
Student Evaluation	224
Academic Advisement	224
Residency Requirement	224
Time Limitation	224
Schedule of Minimum Incremental Progress	225
Graduation Requirements	225
Graduation Procedures & Commencement	225
Criminal Background Check	225
Independent Study Courses	226
Credit for Prior Learning or Life Experience	226
Eligibility for Florida Teacher Certification	227
Curriculum Requirements.....	232
Course Sequence	233
Course Descriptions	234
Faculty Background Data & Research Interests	237
 Master of Science in Psychology	 238
General Description of the Master of Science in Psychology	239
Goals and Objectives	239
Admission Requirements	239
Admission Procedures	240
Transfer of Credit Policy	240
Practicum Placement	245
Academic Probation	245
Practicum Probation	245
Academic Dismissal	246
Institutional Leave	246
Readmission	246
Student Evaluations	247
Student Advisement	247
Change of Program/Major	247
Residency Requirements	248
Time Limitation	248
Schedule of Incremental Progress	248
General Degree Requirements for the Master of Science Degree in Psychology	249
Graduation Requirements	249
Comprehensive Examination	250
Dual Major Option	251
Cross Registration	251

MS Curricula Major: Mental Health Counseling	252
Mental Health Counseling Major	
Sequence Table	254
MS Curricula Major: Marriage & Family Therapy	255
Marriage & Family Therapy Major	
Sequence Table	257
MS Curricula Major: School Counseling	258
School Counseling Major Sequence Table	260
Master of Science in Psychology Course Description	261
Master's Practicum Descriptions	264
Faculty Background Data & Research Interests	266
Master of Science in Industrial/Organizational	
Psychology	271
General Description of the Master of Science in	
Industrial/Organizational Psychology	272
Goals and Objectives	272
Admission Requirements	272
Admission Prerequisite	273
Admission Procedures	273
Transfer of Credits	273
Practicum Placement	274
Academic Probation	275
Practicum Probation	275
Academic Dismissal	275
Institutional Leave	275
Readmission	276
Student Evaluations	276
Student Advisement	276
Residency Requirements	277
Time Limitation	277
Schedule of Incremental Progress	277
Comprehensive Examination	277
Cross Registration	278
General Degree Requirements for the Master of Science	
in Industrial and Organizational Psychology	278
Graduation Requirements	278
Master of Science in Industrial/Organizational	
Psychology Curriculum	280
MS in Industrial/Organizational Psychology	
Sequence Table	281
Master of Science in I/O Course Descriptions	282
Master's Practicum Descriptions	284
Faculty Background Data & Research Interests	285
Master of Business Administration	286
General Description of the Master in Business	
Administration Degree	287
Fast-Track Delivery Format	287
Admission Requirements	287
Admission Procedures	288
Conditional Admission	288
Transfer of Credits	288
Academic Probation	288
Academic Dismissal	289

Institutional Leave	289
Extended Leave	289
Readmission	289
Student Evaluations	290
Student Advisement	290
Change of Program/Concentration	290
Time Limitation	290
Schedule of Minimum Incremental Progress	291
General Degree Requirements	291
Academic Procedures for Repeat Classes	291
Dual Concentration Option	291
Curriculum Requirements.....	292
Course Descriptions for the Master of Business Administration	293
Faculty Background Data & Research Interests	297
Doctor of Psychology (Psy.D.) Program in Clinical Psychology	299
Program Mission, Philosophy, and Training Model	300
Mission	300
Philosophy of Training	300
Training Model	300
Training Goals	300
Program Objectives	301
Curriculum Plan	301
Accreditation	301
Admission	302
Information to Applicants on the Education/Training Outcomes of the Psy.D. Program	302
Admission Requirements	304
Admission Procedures	304
Enrollment Requirements	305
Psy.D. Program Model Curricular Sequence	306
Concentrations	307
Transfer of Credits Policy	309
Cross Registration	314
Dual Degree Option	314
Change of Program	315
Student Advisement	315
Student Evaluations	315
Academic Probation	315
Practicum Probation	316
Academic Dismissal	316
Residency Requirement	317
Institutional Leave	317
Readmission Policy	317
Readmission Procedures	317
Conditions for Readmission	317
General Degree Requirements for the Doctor of Psychology (Psy.D.) Degree	318
Doctoral Examinations	319
Internship	319
Doctoral Project	320
Clinical Practica	321
Clinical Practicum Sequence	321

Time Limitation	322
Schedule of Minimum Incremental Progress	322
Graduation Requirements	322
Schedule of Tuition and Fees	323
Doctoral Course Descriptions	325
Faculty Background Data & Research Interests	336
ACADEMIC CALENDAR.....	343
LOCATION MAP	345

CARLOS ALBIZU UNIVERSITY

GENERAL INFORMATION

Carlos Albizu University (CAU) is an accredited, private, non-profit, institution of higher learning with campuses in San Juan, Puerto Rico (San Juan Campus) and Miami, Florida (Miami Campus).

The Miami Campus offers undergraduate and graduate degrees in the fields of Business Administration, Education, and Psychology, in addition to certificate and diploma programs. At the undergraduate level, CAU offers an Associate of Arts degree in General Education, a Bachelor of Science degree in Psychology, a Bachelor of Arts degree in Elementary Education and a Bachelor of Business Administration. At the graduate level, CAU offers a Master of Science in Exceptional Student Education, a Master of Science in Teaching English to Speakers of Other Languages, a Master of Business Administration degree with concentrations in Organizational Management, Non-Profit Management, and Entrepreneurship; a Master of Science degree in Psychology with majors in Mental Health Counseling, School Counseling and Marriage and Family Therapy; and a Master of Science degree in Industrial and Organizational Psychology. CAU's Doctor of Psychology (Psy.D.) degree in Clinical Psychology offers concentrations in Child Psychology, Clinical Neuropsychology, Forensic Psychology and General Practice. An en route Master of Science in General Psychology is offered only to students enrolled in the Doctor of Psychology (Psy.D.) Program. In addition CAU offers a Certificate program in Early Childhood Education, and a Diploma program in English for Speakers of Other Languages (ESOL). For a complete listing of degrees and programs offered, please refer to "Programs of Study."

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

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

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

This catalog describes the Miami Campus' administrative and academic policies, student services, degree requirements, and course offerings. The contents of this catalog may be subject to modification at any time in accordance with professional developments, changes in the different fields, licensing, accreditation requirements, operational needs or as needed according to the judgment of the Board of Trustees. 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, which may be contradictory to the policies and norms herein established.

CAU reserves the right to make changes in its policies and procedures, including academic requirements. In addition, based on institutional policies and/or procedures, CAU reserves the right to withdraw any student from the University and/or take disciplinary action as warranted. The student's admission to Carlos Albizu University, and/or the act of enrollment in any of its programs does not constitute a guarantee to the student for the conferment of the degree in the selected program of study. The conferment of academic degrees is the sole province of the Board of Trustees. Additional information pertaining to academic and clinical procedures, regulations, and student affairs, is contained in separate documents. These documents are available to students at the Office of Student Services, the Albizu Library, and at the student's specific program office.

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

HISTORY

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

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

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

MISSION

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 of life 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.

GOALS, OBJECTIVES AND PHILOSOPHY

Carlos Albizu University fosters the following organizational goals:

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

Carlos Albizu University seeks to develop professionals who are:

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

In fulfillment of its institutional goals, Carlos Albizu University follows a long tradition of academic excellence, innovative educational policies and commitment to the community.

MIAMI CAMPUS ACADEMIC OFFERINGS

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

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

DEGREES OFFERED

CONCENTRATIONS/MAJORS/ AREAS OF SPECIALIZATION

Associate of Arts in General
Education
(A.A.)

Business Administration
Elementary Education
Liberal Arts
Psychology

Bachelor of Science
in Psychology
(B.S.)

Cross-Cultural Studies
Child Psychology
Forensic Psychology
Health Psychology

Bachelor of Business Administration
(B.B.A.)

Organizational Management

Bachelor of Arts
in Elementary Education
(B.A.)

ESOL
Reading
Early Childhood Education

Master of Science
in Exceptional Student Education
(M.S.)

Varying Exceptionalities

Master of Science
in Teaching English to Speakers
of Other Languages
(M.S.)

Exceptional Student Education

Master of Science
in Psychology
(M.S.)

Marriage and Family Therapy
Mental Health Counseling
School Counseling

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

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

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

Master of Business Administration

Entrepreneurship
Non-Profit Management
Organizational Management

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

Child Psychology
Clinical Neuropsychology
Forensic Psychology
General Practice

Certificate Program:
Early Childhood Education (ECE)

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

LOCATION

Strategically located in Miami-Dade County, City of Doral, Florida, an area rich in multicultural diversity and laden with the complex socioeconomic and psychosocial realities that accompany such diversity, the Miami Campus of Carlos Albizu University has been in a forefront position in training students who can respond to the needs and demands of a multi-ethnic population. Miami's cultural diversity offers a unique opportunity for CAU students to better understand the complex ethnic diversity of our community.

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

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

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

The Miami Campus is responsive to the bilingual and multi-cultural community of South Florida.

CAU can be accessed at www.mia.albizu.edu.

ACCREDITATION

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

The Doctor of Psychology Program in Clinical Psychology is accredited by the American Psychological Association (APA).

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

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

LICENSING

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

PROFESSIONAL AFFILIATIONS

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

CERTIFICATION

CAU is approved to provide the coursework leading to state certification in Early Childhood Education, English for Speakers of Other Languages (ESOL) and for reading endorsement in elementary education. Students completing a program leading to certification are reminded that while the curriculum of the program is designed to assist students in obtaining certification by outside agencies, the completion of all program requirements does not guarantee automatic eligibility for certification or endorsement.

PROFESSIONAL LICENSURE

Credits and degrees earned from colleges within the State of Florida that are licensed by the Commission for Independent Education, Florida Department of

Education do not automatically qualify the individual for a Florida teaching certificate or participation in professional licensing examinations in Florida. Established procedures require the Florida Department of Education to review the credentials of the applicant and the accreditation of the colleges granting the degrees prior to approving teacher certification. The appropriate state professional board under the Florida Department of Health makes a similar evaluation prior to scheduling licensure examinations.

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

All doctoral level psychologists and master level practitioners except for industrial and organizational psychology practitioners, who offer direct services to the public, must be licensed by the Florida Department of Health. Doctoral and Master of Science in psychology degrees from the Miami Campus qualify graduates to apply for professional licensure in Florida and other states.

For further information, please contact the Florida Department of Health-Division of Medical Quality Assurance, Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling, 4052 Bald Cypress Way, Bin C08, Tallahassee, FL 32399-3258 (master level), or the Board of Psychology at the same address, Bin C05, (doctoral level). Those students interested in obtaining licensure in a state other than Florida should contact the National Board for Certified Counselors, 3D Terrace Way, Greensboro, NC 27403 (master level), or the American Association of State Psychology Boards, New York State Board of Psychology, 99 Washington Avenue, Room 1841, Albany, N.Y. 12230 (doctoral level).

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

LANGUAGE OF THE UNIVERSITY

English is the official language of the University. As such, coursework is conducted in English, unless a program is specifically designed for instruction in a different language. Students must have proficient reading, writing and conversational skills in English. Newly admitted students to the Miami Campus must demonstrate English language proficiency, as measured by the Michigan Test of English Language Proficiency (MTELP) or demonstrate proficiency through another standardized examination of English, as approved by the Chancellor. Students whose English skills are below the expected level of proficiency for university study will be required to take additional coursework to improve their language skills.

FOREIGN LANGUAGE REQUIREMENT

Undergraduate students must complete a foreign language requirement involving a language other than English (including sign language) as a graduation requirement. The minimum acceptable proficiency level must be equivalent to two years of college or university basic language instruction. This requirement can be met as outlined below:

1. Completion of the equivalent of at least two years of college-level foreign language courses at a regionally accredited college or university prior to transfer to CAU with a passing letter grade equal to, or better than “C.” Students meeting this criterion may also be eligible for six (6) transfer credits in the area of Humanities or electives as part of the undergraduate curriculum as prescribed by CAU.
2. Obtaining a passing score on a pre-approved language proficiency exam such as the CLEP Examination (of those languages available for testing). Students should contact the Office of Student Services about appropriate exams. Students meeting this criterion may also be eligible for six (6) transfer credits in the area of Humanities or electives as part of the undergraduate curriculum as prescribed by CAU.
3. Presenting a certified official document from a foreign official (e.g., Consul or Ambassador) stating that the student is fluent in the language spoken in the country he or she represents, or evidence from any other source which, in the judgment of CAU, constitutes bona fide evidence of fulfillment of the language requirement. Students meeting these criteria will not be eligible for transfer credits in the area of Humanities or electives, as these criteria do not represent equivalent coursework in an area of academic study as defined by the undergraduate curriculum prescribed by CAU.
4. Presenting proof of having completed coursework in a language other than English at a previous undergraduate or graduate program in an institution of higher education in any country other than the United States, such as an official transcript or diploma. Students meeting this criterion will not be eligible for transfer credits in the area of Humanities or electives, as this criterion does not represent equivalent coursework in an area of academic study as defined by the undergraduate curriculum prescribed by CAU.
5. Presenting evidence of having earned a degree in a language other than English in an institution, which at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of similar accredited institutions. Students meeting this criterion will not be eligible for transfer credits in the area of Humanities or electives, as this criterion does not represent equivalent coursework in an area of academic study as defined by the undergraduate curriculum prescribed by CAU.
6. Submitting high school transcripts demonstrating the satisfactory completion of six (6) credits of a foreign language with a grade of “C” or better via Advanced Placement coursework. Students meeting this criterion may also be eligible for six (6) transfer credits in the area of Humanities or electives as part of the undergraduate curriculum as prescribed by CAU.

Students considering alternate means of fulfilling this language requirement must seek the approval of their Program Director and the Registrar.

CARLOS ALBIZU LIBRARY

The Albizu Library’s collection supports the teaching and research activities of Carlos Albizu University. The Library’s collection includes books, journals, audiovisual materials, and software responsive to all the academic programs offered by the University. The Library has a vast specialized collection in psychology with a strong emphasis in cross-cultural psychology and ethnology. The Miami Campus has a formal

articulation agreement with the South Eastern Florida Library Network (SEFLIN) so that staff and students may avail themselves of their resources. Through these library cooperative networks our students and faculty may avail themselves to library materials throughout Florida. The Library's membership with SOLINET and OCLC enables resource sharing with libraries in the U.S. and Canada. The online library and a wide selection of electronic resources are accessible from the Library's web page (<http://www.mia.albizu.edu/library>).

In addition to texts, journals and on-line databases, the Library is continuously developing specialized collections in the University's academic offerings that have culturally sensitive and ethnic implications. On-line databases are available for student use. The Miami Campus' students need a library card to borrow materials from SEFLIN member libraries. Specialized library services for the other programs are covered in the appropriate sections of this catalog. The use of library materials, services, and facilities is governed by regulations, which are communicated to students through the Albizu Library Policies and Procedures Manual. A copy may be obtained at the library's circulation desk.

LISTING OF INSTITUTIONAL DOCUMENTS FOR STUDENTS

Hardcopies of the following documents are located in all academic programs, student service areas (e.g., Admission, Financial Aid, Registrars), and in the Albizu Library. Electronic versions may be found on our website at www.mia.albizu.edu.

- CAU, Miami Campus Catalog
- CAU Academic Calendar
- Undergraduate Student Handbook
- Graduate Student Handbook
- Student Rights and Responsibilities Manual
- General Policies and Disciplinary Procedures Manual
- Sexual Harassment Policies and Procedures Manual
- Albizu Library Policies and Procedures Manual

Additional manuals pertaining to specific academic programs (e.g., Goodman Psychological Services Center Student Clinic Manual, Doctoral Project Manual, MS ESE Student Manual, etc.) are available in the respective academic program office.

ACADEMIC POLICIES

ACADEMIC CALENDAR

The scheduled academic year includes 3 sessions of 15 weeks of instruction for each session. The summer session is considered a regular part of the academic program at all levels. A separate academic calendar is used for the Fast Track Business Programs.

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

GENERAL 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. International applicants must present all documents required by the current United States Customs and Immigration Service (USCIS) regulations, prior to their admission. A non-refundable fee must accompany the application, which will be valid for one year. If for any reason, the prospective student decides not to enroll in the session in which he or she is admitted, written notification is to be sent to the Admissions Office. Should the prospective student not enroll within one year of admission, the fee is forfeited (see Tuition and Fees Policy).

In order to process an application, the following minimum documents are required for undergraduate students: an application, G.E.D. or high school transcript, and official transcripts of previously attended universities or institutions of higher education which constitute the basis for admission. Applicants to the graduate programs are required to submit a completed application, a resume, a "Statement of Purpose", three (3) letters of recommendation, and official transcripts of previously attended institutions of higher education which constitute the basis for admission.

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's admission record must contain all required documents by the end of the first academic session. Students with incomplete records after the first session at the University 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 applications for admission for graduate or undergraduate programs should be addressed to the Admissions Office, Carlos Albizu University, Miami Campus, 2173 NW 99th Ave. Miami, FL 33172-2209, Phone (305) 593-1223, ext. 137, FAX (305) 593-1854, 1-800-672-3246; or via our website: www.mia.albizu.edu.

Admission to the Miami Campus is a highly selective process. It should be noted that satisfaction of the minimal admission requirements does not guarantee acceptance to a program of study. Carlos Albizu University, Miami Campus reserves the right to reject any applicant. Students presenting fraudulent, altered or misleading documents,

or false or incomplete information will have their enrollment cancelled and credits (and any tuition and fees paid) forfeited. Failure to report all previous college-level work and/or graduate programs attempted constitutes a falsification of the application and subjects the applicant to the loss of all credits earned at CAU and will result in dismissal.

All new students are required to make satisfactory progress towards the degree in accordance with their program's established policy.

Contingent on space availability, and compliance with admission requirements, applicants will receive admission to the session for which they apply.

Upon notification of admission, the Miami Campus requires payment of a non-refundable confirmation of attendance fee, which is applicable towards fees and tuition. (See Tuition and Fees Policies.) One 2x2 recent photograph will be required following admission to CAU.

For specific information regarding admission requirements, please refer to the applicable academic program section. International students should also refer to the catalog section, entitled, "International Students."

DROP AND ADD

It is the student's responsibility to verify, in the Academic Calendar, the drop and add period for each academic session. 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.

Please be advised that 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.

CROSS REGISTRATION

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

The student must submit a complete "Request for Transfer of Credits" form to the appropriate academic Program Director. The student must list on that form all courses he/she wants to be considered for transfer, and provide evidence of having fulfilled such coursework. The Program Director will then evaluate this request and approve it accordingly. The transfer of credits becomes official only upon the payment of the transfer fee (if applicable), which may also be automatically assessed in the student's billing account. Students who do not receive approval for cross registration by the Program Director will not be eligible to receive a transfer of credits.

TRANSFER OF CREDIT POLICY

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

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

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

1. The student must complete a "Request for Transfer of Credits" form from the Office of Admissions.
2. Undergraduate students must list all institutions from which courses may be transferred.
3. Graduate students must list all courses and their CAU equivalent for which they are requesting transfer.
4. The student must attach the following documents to the transfer of credits form: (a) official transcripts, (b) catalog course description and/or syllabus of courses requested for transfer of credit, as deemed appropriate.
4. A transfer of credits becomes official only upon approval of the Program Director and payment of the applicable fee, which may also be automatically assessed in the student's billing account.

INTERCAMPUS TRANSFER

The request for an intercampus transfer must be approved by the Chancellor of the original campus and be accepted by the counterpart at the receiving campus. Courses and residency requirements shall be transferred to the receiving campus. Please consult the Admissions and/or Registrar's Office for the established procedures for Intercampus transfers.

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

Students may apply for prior learning credits for college level coursework, work experience, military service or analogous learning obtained outside the traditional classroom setting, which has resulted in a commensurate level of knowledge and skill to that acquired from a degree granting college or university. This option is only available

to undergraduate degree-seeking students, as determined by the corresponding program faculty. Students seeking credit for prior learning must enroll in a 3-credit course in order to facilitate and complete their required portfolio. All prior learning credits approved must comply with applicable residency, licensing and accreditation guidelines.

The Program Director or academic advisor will inform the students of the procedure to be followed. Once the request for prior learning or life experience credit is authorized by the Program Director and the Chancellor, the student must contact the Registrar's Office, pay the applicable fee to the Finance Office and verify with their academic advisor that any approved credits are entered into his/her student record.

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 forms. A non-refundable fee per academic session is required, according to the established deadlines in the academic calendar. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. 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 this catalog. Undergraduate students are allowed a maximum of 4 institutional leaves of absence. Graduate students are allowed a maximum of 3 institutional leaves of absence during their course of study. (Please refer to Time Limitation under each program or diploma.)

Students should be aware of the fact that institutional leaves of absence may affect their financial aid and immigration status as well as their date for degree completion.

See the applicable program or diploma section for specific information regarding leaves of absence.

WITHDRAWAL FROM THE UNIVERSITY

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

ADMINISTRATIVE WITHDRAWAL

Administrative withdrawal may occur when the student is not in compliance with the attendance policy. Administrative withdrawal will also apply to students who 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. If the student does not officially withdraw after the period of the midterm evaluation, the student will receive a failing grade and must retake the course in its entirety. An administrative withdrawal does not exempt the student from any financial obligations incurred (please see refund policies).

EXTENDED LEAVE

A student may be placed on extended leave for up to one year when the Program Director, with the approval of the Chancellor, considers that there is a serious circumstance that interferes with the student's academic and/or clinical performance. In such instances, a copy of the approval must be forwarded to the Registrar for processing. The student may return without academic penalty upon fulfillment of the stipulated conditions of the extended leave.

READMISSION

Students are eligible to apply for readmission to the Miami Campus when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Students dismissed from a program for academic reasons may apply for admission into another program. (Students dismissed for academic reasons are not eligible to apply for readmission in the same program.) Students who have been administratively dismissed due to nonattendance in a given program are not guaranteed automatic readmission. Specific readmission policies and requirements for the different programs are covered in the appropriate section of this catalog.

GRADING POLICY

The University employs the following grading system:

Undergraduate:

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

Graduate:

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

POLICY FOR INCOMPLETE GRADES

Students with satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the session may, as approved by the professor, receive a grade of “I” (Incomplete) together with a 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 Chancellor. Written proof of evidence is required in all cases except for natural disasters. 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 take the necessary action to have an “I” grade removed by processing the appropriate change of grade form through the Registrar’s Office. 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. Students are not required to repeat the registration process for the courses in which an “I” grade is awarded.

Any student who in a given session receives two or more grades of Incomplete may register for no more than 6 credit hours during the following session, unless authorized by the Program Director.

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 student. 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. It is the faculty member's responsibility to take the necessary steps to remove a grade of “NG” no later than 30 working 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. A faculty member may submit a change of grade anytime during the subsequent session in which the grade is received. The only reasons for a change of grade are the following: a) a clerical error made by the professor or Registrar; b) when fraud or unethical conduct by the student or professor has been proven in the obtainment of the grade; and c) when a resolution under the current General Policies and Disciplinary Procedures Manual has an impact on the grade. A student who wishes to contest a grade must initiate the grade grievance process in writing within thirty (30) calendar days of the date of the grade notification, only if the grievance is based on the above specified conditions. Once adjudicated by the Program Faculty and Program Director, the final grade obtained is decisive and may not be appealed to a higher channel, unless the prior criteria are met. At the end of each session, a copy of the student's grades will be sent to the address indicated on the student's registration form. Please refer to the General Policies and Disciplinary Procedures Manual for more information.

STUDENT EVALUATION

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

ACADEMIC PROBATION

See the applicable academic program for specific information regarding academic probation. Academic dismissal or probation is the sole province of the Faculty and is not appealable, except as established in the applicable General Policies and Disciplinary Procedures Manual.

DISCIPLINARY PROBATION

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

INSTITUTIONAL DISMISSAL

The Miami Campus reserves the right, in accordance with the applicable grievance procedure, to dismiss a student at any time whose conduct has been proven to be in violation of: a) institutional norms and procedures, b) acceptable standards of ethical and/or professional conduct, and c) maintaining the required academic standards for the student's academic program. (Please refer to the General Policies and Disciplinary Procedures Manual and other relevant institutional documents for detailed information.)

DISCIPLINARY PROCEDURES

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

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

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

APPEAL PROCEDURES

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

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

ACADEMIC ADVISEMENT

Upon admission to the Miami Campus, the Program Director will assign a Faculty member who will serve as the student's advisor. An academic advisor's signature is required for the registration of all new students. Thereafter, it is the student's responsibility to meet with their advisor before registering and periodically throughout

the student's academic career, as determined by the student and advisor. It is the student's responsibility to seek advisement pursuant to his/her academic goals. In case of any conflicting issues, the student must present to the Program Director, within 20 working days, written notification of the advisement complaint at issue.

CHANGE OF MAJOR AND/OR CONCENTRATION

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

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

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

COURSE CANCELLATION POLICY

CAU may cancel courses due to lack of enrollment. When courses are cancelled, the designated program 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.

CLASS ATTENDANCE

Class attendance is mandatory. After two (2) unexcused absences, a student may be administratively withdrawn from the class. Students enrolled in the fast track portion of a Business Program will be administratively withdrawn following two absences (whether excused or unexcused). It will be the professor's responsibility to complete an Absence Report and forward it to the Office of the Registrar.

INDEPENDENT STUDY COURSES

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

1. availability of a professor

2. the student requires the course to comply with his/her program sequence or for graduation, and the course is not being offered, or the session is closed
3. inability to attend classes due to health reasons or other extenuating circumstances, as approved by the Program Director.

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

SPECIAL PROJECT COURSES

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

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

GRADUATION REQUIREMENTS AND COMMENCEMENT

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

In order to be eligible to participate in the commencement exercises a student must:

- Apply at the Office of the Registrar 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.
- 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 CAU's General Policies and Disciplinary Procedures Manual.

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

1. Application for graduation must be completed and the corresponding fee paid.
2. The student's record is reviewed by the Office of the Registrar for completion.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment. The conferment of academic degrees is the sole province of the Board of Trustees.
4. The Office of the President will forward a copy of the final approval to the Registrar's Office to proceed with ordering the diploma.
5. Once conferred, the student will receive from the Office of the Registrar a letter announcing the date of degree conferment by the Board of Trustees, and the date on which the diploma will be available for pick-up.

STUDENT INFORMATION:
POLICIES APPLICABLE TO ALL PROGRAMS UNLESS OTHERWISE INDICATED

REGULAR STUDENTS

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

Exception: Undergraduate students enrolled in the Fast Track component of the Bachelor of Business Administration program and undergraduate students enrolled in the Teaching Internship course (EDE450) of the Bachelor of Arts in Elementary Education are considered full-time (independently of the number of credits for which they are enrolled.) For the Federal Pell Grant program, enrollment is considered in accordance to Pell Grant rules and regulations. An enrollment of less than six (6) credits in the undergraduate program is considered less than part-time for financial aid purposes.

At the graduate level, full-time is equivalent to six (6) or more credits per session and part-time from three (3) to five (5) credits per session. The same definition is applied to graduate students for financial aid purposes. Students enrolled in the Doctoral Project and/or internship are considered full-time students.

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

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

DISABLED STUDENTS

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

VETERANS/MILITARY PERSONNEL

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

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

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

NON-DEGREE STUDENTS

As a general rule, persons desiring to study at the Miami Campus 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. 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. Non-degree seeking students at the graduate level may not enroll in any clinical courses or clinical practica without the approval of the corresponding Program Director. Students wishing to change from non-degree to degree-seeking status must formally apply and meet all admission requirements for the program to which they are applying.

Non-degree applicants will follow the established admission procedures for non-degree students and registration procedures of the Institution, and pay the applicable fees. Non-degree students are subject to the same academic standards and disciplinary procedures as any other student, as established in the institutional documents and manuals.

CREDIT FOR CONTINUING EDUCATION

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

STUDENT COUNCIL

The fundamental goal within the academic community is to obtain an education of excellence. To this end, it is essential that the institutional environment permit free examination and open discussion of all areas pertaining to academic life.

The Student Council seeks to promote communication, cooperation and understanding among students, faculty and administration, and suggests ways to promote the best interests and objectives of the academic community.

The Student Council's functions are regulated by the applicable dispositions of the General Regulations for Students of the CAU, as approved on March 9, 1993, and amended on November 12, 1998.

STUDENT LIFE/STUDENT ORGANIZATIONS

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

GUIDELINES FOR STUDENT BEHAVIOR

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

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

INTERNATIONAL STUDENTS

CAU is committed to providing educational opportunities to students from other countries as a 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 an approved visa, appropriate for study, prior to their arrival in the United States.
2. An international student must submit an application and present a valid I-94 form, a current passport, economic sponsor, evidence of current health insurance, and any other required documents by the USCIS (U.S. Customs and Immigration Service).
3. The application for admission will be processed by CAU and upon admission, the I-20 AB form will be processed for F-1 students.
4. The F-1 applicant will not be allowed to register until the I-20 AB form is approved by USCIS.

5. International students, who transfer to 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, F-1 international students must:
 - a. Pursue a degree course of study as a full-time student
 - b. Not engage in employment without authorization from USCIS
 - c. Maintain a valid passport
 - d. Have health insurance

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

INTERNATIONAL STUDENT CREDENTIALS EVALUATION

International students must submit to the Miami 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 student 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 university may provide to any person such general information about its students as might be found in a "directory of information."

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

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

No release is permitted of personally identifiable records, files or personal information pertaining to a student without written consent except to the following:

- a. School officials and professors within the educational institution who have legitimate educational interests.
- b. Officials of other schools in which the student intends to enroll. The student must be notified of the transfer, receive a copy of the record desired and, if requested, be allowed a hearing to contest the content of the record. The dispositions applicable

to Academic Grievances in the General Policies and Disciplinary Procedures Manual of the University will be available to the student to contest the content of a record.

- c. Authorized state and federal officials as defined in the Family Educational Rights and Privacy Act of 1996 (i.e., Federal grand jury subpoena, court or law enforcement subpoena. FERPA, 99.31 (a) (9).
- d. Disclosure to a court of law when the 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 (FERPA).

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

REQUEST FOR AMENDMENTS TO STUDENT RECORDS UNDER FERPA

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

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate officials, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.

The student may ask the University to amend the record believed to be inaccurate or misleading. The student should write to the Registrar, who is the university official responsible for the record, and clearly identify the part of the record he/she wants changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. The dispositions applicable to Grade Grievances in the General Policies and Disciplinary Procedures Manual of the University are available to the students to contest resolutions about amendments to their educational records.

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

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

FINANCIAL INFORMATION

FINANCIAL AID

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

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

Financial aid disbursement will be made 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. Students are encouraged to obtain advisement from the Financial Aid Office about the impact that a leave of absence may have on repayment schedules and academic progress.

The following information presents a general description of the financial assistance programs available at the Miami Campus. For updated and detailed information on financial aid programs, the student should refer to the Financial Aid Office.

A. STANDARDS FOR SATISFACTORY PROGRESS

CAU complies with federal guidelines and academic norms for monitoring student progress towards degree completion. In addition, federal regulations require the establishment and application of reasonable Standards of Satisfactory Progress for purposes of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act of 1965, as amended. These programs include the Federal Pell Grant, Federal Campus Based Programs, Federal Direct Loans, and Federal Direct PLUS Loan Programs. Students who wish to be considered for financial aid must maintain satisfactory progress in their course of study as reflected by the GPA requirements of their respective program. Furthermore, students must maintain a course completion standard of no less than 60% of the credits enrolled. The Financial Aid Office must consider all periods of enrollment at the university regardless of whether the student received Title IV aid for those periods.

B. FEDERAL AND STATE PROGRAMS

1. **Florida Prepaid College Program** - The FPC program allows eligible students to use the funds they have in their account to offset the cost of tuition at a private, not for profit universities accredited by the Accrediting Council for Independent Colleges and Schools. The FPCP will pay the dollar amount equal to the current rate of public university per credit cost. You may access your Florida Prepaid College Program investment with CAU by submitting the FPCP Transfer form to the Finance Office. You are obligated to cover the remaining amount due to the university in the form of financial aid and/or direct payment.

2. **Federal Pell Grant** — A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The amount of Pell Grant a student may receive in an award year depends on the family's income, the cost of attendance and the student's enrollment status.
3. **Federal Supplemental Educational Opportunity Grant (FSEOG)**—This is a grant for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grants. The amount of an award depends on the student's financial need and the funding level of the University.
4. **Florida Student Assistance Grant (FSAG)** – This is a need based program available to full-time degree seeking Florida undergraduate students who demonstrate substantial financial aid need.
5. **Access for Better Learning and Education (ABLE) Grant Program**—This grant provides tuition assistance to Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities. ABLE is a decentralized state of Florida program, which means that each participating institution determines application procedures, deadlines, and student eligibility.
6. **Florida Bright Futures Scholarships Program** – Awarded by the Florida Dept. of Education to high school students based on high school transcripts and SAT/ACT test scores. Applications must be submitted during the last year of high school.
7. **Federal Work-Study (FWS)**—This program provides jobs for undergraduate and graduate students with financial need. The amount of an award depends on the student's financial need and the funding level of the university.
8. **Scholarships for Disadvantaged Students (SDS)**—The SDS program provides funds for the purpose of assisting Psy.D. doctoral students that come from disadvantaged backgrounds and does not require repayment. This scholarship is funded by the Health Resources and Services Administration (HRSA). Funds are awarded each academic year. Eligibility: a) citizen or eligible non-citizen; b) enrolled full-time in the Psy.D. program; c) meets SDS criteria; d) demonstrate need; and e) maintain satisfactory progress. Applications must be requested at the Financial Aid Office.
9. **Federal Direct Loan Program** — CAU provides applications for loan programs administered by the Federal Government. These are low interest loans and repayment begins after the student is no longer enrolled in a part-time course of study.
 - a. **Federal Direct Subsidized Loan**—Eligibility is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA) and enrollment in at least part-time status. Interest prior to repayment, or during authorized periods of deferment, is subsidized by the federal government.
 - b. **Federal Direct Unsubsidized Loans** — Like Direct Subsidized Loans, the Unsubsidized Loan holds the same terms and conditions, except that the borrower is responsible for interest from the day it is disbursed until it is repaid in full, including in-school, grace and deferment periods. Eligibility is not need-based.

- c. **Federal Direct Parent Loan for Undergraduate Students (PLUS)**—PLUS loans are for parent borrowers. This loan provides additional funds for educational expenses. PLUS enables parents to borrow money for educational expenses for each child who is enrolled at least part-time and is a dependent student.
- d. **Federal Direct PLUS Loan for Graduate and Professional Degree Students**—Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS Loans for graduate and professional students.

Deadlines and guidelines for application to these programs are available from the Financial Aid Office. Aid eligibility is determined on the basis of financial need (except Federal Direct Unsubsidized and PLUS), enrollment status (full-time, part-time), and satisfactory progress. Doctoral students in Clinical Psychology registered for dissertation and/or internship are considered full-time students. Please consult with the Financial Aid Office for further information and applications.

C. INSTITUTIONAL SCHOLARSHIPS

1. **Pinnacle Scholarship Award** — The Pinnacle scholarship is distributed to students with financial need, as per the result of the Free Application for Federal Student Aid (FAFSA). The student must also comply with other institutional eligibility criteria. This is an institution aid based on availability of funding by year.
2. **Presidential Scholarships** — The Presidential Scholarships are awarded based on, but not limited to, the following criteria: financial hardship, prior/current contributions of the applicant to institutional development, under-representation within a given profession, student representation in international professional associations and organizations, civic record of the applicant, or any other hardship or special consideration. Presidential scholarships are awarded based on the sole discretion of the President of Carlos Albizu University.

D. INSTITUTIONAL DISCOUNT PROGRAM

1. **Business Administration Discount Program—20% tuition discount**—Awarded to student applicants of full-time employment with a State of Florida agency, Miami-Dade County Government, City Municipal Government or Federal Government agency admitted to the Bachelor or Master in Business Administration degree, only.
2. **Excellence in Teachers Education Discount Program—20% tuition discount**—Awarded to student applicants of full time employment with a State of Florida agency, Miami-Dade County Government, City Municipal Government or Federal Government agency admitted to the Elementary Education and Exceptional Student Education degree programs, only (graduate and undergraduate students).
3. **Miami-Dade County Public Schools Teachers Discount Program—20% tuition discount**—Awarded to student applicants of full time employment with Miami-Dade County Public Schools admitted to any CAU degree program.

4. **Miami-Dade County Police Discount Program—20% tuition discount**—Awarded to student applicants of full time employment with Miami-Dade County Police admitted to any CAU degree program.
5. **Active Military Personnel Discount Program—20% tuition discount**—Awarded to student applicants of full time active employment with any division of the U.S. Armed Forces.

LATE FINANCIAL AID APPLICANTS

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

- a) Student completes all financial aid documentation
- b) Student receives an award letter indicating the amount of expected aid
- c) The student has a good payment record as verified by the Finance Office.
- d) A payment arrangement is approved and granted by the Finance Office.

TUITION AND FEES POLICIES

Carlos Albizu University (CAU), as a non-profit educational institution, reserves the right to modify its fees and payment terms in accordance with federal, state and other local guidelines and institutional needs. Fee schedules are revised on a regular basis. Refer to the current tuition and fees policy available from the Finance Office.

REGISTRATION AND PAYMENT TERMS

1. All balances due from (a) prior term(s) must be paid in full before a student may select courses for a given academic session.
2. Registration must be accompanied by a cashier's check, money order, or personal check, payable to: Carlos Albizu University. Personal checks are accepted up to the amount of \$500. CAU, Miami Campus does not accept cash payments. MasterCard, Discover, American Express and Visa credit cards are accepted.
3. Once a student conducts the selection of courses for a particular session at the Registrar's Office during the registration period, the student must subsequently get a financial aid clearance form indicating the amount of aid for which the student is applying. The student will return to the Finance Office to finish his/her registration procedure. A student is not considered registered until he/she has contacted the Finance Office and made the corresponding payments or payment arrangements for the session. Failure to complete this step will result in the cancellation of all selected classes, and the student will be subject to the applicable registration procedures, should the student re-initiate the registration process during the regular registration period. Should a student not complete the registration process during the registration period, he/she is subject to an administrative withdrawal from the University. Withdrawn students are subject to the re-admission policy.

4. Tuition fees are due in full at the time of registration. A CAU student is not considered registered until all financial obligations have been met during the registration period. This obligation may be satisfied by making a payment arrangement at the Finance Office and/or having a documented Financial Aid award.
5. Students who do not comply with registration payment procedures/terms during the regular registration period, as stipulated above, will be assessed a late registration fee. (Refer to the current Tuition and Fees Policy.)
6. Failure to satisfy any outstanding balance or make documented payment arrangements by the first week of the session will result in the student being administratively withdrawn from all classes. Students that are administratively withdrawn for not having completed the registration process by the late registration period are subject to the re-admission policy.
7. Financial Aid recipients who applied by the established deadlines and have official notification on the amount of disbursement, will not be required to make out-of-pocket payments. If the total amount of aid reported by the Financial Aid Office does not cover a student's full tuition fees, the student will be required to make full payment or payment arrangements for the difference at the time of registration. If the student does not cover said difference in accordance with the payment schedule, a late payment fee will be assessed per violation. Financial Aid recipients who do not comply with this payment policy are subject to the same conditions stated earlier for non-financial aid recipients.

Short-term Loan (Financial Aid Recipients, late applicants only). Financial Aid applicants who did not apply for aid by the established deadlines, are required to make full payment of tuition and fees at the time of registration and are subject to all the conditions stated above for non-financial aid recipients. However, a late financial aid applicant may request a short-term loan due two weeks prior to the next registration period with applicable interest, when financial aid has not been approved for the student by the first day of the session. The short-term loan can only cover the amount of expected financial aid as reported by the Financial Aid Office clearance form. Any amounts due for tuition and fees to CAU above the financial aid award must be paid by the student at the time the short-term loan is approved. The student must make out-of-pocket payment according to the promissory note if for any reason whatsoever the financial aid is not received according to the schedule of payments. The short-term loan is not automatically guaranteed. The Finance Office reserves the right to offer a student a short-term loan taking into consideration a series of factors, including but not limited to, prior payment history of the student. The conditions that will trigger the principal (or a portion of the principal) amount of the student's short-term loan to become due are as follows:

- a) Receipt of financial aid by CAU after the end of the second month of the session.
- b) Receipt of an insufficient amount of financial aid to liquidate the entire balance due on the student's account. The Finance Office may opt to issue a promissory note for the outstanding balance in the student account.
- c) Rejection of financial aid by, and/or appeals to, a lending institution for financial aid.

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

Mail in Registration does not ensure enrollment.

- 8. Promissory Note (to cover out-of-pocket payments for the current session). A student who makes payment of tuition fees from his/her own funds, may request a promissory note due two weeks prior to the next registration period with applicable interest, to cover payment of tuition and fees. These students must have completed the registration process during the established registration period. The promissory note is not automatically guaranteed. The Finance Office reserves the right to offer a student a promissory note taking into consideration a series of factors, including but not limited to, prior payment history of the student.
- 9. Employer Tuition Assistance Plans- A student who is receiving the benefit of tuition assistance from their employer must submit a letter of eligibility from their Human Resources Dept. In addition, the student must sign a payment agreement for the amount of tuition. This agreement will become due 5 weeks after the completion of the course. Students under this agreement will be assessed a finance fee, which is payable during registration (as established in the tuition and fees policy).
- 10. A student is not considered registered until he/she has contacted the Finance Office and made the corresponding payments or payment arrangements for the session. Should a student not complete the registration process during the registration period, he/she is subject to an administrative withdrawal from the University. Withdrawn students are subject to the re-admissions policy.

PERSONAL CHECK POLICY

Payment by way of personal check is limited to \$500. The balance of payments due over \$500 must be made with cashier's check, credit card or money order. For security reasons, cash payments will not be accepted.

GLOBAL FEES

Global fees must be paid at the time of registration, except for certified Financial Aid recipients who may defer payment of the global fee until funds are received. All students on dissertation must pay the full global fee. Doctoral students on Internship must pay an adjusted Global Fee. CAU students taking only one credit for audit or solely to take the Comprehensive and/or Qualifying Exam must also pay an adjusted Global Fee. Global fees are not refundable. Please refer to the Tuition and Fees Policies located in the Finance Office for the fee schedule.

PAYMENT COMPLIANCE

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

DROP AND ADD

It is the student's responsibility to verify the drop/ add period for each academic session in the Academic Calendar. A fee is required for each class dropped or added. Courses added after the first day of class must be paid in full.

Please be advised that the drop/add process is not complete until payment arrangements have been made at the Finance Office. Drop/add conducted only at the Registrar's Office 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.

REFUND POLICY

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

DATE OF DROP	REFUND
During the first two weeks of classes	100%
During and after the third week of classes	<u>NO REFUND</u>

The refund policy provides for cancellation of any obligation within three working days from the date a student signs an enrollment contract or financial agreement, pursuant to s.246.041 (1) (n) 3.e., Florida Statutes. Any applicable refunds shall be made within thirty days of the date that the University determines that the student has withdrawn or cancelled their contract according to CAU's attendance and withdrawal policies on page 10 of this catalog.

The University adheres to the Federal guidelines governing refunds to Title IV Programs. For more details, please contact the Financial Aid Office.

REMINDER

The last day to drop a course for a full tuition refund is the last day of the second week of classes (if the last day of the second week of classes falls on a Friday evening or Saturday, the deadline for drop/add will be the Monday of the third week of classes). Refunds are not processed for courses dropped during and after the third week of classes. It is important to complete the add/drop procedure during the second week of classes and to plan your 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 during the first two weeks of classes to receive a proper refund. Be advised that if the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for said charges.

RETURN OF TITLE IV FUNDS

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

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

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

- Unsubsidized Direct Loans (other than PLUS loans)
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a Return of Funds is required
- Federal Supplemental Opportunity Grants for which a Return of Funds is required
- Other assistance under this Title for which a Return of Funds is required (e.g., Pell, FSEOG, and others)

If the total amount of the Title IV grant or loan assistance, or both, that the student earned is greater than the total amount of Title IV funds disbursed to the student, as of the date of the institution's determination that the student withdrew, the difference between these amounts must be treated as a post-withdrawal disbursement. If outstanding charges exist on the student's account, the institution may credit the student's account with all or a portion of the post-withdrawal disbursement. The student will be advised if eligible for a post-withdrawal disbursement within 30 days of the withdrawal date. The student has 14 days to accept or refuse the funds. If the student does not respond within the allowable time, the post-withdrawal disbursement does not proceed. The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

When a recipient of a Title IV grant or loan assistance withdraws from an institution after the 60% point in the payment period or period of enrollment, a student

has earned 100% of the Title IV funds he or she received or was scheduled to receive. (FSA Handbook, Volume 5 – Return to Title IV; 34 CFR Ch. VI - §668.22.)

WITHDRAWAL

Tuition and fees shall also be refunded in full under the following circumstances: (i) courses canceled by the University, (ii) involuntary call to active military duty, (iii) documented death of the student, (iv) exceptional circumstances, with approval of the Chancellor or President of the University.

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

DEFAULTED BORROWERS

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

RETURNED CHECK SERVICE FEE

A fee will be assessed for all payment checks returned uncollected by the student's bank to CAU. 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 emits a NSF or uncollected check will be placed immediately on hold for all student services, including class attendance until the check and the corresponding fee are satisfied. The University will not accept any checks from the student for any future service(s) and may be cause for the student's review before the Quality Assurance Committee. The only acceptable form of payment thereafter will be by cashier's check, credit card or money order.

FINANCIAL HOLDS

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

SPECIFIC FEES

Carlos Albizu University (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 fees policy available from the Finance Office.

TUITION (per credit):

Undergraduate	\$314.00 per credit
BBA (Fast Track only)	\$397.00 per credit
ESOL	\$123.00 per credit
Master of Psychology and/or Business	\$520.00 per credit
Master in Exceptional Student Education ...	\$520.00 per credit
Doctorate	\$700.00 per credit

*Tuition Rates are charged according to the Program/Concentration of the student.
Only in the case of pre-requisite courses are charges based on the Program/Concentration of the course.

GLOBAL FEES PAYABLE EACH TERM

Undergraduate Program	\$248.00
Graduate Program	\$298.00
Dissertation Students	\$298.00
Internship Students	\$ 50.00

NON-REFUNDABLE FEES**ALL PROGRAMS:**

Certifications	10.00
Change of Incomplete Grade	25.00
Change of program and/or concentration ...	25.00
Copy of transcript	5.00
Transcript (next day service)	10.00
Diploma and graduation	150.00
Replacement Diploma	25.00
Drop or Add	10.00
Independent Study	Cost per credit
Inter Campus Transfer	200.00
Issuance of duplicate documents	0.10
Late payment (promissory loan)	25.00 per violation
Late payment (without promissory loan)	100.00
Late registration	150.00
Leave of absence	150.00
Photo ID	Cost
Reinstatement of registration	25.00
Readmission	50.00
Returned check	29.00
Seat reservation	200.00
Foreign Language Proficiency Test	150.00
Deferment Fee	50.00
Late payment fee	100.00

UNDERGRADUATE PROGRAMS:

Application for Admission fee	25.00
Audit (each course)	314.00
Course tuition	314.00 per credit
Course tuition (BBA Fast Track only)	397.00 per credit
Evaluation of transfer credits	25.00
Global fees	248.00
Prior Learning Credit Portfolio	
Evaluation	50.00 per credit
Readmission Fee	50.00

MASTER'S PROGRAMS:

Application Comprehensive Examinations...	\$ 25.00
Application for Admission fee	50.00
Audit (each)	520.00
Clinical Practicum	520.00 per credit
Course tuition (M.S. and M.B.A. Programs)	520.00
Evaluation of transfer credits	15.00 per credit
Global fees	298.00
Readmission fee	50.00
Registration for MS Comprehensive Examinations (only)	520.00

DOCTORAL PROGRAM:

Please refer to pages 293-294 in the Psy.D. Program section for the applicable tuition and fees for the Psy.D. Program.

LIBRARY DUES:

Penalty for Overdue Books:	
Audiovisual Materials (per item/per day).....	10.00
Books in general circulation	
(per book per day).....	0.25
Lost or damaged books or materials.....	Cost
Microfilm Dissertation Fee	Cost
REPLACEMENT plus 20% processing fee (if applicable)	
Reserve books (per book per day)	10.00
Test Materials (per test/per day)	10.00

The above fees are subject to change without prior notice.

For further information, please contact the Finance Office.

SERVICES TO THE COMMUNITY

GOODMAN PSYCHOLOGICAL SERVICES CENTER

The primary aim of the Goodman Psychological Services Center (GPSC) of the CAU Miami Campus is to offer psychology graduate students an opportunity to obtain clinical training in the areas of psychotherapy, clinical assessment and psychological evaluations, including testing, community consultation and preventive mental health interventions. Training is offered in a multicultural-multilingual context. Services are designed to take into account socioeconomic and psychosocial factors affecting the social and individual behavior of different ethnic groups in the United States.

The Center services the mental health needs of children, adolescents, adults, elderly and families. Therapeutic modalities include individual, group, family and couples therapy. It also offers specialized services to the criminal justice system, as well as to clients experiencing neuropsychological dysfunctions. The Center accepts some private insurance plans and offers a sliding fee scale to those clients who qualify based on family income and number of family members.

The services at the Goodman Center are available to the community at large. For information contact the Goodman Psychological Services Center at (305) 592-7860. Due to potential conflict of interest issues, the Office of Student Services will refer students to an outside agency for the provision of mental health services.

DIPLOMA PROGRAM

ESOL
English for Speakers
of Other Languages

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

GENERAL DESCRIPTION

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

GOALS AND OBJECTIVES OF THE ESOL PROGRAM

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

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

Students completing the ESOL program will:

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

ADMISSION REQUIREMENTS

Placement in ESOL classes is determined by a placement test and/or professor's recommendation. Students currently enrolled in undergraduate and graduate programs at CAU may also take some ESOL courses in order to enhance their academic performance.

Students who are speakers of other languages, regardless of their TOEFL score, must take a standardized test, the Michigan Test for English Language Proficiency (MTELP) Placement Test at CAU. In addition, the student must have an oral interview with one of the Education Programs faculty advisor. Based on the MTELP scores, the student will be placed in the corresponding ESOL course level.

ADMISSION PROCEDURES

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

TIME LIMITATION

The time necessary for ESOL students to complete their Academic ESOL Program courses will depend on the English level that the student is assigned as a result of their placement tests.

A student placed in the first level should expect to spend a minimum of four (4) academic sessions to complete the ESOL Program.

Although students registered in the ESOL Program may take courses in their degree-seeking program of choice, they are advised, mainly those placed in the two lower levels, to take ESOL courses exclusively. Education majors can enroll in for-credit coursework only after having successfully completed or secured an MTELP score beyond ESOL106.

TRANSFER OF CREDITS

(Does not apply to the ESOL program.)

ACADEMIC PROBATION

Does not apply to ESOL Students. ESOL students who are presently admitted into degree seeking programs must follow the policies and procedures for "Academic Probation" found in the corresponding section of the catalog under the program to which they are admitted.

INSTITUTIONAL LEAVE

ESOL students enrolled as degree-seeking students need to follow the policies and procedures for "Institutional Leave" found in the Undergraduate or Graduate section of the catalog under the program they are admitted to. ESOL students seeking an ESOL

Diploma only, do not have to abide by this policy. The students may withdraw and re-enter the program anytime at the beginning of an academic session without having to solicit a Leave of Absence.

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

READMISSION

ESOL students enrolled as degree-seeking students need to follow the policies and procedures for "Readmission" found in the Undergraduate or Graduate section of the catalog under the program they are admitted to. ESOL students seeking an ESOL Diploma only, do not have to abide by this policy. The students may withdraw and re-enter the program anytime at the beginning of an academic session without having to solicit a Leave of Absence.

STUDENT EVALUATION

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

Students are evaluated based on a scale PASS/NO PASS, according to each level's criteria described in the ESOL Program Sequence below.

INDEPENDENT STUDY COURSES

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

RESIDENCY REQUIREMENT

(There is no residency requirement.)

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

(CPL is not applicable to ESOL.)

CROSS REGISTRATION

(Does not apply to the ESOL Program.)

ESOL PROGRAM SEQUENCE

Level I – Novice I, II, III

Courses : ESOL101 ; ESOL102 ; ESOL103 ;

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

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

Level II – Intermediate – Low I, II, III

Courses: ESOL104; ESOL105; ESOL106;

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

1. Continue to gain proficiency in English oral language production and comprehension as demonstrated by their ability to:
 - a) Orally respond using a full sentence or explanation.
 - b) Orally respond to questions related to a short selection narrated by teacher or on tape.
 - c) Orally describe orally an experience, situation or picture.
2. Continue to read in English those materials that are based on their oral language experiences.
3. Continue to read books, magazines, and other materials appropriate to their interests and abilities.
4. Write in English
 - a) Simple structures based on their oral language experiences.
 - b) Sentences using familiar words and expressions.

Level III - Intermediate – High I, II, III

Courses: ESOL107; ESOL108; ESOL109

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

1. Demonstrate an understanding of English as spoken on the radio, television, and in normal flow of conversation.

2. Demonstrate the ability to express ideas in English with fluency and accuracy.
3. Demonstrate the ability to read materials used in their school in classes at their grade level.
4. Demonstrate the ability to write reports, letters, critical essays, and compositions.

Level IV – Advanced I, II, III

Courses: ESOL110; ESOL111; ESOL112

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

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

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

Courses: ESOL201; ESOL202; ESOL203

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

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

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

Courses: ESOL204; ESOL205; ESOL206

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

1. Use listening comprehension and oral communication strategies to identify and discuss themes in cinema that promote cross-cultural awareness and understanding.
2. Apply writing strategies and peer-editing techniques to produce reaction papers and formal written exposes.

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

COURSE DESCRIPTION IN THE ESOL PROGRAM

ESOL101 NOVICE I (4 cr.)

A course designed to help speakers of other languages students succeed in the US College setting by improving their pronunciation of English and by developing the skills necessary for the classroom. Students will develop all language skills with a focus on English phonology, listening, and note taking skills, following directions, using standard reference materials, vocabulary, and lecture and discussion structure and content. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL102 NOVICE II (4 cr.)
Prerequisite: ESOL101

A course designed to help speakers of other languages students succeed in the US College setting by improving their pronunciation of English and by developing the skills necessary for the classroom. Students will develop all language skills with a focus on English phonology, oral presentations, small group work, debate, and professor-student communication. Students will also become familiar with the opportunities and resources available to them in the college community. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL103 NOVICE III (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An ESOL special interest course. Possible topics include English morphology, English consonant phonology, and English syntax. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL104 INTERMEDIATE LOW I (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An intermediate course in English for speakers of other languages students designed to improve their writing skills. Particular attention is given to grammar problems common to non-native speakers. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL105 INTERMEDIATE LOW II (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An upper intermediate course in English for speakers of other languages students designed to improve their writing skills. Particular attention is given to grammar problems common to non-native speakers. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL106 INTERMEDIATE LOW III (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An advanced course in English for speakers of other languages students designed to improve writing skills. Particular attention is given to grammatical problems common to non-native speakers and to developing students' abilities to edit their own work. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL107 INTERMEDIATE HIGH I (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An intermediate course in English for speakers of other languages students designed to improve their reading and writing abilities and to enhance their vocabulary. Classroom situations involve students in practicing their skills in American spoken English. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL108 INTERMEDIATE HIGH II (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An upper intermediate course in English for speakers of other languages students designed to improve their reading and writing abilities and to enhance their vocabulary. Classroom situations involve students in practicing their skills in US spoken English. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL109 INTERMEDIATE HIGH III (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An advanced course in English for speakers of other languages students designed to improve their reading and writing abilities. Classroom situations involve students in practicing their skills in US spoken English. The requirement to complete the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL110 ADVANCED I (4 cr.)
Prerequisite: ESOL placement test or permission of the instructor.

An advanced ESOL communication course designed to help students Speakers of Other Languages succeed in the U.S. college setting. Students will improve their English pronunciation and develop skills necessary for the classroom. Through the use of English phonology, the course will focus on oral presentations, vocabulary increase, small group work, with emphasis in reading, lecture and discussion structure, and content. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL111 ADVANCED II (4 cr.)

Prerequisite: ESOL placement test or permission of the instructor.

An advanced ESOL grammar/writing course designed to help students Speakers of Other Languages improve their writing skills. This course will focus on the ability of writing essays and compositions following sentence structure, grammatical rules, and writing context. The students will be exposed to small work groups and written presentations. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL112 ADVANCED III (4 cr.)

Prerequisite: ESOL placement test or permission of the instructor.

An advanced ESOL reading and comprehension course designed to help students Speakers of Other Languages further develop their reading and comprehension skills. This course will focus on advanced reading abilities through articles in English textbooks and the comprehension of these articles. In the classrooms, students will be exposed to small group projects, and reading presentations. The students will improve their writing and communication skills as well, by adding vocabulary exercises, and practicing sentence structure. The requirement to move to the next level is a "PASS." With a grade of "NO PASS" the student must repeat the course.

ESOL201 ESL INTRODUCTION TO AMERICAN MEDIA I (4 cr.)

Prerequisites: ESOL110, ESOL111, ESOL112

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on printed materials from media sources (newspapers, magazines, journals, Internet, etc.) that address multi- and cross-cultural competencies of the CAU curricula. The goal of the first 5-week session is to promote cross-cultural awareness and understanding across the disciplines for success in various academic program offerings. This also emphasizes argumentative style presentations (both orally and in writing) with the intent of promoting student success in their academic programs.

ESOL202 ESL INTRODUCTION TO AMERICAN MEDIA II (4 cr.)

Prerequisites: ESOL110, ESOL111, ESOL112

This course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on printed materials from media sources (newspapers, magazines, journals, Internet, etc.) that address multi- and cross-cultural competencies of the CAU curricula. The goal of the second 5-week session is to promote cross-cultural awareness and understanding across the disciplines for success in various academic program offerings. The session also emphasizes successful reading strategies, synthesis, and literary analysis, with the intent of promoting student success in their academic programs.

ESOL203 ESL INTRODUCTION TO AMERICAN MEDIA III (4 cr.)
 Prerequisites: ESOL110, ESOL111, ESOL112

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on printed materials from media sources (newspapers, magazines, journals, Internet, etc.) that address multi- and cross-cultural competencies of the CAU curricula. The goal of the third 5-week session is to promote cross-cultural awareness and understanding across the disciplines for success in various academic program offerings. The session also emphasizes higher-order thinking skills and the development of cognitive analysis and critical thinking skills, with the intent of promoting student success in their academic programs.

ESOL204 ESL INTRODUCTION TO AMERICAN CINEMA I (4 cr.)
 Prerequisites: ESOL201, ESOL202, ESOL203

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of the American cinema in society and its impact on education. Through cinematography, students will analyze the multi- and cross-cultural competencies of the CAU curricula. The goal of the first 5-week session is to help students identify themes in cinema that promote cross-cultural awareness and understanding across the disciplines. This session also emphasizes listening, comprehension, oral communication, and academic fluency on topics pertaining to issues that promote success in the program offerings.

ESOL205 ESL INTRODUCTION TO AMERICAN CINEMA II (4 cr.)
 Prerequisites: ESOL201, ESOL202, ESOL203

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed; listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of American cinema in society and its impact on education. Through cinematography, students will analyze the multi- and cross-cultural competencies of the CAU curricula. The goal of the second 5-week session is to help students apply themes in cinema that promote cross-cultural awareness and understanding on campus across the disciplines. This session also emphasizes effective writing techniques through reaction papers and formal discussions on the writing process that address topics that promote success in the program offerings.

ESOL206 ESL INTRODUCTION TO AMERICAN CINEMA III (4 cr.)
Prerequisites: ESOL201, ESOL202, ESOL203

The course is designed to meet the needs of ESL students entering the second phase of the ESOL curriculum. All language areas will be addressed: listening, speaking, reading, writing, and culture. Special emphasis is placed on the role of the American cinema in society and its impact on education. Through cinematography, students will analyze the multi- and cross-cultural competencies of the CAU curricula. The goal of the third 5-week session is to help students infuse in their course of study and on campus life the themes in cinema that promote cross-cultural awareness and understanding across the disciplines. This session also emphasizes effective writing and peer-editing techniques through reaction papers and formal written expositions with an interdisciplinary focus.

LAB REQUIREMENT

Each course in the Academic ESOL Program has a lab requirement. The student is expected to perform a minimum of thirteen (13) hours per week of ESOL activities (Conversation, Reading, and Writing) in the lab.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS**ESOL PROGRAM FACULTY**

Gonzalez, Elsa	ESOL Certificate Endorsement, 2004; B.S. 2005, Carlos Albizu University, Psychology; M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages. Adjunct Professor RESEARCH INTERESTS: Cross-cultural education and ESOL
Lopez, Alain	B.A. 2004, Trinity College, Hartford, CT, Modern Languages; TEFL Certification 2007, International Teacher Training Organization, Guadalajara, Mexico; M.S. 2010, Carlos Albizu University, TESOL. Adjunct Professor RESEARCH INTERESTS: Adult ESOL; educational technology; curriculum development.

UNDERGRADUATE PROGRAMS

Associate of Arts in General Education

GENERAL DESCRIPTION OF THE ASSOCIATE OF ARTS IN GENERAL EDUCATION DEGREE

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

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

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

The availability of day, evening, and technology-assisted, hybrid, and online classes provides flexibility for high school graduates as well as for working professionals.

Students are required to complete a minimum of 30 credits from a CAU campus in order to meet graduation requirements. In addition, a GPA of 2.0 on a scale of four points must be maintained in the concentration in order for a student to meet graduation requirements. A faculty advisor will be available to help plan the student's academic program. However, it is the student's responsibility to be familiar with the program's academic requirements and curriculum.

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

ASSOCIATE OF ARTS IN GENERAL EDUCATION PROGRAM GOALS AND OBJECTIVES

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

1. Provide lower-division students with the necessary academic, interpersonal, and professional skills to enter the workforce and/or successfully transition to upper-division undergraduate coursework toward successful completion of a Bachelor of Arts, Bachelor of Science, or Bachelor of Business Administration degree.
2. Expose students to the foundations of general education while providing an introduction to academic coursework in their specified area of study.
3. Promote an attitude of personal and professional growth that embraces the notion of lifelong learning and continuous improvement.
4. Develop an appreciation for the individual worth and dignity of all people regardless of their background, origin and life circumstances.
5. Develop the students' ability to enhance their quality of life through diverse cultural, leisurely, and creative pursuits as a means to fulfill their life goals.

6. Produce graduates with a deeper understanding of the impact of biological and social phenomena on human behavior as a means of contributing to a more peaceful and just society.
7. Enhance the students' ability to think, read, write, and speak effectively, critically, and analytically.
8. Enhance the students' ability to draw logical conclusions from qualitative and quantitative analyses.
9. Create and promote educational experiences that expose students to various interdisciplinary methodologies with the intent to inform their current and future academic, personal, and professional pursuits.

ADMISSION REQUIREMENTS

Applicants must possess a high school diploma or a general equivalency diploma. Applicants must have a grade point average (GPA) equivalent to 2.0 or higher to be considered for admission unless the applicant is admitted under the provision of the Challenge Criteria (see below). The applicant must provide the following to the Admissions Office:

1. A completed and signed application form accompanied by the appropriate fee, within the established deadline.
2. Official transcripts from all high schools, colleges, universities or other post-secondary educational institutions from which the basis of admissions will be drawn. Students with dual enrollment, Advanced Placement or International Baccalaureate credits must submit them for evaluation. Failure to report previous college work attempted constitutes a falsification of the application and subjects applicants to a loss of all credits earned and will result in dismissal.
3. International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University. International students must comply with U.S. Customs and Immigration Service (USCIS) regulations and the procedures established under the International Students section of the University Catalog.
4. Transfer students may be eligible to transfer up to 30 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 training was accredited by an accrediting organization recognized by the U.S. Department of Education.

CHALLENGE CRITERIA ADMISSION

Applicants whose transcripts indicate less than the required 2.0 cumulative GPA at the time of their application to the Program may be accepted on a conditional status, as authorized by the Program Director. Those students with a cumulative GPA of 1.5 or less must submit a letter to the Program Director explaining the reason(s) for the lower GPA. The Program Director must monitor the progress of all Challenge Program

students at all stages of the mentoring process and maintain departmental records of their status.

The following policies and procedures will apply to students admitted under the Challenge Program:

1. Students will be admitted into the Program as degree seeking, with conditional acceptance.
2. Upon admission, students will receive a letter informing them of the conditional acceptance status.
3. Students will be assigned a mentor through the Student Support Services Office prior to the beginning of the academic session.
4. An assessment questionnaire will be administered to determine the students' needs and areas of risk to academic achievement.
5. Students will be allowed to enroll in a maximum of three (3) courses or nine (9) credits per session while on conditional status.
6. Students are responsible for scheduling an appointment with their assigned mentor within the first week of class to develop a "Progress Plan" for the session.
7. Students must achieve a cumulative 2.0 GPA by the end of the first academic year, and be in good standing as evaluated by the Program faculty.

Students who fail to comply with the Challenge Criteria policies and procedures may be dismissed from the Program.

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's completed file is then forwarded to the Academic Department for review by the faculty.

At the discretion of the faculty, the applicant may be scheduled for an interview. The decision of the faculty to interview a prospective student does not indicate or imply admission.

If the applicant is accepted to the A.A. Program, a letter of acceptance will be issued by the Office of Admissions. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the Program:

1. A faculty advisor will be assigned to the prospective student.
2. The admitted student must provide two (2) recent 2 x 2 photographs before the end of the first session in which he/she is matriculated.

READMISSION

Students must request readmission to the Program when either of the following circumstances occurs:

1. When a student interrupts his/her program of study without an authorized institutional leave.
2. When a student fails to re-enroll in the Program after the expiration of an approved leave of absence.

Readmission applications must be requested from, and returned to, the Admissions Office when completed. The student's record will then be reviewed by the faculty. CAU, Miami Campus 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 studies successfully.

TRANSFER OF CREDIT POLICY AND PROCEDURES

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

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

FIELD PLACEMENT

Individual concentrations may have different requirements for field work. Contact your academic advisor and/or program director about field placement requirements for your specific concentration. Education majors will need to meet the individual field placement requirements of the local school board where they will conduct field observations prior to engaging in field work.

ACADEMIC PROBATION

Students in the Associate of Arts in General Education must maintain a minimum cumulative and session grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an academic advisor. Students on academic probation must meet with their advisor and commit to a Mentoring Plan. Students must enroll in the Mentoring Program through the Office of Student Support Services

and meet with their advisor on a regular basis to monitor progress. Failure to maintain the required cumulative GPA of 2.0 for two consecutive academic sessions will result in dismissal.

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

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the GPA during any session in which an "I" is obtained.
2. Three incompletes ("I") are received in one session.
3. Student violates institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

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

INSTITUTIONAL LEAVE

Students in the Associate of Arts in General Education are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of three (3) sessions of academic leave during their entire course of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). In extraordinary circumstances in which appropriate documentation is provided (i.e., life threatening illness, catastrophic life events beyond the control of the student), the Director of the Program, with the approval of the Chancellor, may waive the leave of absence fee. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. It is the students' responsibility to assess any impact on financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of the University catalog, and consult with the Financial Aid Office.

STUDENT EVALUATION

Students enrolled in the Associate of Arts in General Education Program are evaluated on a regular basis by the faculty. Students must maintain a cumulative GPA of 2.0 or higher. In order to graduate from the Miami Campus, students must be in good academic standing.

ACADEMIC ADVISEMENT

(Refer to the General Section of the CAU Catalog.)

CURRICULUM REVISIONS

Curriculum revisions may take place periodically in order to maintain compliance with industry standards and national, local, and/or state regulations and requirements, or other related educational community or discipline needs. The University reserves the right to make the necessary curriculum revisions through the established institutional channels and procedures.

DECLARING AREA OF CONCENTRATION

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

1. Business Administration
2. Elementary Education
3. Liberal Arts
4. Psychology

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

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

CHANGE OF CONCENTRATION

Students requesting to change their concentration must follow the Catalog and amendments in effect at the time of the petition regarding requirements for the new concentration. A change of concentration is not automatic and will be considered on a case-by-case basis.

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

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. GENERAL EDUCATION REQUIREMENTS (45 Credits)

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

CORE AREA II. GENERAL EDUCATION ELECTIVES (9 Credits)

13.	General Education Elective I	3	_____	_____	_____
14.	General Education Elective II	3	_____	_____	_____
15.	General Education Elective III	3	_____	_____	_____
TOTAL CREDITS		9			

CORE AREA III. CONCENTRATION* (15 Credits)

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

Academic Advisor

Program Director

Carlos Albizu University
Associate of Arts in General Education
Course Sequence

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

TIME LIMITATION

Every candidate for the A.A. degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

RESIDENCY REQUIREMENT

Students in the Associate of Arts in General Education must complete one full year residency in order to meet graduation requirements.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The Miami Campus has established the minimum number of earned credits that the student must successfully complete by the end of each year in order to complete their A.A. degree within the maximum time frame as follows:

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

GENERAL DEGREE REQUIREMENTS FOR THE ASSOCIATE OF ARTS IN GENERAL EDUCATION DEGREE

The Miami Campus has established the following general degree requirements for the Associate of Arts in General Education Degree:

1. The satisfactory completion of the required credits.
2. A cumulative grade point average of no less than 2.0.
3. Successful completion of all degree coursework with a grade of "C" or higher in the concentration area courses.
4. Successful completion of all other program stipulations.

GRADUATION PROCEDURES AND COMMENCEMENT

(Refer to the General Section of the CAU Catalog.)

INDEPENDENT STUDY COURSES

Students in the Associate of Arts in General Education degree program will be allowed to take a maximum of two independent study courses.

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

Students in the Associate of Arts in General Education degree program will not qualify for Credit for Prior Learning (CPL) or Life Experience.

CROSS REGISTRATION

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

STUDENT LIFE SKILLS

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

ASSOCIATE OF ARTS IN GENERAL EDUCATION PROGRAM COURSE DESCRIPTIONS

CORE AREA I: FOUNDATION COURSES (36 CREDITS)

English Composition I (3 credits)

ENC101 ENGLISH COMPOSITION I (3 cr.)

Course emphasizes the composition of expository, argumentative, descriptive and narrative essays, as well as the analysis of research-based papers. Composition topics will include cultural awareness and cultural diversity to help students to broaden their multicultural views.

English Composition II (3 credits)

ENC102 ENGLISH COMPOSITION II (3 cr.)

Composition of structural and analytical informative papers, as well as the composition of research based documentation and techniques. Selected readings in poetry, drama and prose from different cultural perspectives are included in discussion to help students to broaden their multicultural views. (Prerequisite ENC101)

Oral Communication (3 credits)

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, organization, and presentation skills are highlighted with an emphasis on creativity, cultural sensitivity, cultural diversity, and individual style. Focus on experiential learning. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

Application of current global concepts in oral expression and persuasion in public forums. Students will learn to reason logically, present their ideas in a coherent and organized fashion and learn the basics of informative and persuasive speaking. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

Mathematics (6 credits)

MAT101 BUSINESS MATHEMATICS (3 cr.)

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

MAT102 INTERMEDIATE ALGEBRA (3 cr.)

Course covers expressions, linear equations, systems of linear equations, inequalities, quadratic equations, exponential equations, radical equations, fractional equations, graphing, introduction to functions, and applications. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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

* MAT103 BASIC ALGEBRA AND ARITHMETIC (3 cr.)

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

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

Behavioral Science (3 credits)

PSY200 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

Advanced level integration of historical of both western and eastern theoretical principles of psychology as a social and behavioral science. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting.

PSY202 PSYCHOLOGY OF PERSONALITY (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, behavioristic, cognitive and humanistic paradigms. The interaction of personality traits with environmental factors, cultural influences and their effect on behavior will be discussed. Topics in Psychology of Personality, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

ECO101 INTRODUCTION TO ECONOMICS (3 cr.)

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

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

PSY322 PSYCHOLOGY OF CHILDREN (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. The course will also discuss how different cultures affect child development.

PSY338 PSYCHOLOGY OF INFANCY AND CHILDHOOD (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality and social development. Topics in psychology of infancy and childhood, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY339 PSYCHOLOGY OF ADOLESCENCE (3 cr.)

A comprehensive review of the development of psychological, social and biological factors contributing to the change from childhood to adolescence and from adolescence to adulthood. Topics in psychology of adolescence, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

Social Science (3 credits)

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses societal structure, the role of the individual within society, and the ramifications of social change. Obstacles encountered by minority groups in the United States will also be discussed in regard to housing, unemployment, education, crime and access to mental health and medical services. Cultural sensitivity and cultural diversity discussions designed to broaden students' multicultural views will be provided.

SYG102 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.

PHI300 CRITICAL THINKING (3 cr.)

This is an analytically centered course that will focus on improving and advancing logical reasoning skills and argument structure. The concepts of truth, verification, and knowledge as well as deductive and inductive reasoning will be discussed through formal and informal arguments. Through this course, students will also become aware of common errors in informal reasoning and learn to them.

BSC100 INDIVIDUAL AND ENVIRONMENTAL INTERACTIONS (3 cr.)

Relationship of the individual to the biosphere. Discussions and demonstrations and films on the relationship of the individual and different cultures to the ecology, resource use and environmental impact. Topics in Environmental Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

An introduction to basic concepts, methods and issues in philosophy, and a consideration of representative types of philosophical thought concerning human nature, the world, knowledge, and value. In addition to Western Philosophy, readings from the Middle East, Asia, Africa and Latin America will also be presented.

REL101 INTRODUCTION TO WORLD RELIGIONS (3 cr.)

Investigates the associated traditions, customs and ceremonies of world acknowledged religions. Judaism, Christianity, Hinduism, Buddhism and Islam are among the major religions that will be surveyed in this reading intensive course.

Life Science (3 credits)

PSY326 HUMAN SEXUALITY (3 cr.)

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

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

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

HUN101 FOCUS ON NUTRITION AND WELLNESS (3 cr.)

This course examines concepts of nutritional science, provides criteria for choosing foods, and presents techniques for sifting through marketing propaganda and terms inundating health conscious individuals. The course will also examine non-western views on nutrition and wellness. Topics in Nutrition and Wellness, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Natural Science (3 credits)

BSC200 BIOLOGICAL SCIENCE (3 cr.)

Biological principles stressing unifying concepts at all levels of organization. Topics in Biology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

BSC201 GENERAL EDUCATION EARTH SCIENCE (3 cr.)

This course will survey principles of earth science taken from selected concepts in astronomy, geology, meteorology, and oceanography and their impact on multicultural societies. Topics in Earth Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Humanities I & II (6 credits)

HUM200 HUMANITIES (3 cr.)

This course presents an integrated approach to the major contributions of various cultures around the world in the areas of art, architecture, literature, music and philosophy and the impact on modern day society.

ART201 INTRODUCTION TO ART HISTORY (3 cr.)

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

SPN101 ELEMENTARY SPANISH I (3 cr.)

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

SPN102 ELEMENTARY SPANISH II (3 cr.)

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

Cross Cultural Studies (3 credits)

AMH201 THE AFRICAN AMERICAN EXPERIENCE (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH202 MULTI-CULTURAL AMERICA (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African-American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH203 LATIN AMERICAN CULTURES (3 cr.)

This course examines the major social, economic and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

FLE305 CROSS CULTURAL COMMUNICATION
AND UNDERSTANDING (3 cr.)

This course analyzes the unique needs of culturally diverse students through examination of theories, principles and current trends research in second language acquisition. Cross-cultural awareness, focusing on linguistically diverse minorities within the United States and especially South Florida, is emphasized. Future teachers will be able to design a culturally sensitive curriculum to meet the needs of Limited English Proficient students by incorporating instructional strategies, techniques and assessment tools.

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

CORE AREA II: GENERAL EDUCATION ELECTIVES (9 CREDITS)Liberal Arts/General Education Electives (9 credits)

LIT201 INTRODUCTION TO LITERATURE (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT303 A SURVEY OF WORLD LITERATURE (3 cr.)

This course is geared towards a review of the major masterpieces in world literature. Works surveyed will begin with pieces from the Renaissance and conclude with present day literature. Discussions on character descriptions, plot interpretations and overall literature analyses will be an essential part of the course. Topics in World Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

POS300 AMERICAN GOVERNMENT (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

AMH200 AMERICAN HISTORY (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American History, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY203 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

Review of the major theories and approaches to an understanding of the life span. Factors such as cognitive development, neurological development, social, cultural and intellectual influences are explored. Topics in Developmental Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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

CLP105 ESSENTIALS OF EFFECTIVENESS
AND SUCCESS (3 cr.)

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

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

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

SLS101 STUDENT LIFE SKILLS (1 cr.)

This course will provide skills and knowledge to students entering college level education. It is intended to provide students with an orientation to the University, including its unique mission. Emphasis will be placed on increasing and improving students' study habits and general academic skills. The course will also provide information regarding students' rights and responsibilities and CAU Policies and Disciplinary Procedures.

CORE AREA III: CONCENTRATION ELECTIVES (15 CREDITS)Business

ACC101 PRINCIPLES OF ACCOUNTING I (3 cr.)

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

ACC102 PRINCIPLES OF ACCOUNTING II (3 cr.)

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

MKT462 PRINCIPLES OF MARKETING (3 cr.)

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

MAN200 PRINCIPLES OF MANAGEMENT (3 cr.)

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

BUL231 LEGAL ENVIRONMENT OF BUSINESS (4 cr.)

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

Education

EDF101 INTRODUCTION TO EDUCATION (3cr.)

This course introduces the student to the principles and foundations of education. Emphasis is placed on the social, historical and philosophical beginnings of public education in the US. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting. A brief history of psychological theories and theorists is incorporated, especially those related to learning processes.

EDF102 TEACHING DIVERSE POPULATIONS (3 cr.)

An assessment of the extent and complexity of diverse student populations in the United States. The focus of this course will be the review of both theoretical and practical knowledge. This course also includes a fifteen (15) hour diverse population field experience component as mandated by state requirements. This course is designed to develop multicultural awareness and sensitivity of future elementary teachers. Psychological factors that affect children from diverse ethnic backgrounds are emphasized.

EDF103 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3 cr.)

This course covers the extensive range of educational technologies currently accessible to prospective classroom teachers. Through the practical use of these technologies, the development and delivery of improved instruction will also be reviewed. Course includes demonstrations of educational technologies and appropriate uses for these in the classroom setting, as well as how this technology can be applied to teach the multicultural classroom. The importance of exposing children at an early developmental stage to future technology is addressed in this course.

EDE201 TEACHING METHODS IN ELEMENTARY
EDUCATION (3 cr.)

Culturally sensitive teaching methodologies related to services in the elementary school community and motivating culturally diverse students to build a strong educational foundation as well as a positive self image will be the focus of this course. A general overview of all content specific areas, such as reading, mathematics, social studies, science, language arts, and children's literature is an important part of the course. The most common learning disabilities will be discussed and psychological methods of evaluating students will also be presented to promote early intervention. Also, parenting styles and attachment theories are introduced.

EDF201 CURRICULUM DEVELOPMENT (3 cr.)

This course reviews the organization, construction and supervision of the learning process in regards to contemporary theories of education. The emphasis of the course is on the creation of objectives, selection, organization and integration of instructional materials appropriate for multi-cultural academic settings. The inclusion in the curricula of psychological components, leading to more effective learning processes is emphasized.

Liberal Arts

LIT201 INTRODUCTION TO LITERATURE (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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AMH200 AMERICAN HISTORY (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American History, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY203 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

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PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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

CLP105 ESSENTIALS OF EFFECTIVENESS
AND SUCCESS (3 cr.)

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

Psychology

PSY200 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

Advanced level integration of historical of both western and eastern theoretical principles of psychology as a social and behavioral science. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting.

PSY202 PSYCHOLOGY OF PERSONALITY (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, behavioristic, cognitive and humanistic paradigms. The interaction of personality traits with environmental factors, cultural influences and their effect on behavior will be discussed. Topics in Psychology of Personality, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY102 THE ACCULTURATION PROCESS (3 cr.)

The students in this course will be exposed to the acculturation process of immigrants in the United States. The different acculturation stages of children, adolescents, adults and families will be analyzed and discussed. The students will study the emotional conflicts, traumas and the process of acceptance into a new culture experienced by immigrants of different ethnicities and cultures after their arrival in the USA.

CLP105 ESSENTIALS OF EFFECTIVENESS
AND SUCCESS

(3 cr.)

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

PSY350 CAREERS IN PSYCHOLOGY

(3 cr.)

This course will introduce students to the major career paths in psychology. Students will briefly review the components of the fields of neuropsychology, child psychology, industrial/organizational psychology, human resources, forensic psychology and case management, as well as the employment requirements in these fields. Students will also begin to prepare for specialization in their chosen field through class exercises and practical research in these fields. The field of cross cultural studies and their implications in mental health careers will also be addressed.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

ASSOCIATE OF ARTS IN GENERAL EDUCATION DEGREE PROGRAM FACULTY

Beltre-Sanchez, Provi	<p>A.A.S. 1981, Bronx Community College, Early Childhood Education; B.S. 1985, City College of New York, Special Education; M.S. 1989, City College of New York, Special Education. Adjunct Professor RESEARCH INTERESTS: Educational psychology and diagnostic testing</p>
Bosque, Antonio	<p>B.A. 1976, Rutgers University, Economics, Business Administration; M.B.A. 1986, Saint Thomas of Villanova University, Management, Business, Economics; Ed.D. 2008, Nova Southeastern University, Organizational Leadership. Adjunct Professor RESEARCH INTERESTS: Economics; organizational leadership; management.</p>
Calienes, Armando	<p>B.A. 1969, University of Delaware, Electrical Engineering; M.S. 1973, University of South Florida, Engineering; M.S. 1979, Barry University, Management, Marketing, and Finance. Adjunct Professor RESEARCH INTERESTS: Finance; marketing; management.</p>
Campa, Fina	<p>M.S. Caribbean Center for Advanced Studies, Psychology. Adjunct Professor RESEARCH INTERESTS: Depression, anxiety and anger management</p>
Cunill, Philip J.	<p>B.A. 1967, University of Havana, English Language and English and American Literature; M.S. 2007, Carlos Albizu University, Teaching English to Speakers of Other Languages. Adjunct Professor RESEARCH INTERESTS: Literary translations, literature and curriculum in English language</p>

- Ferrer, David
 B.A. 1992, Florida International University,
 History;
 M.S. 1996, Nova Southeastern University,
 Emotionally Handicapped Education/ESOL
 Endorsement;
 Ed.S. 1998, Nova Southeastern University,
 Educational Administration
 Adjunct Professor
 RESEARCH INTERESTS: Exceptional student
 education, educational leadership and policy
- Frigerio, Ailema
 B.S. 1997, Florida International University,
 Psychology;
 M.S. 2001, Carlos Albizu University
 Psychology.
 Associate Professor
 RESEARCH INTERESTS: Child psychotherapy
 methods, school phobia, psycho-educational
 assessment
- Gonzalez, Elsa
 B.S. 2005, Carlos Albizu University,
 Psychology;
 M.S. 2007, Carlos Albizu University,
 Teaching English to Speakers of Other Languages.
 Adjunct Professor
 RESEARCH INTERESTS: Cross-cultural education
 and ESOL
- Hernandez, Fernando
 B.A. 1988, St. Thomas University
 Communications
 M.S. 1992, St. Thomas University;
 Management
 Adjunct Professor
 RESEARCH INTEREST: Organizational communications,
 sales and marketing
- Johnson, William S.
 B.S. 1973. Illinois State University
 Communication
 M.S. 1996. University of North Florida
 Public Administration
 A.B.D. 2007, Nova Southeastern University
 Associate Professor
 RESEARCH INTERESTS: Organizational management,
 higher education leadership
- Lemus, Jesus
 B.S. 1991, Florida International University;
 M.S. 2000, Florida International University;
 M.B.A. 2003, NOVA Southeastern University,
 Management Concentration.
 Adjunct Professor
 RESEARCH INTERESTS: Organizational communications,
 organizational management, health and pharmaceuticals
 marketing

- Lledias, Juan Pablo B.S. 1976, University of Havana,
Engineer Geophysicist;
Ph.D. 1985, Polytechnic Institute of Havana,
Mathematics/Physics
Adjunct Professor
RESEARCH INTERESTS: Application of mathematical
principles to the classroom
- Martinez, Joaquin B.A., 1993, Middlebury College, Political
Science, French Language, Literature &
Civilization
M.S., 1999, Nova Southeastern University,
Educational Administration/TESOL
Adjunct Professor
RESEARCH INTERESTS: Foreign language
education, educational leadership and policy,
urban education initiatives.
- Martinez-Mesa, Frank M.D. 1987, University of Health Sciences, Antigua,
Medicine;
M.S. 2000, Carlos Albizu University,
Psychology;
Psy.D. 2005, Carlos Albizu University,
Clinical Psychology.
Assistant Professor
RESEARCH INTERESTS: Cognitive rehabilitation,
health psychology, hypnosis
- Myott, Scott B.S. 1983, University of North Carolina;
M.B.A., 1989, Wilmington College
Masters in Taxation, 1995, Florida Atlantic
University.
Adjunct Professor
RESEARCH INTERESTS: Corporate accounting,
budgeting, and taxation
- Orta, Luis B.A. 1984, St. Thomas University,
Psychology;
M.S. 1986, Caribbean Center for Advanced
Studies, Psychology;
Ph.D. 1990, Caribbean Center for Advanced
Studies, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Interaction of psychology
and politics, diagnostic techniques
- Peruyera, Raul B.S. 1971, University of Miami, Business
Administration, Minor Management
J.D. 19886, University of Miami.
Adjunct Professor
RESEARCH INTERESTS: Commerce taxation; banking;
finance law.

- Ramos, Lissette
 B.S. 1993, Florida International University,
 Elementary Education;
 M.S. 1995, Florida International University,
 Elementary Education;
 Florida Professional Educator's Certificates:
 Early Childhood Education (PreK-3),
 Elementary Education (Grades 1-6),
 Primary Education (Grades K-3),
 ESOL Endorsement.
 National Board Certified Teacher, Literacy:
 Reading Language Arts/Early and Middle
 Childhood.
 Adjunct Professor.
 RESEARCH INTERESTS: National standards
 towards teacher certification
- Rivera, Angela
 B.A. 1990, University of South Florida,
 Foreign Language Education;
 M.S. 2000, Nova Southeastern University,
 TESOL;
 Adjunct Professor
 RESEARCH INTERESTS: Acculturation issues
 in children and families, ESOL education
- Sabroso, Cristina
 B.S. Universidad de Santa Ursula,
 Clinical Psychology;
 M.S. Carlos Albizu University,
 Marriage and Family Therapy;
 Ph.D. American Academy of Clinical Sexologists,
 Clinical Sexology.
 Adjunct Professor.
 RESEARCH INTERESTS: Transgender studies
 and human sexuality
- Santiago-Parreno, Maria
 B.S. 1982, The City College of New York,
 Special Education;
 M.S. 1998, Nova Southeastern University,
 TESOL.
 Adjunct Professor
 RESEARCH INTERESTS: Language acquisition
 and literature
- Stephenson, Edward
 B.A. 1979, Queens College,
 Psychology/Sociology;
 M.S. 1984, Caribbean Center for Advanced
 Studies, Psychology;
 Ph.D. 1987, University of California,
 Social/Personality Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Cross-cultural psychology
 and race and psychopathology.

Wentzel, Brian

B.S. 1983, Creighton University;
M.S. 1993, Caribbean Center for Advanced
Studies, Psychology;
Ph.D. 1999, Caribbean Center for Advanced
Studies, Clinical Psychology.

Adjunct Professor

RESEARCH INTERESTS: Physiological psychology,
comorbid factors in attention deficit/hyperactivity
disorder

**Bachelor of Science in
Psychology**

GENERAL DESCRIPTION OF THE BACHELOR OF SCIENCE IN PSYCHOLOGY

The Bachelor of Science in Psychology is a program designed for students who are planning to pursue a career in the mental health field and may also be utilized as preparation for advanced graduate training in a number of other fields. The program is designed as a major in psychology and consists of 120 credits of coursework. The program's ample course selection is tailored with a unique culturally diverse sensitivity, incorporating multicultural competencies. The availability of day and evening classes is aimed to meet the needs of high school graduates as well as working professionals.

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

BACHELOR OF SCIENCE PROGRAM GOALS AND OBJECTIVES

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

1. Provide a quality educational opportunity in undergraduate psychological training for its students.
2. Conduct an academic program in psychology that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in the solution of human problems.
3. Foster an attitude and willingness to actively pursue personal academic growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.
5. Provide students with multicultural competencies which will allow them to effectively work with individuals from diverse cultural backgrounds.
6. Conduct a training program in a professional atmosphere where students may view faculty members, graduate students and themselves as members of a single academic community.
7. Instill in students those skills, attitudes and values necessary to be successful in graduate work.

ADMISSION REQUIREMENTS

Applicants must have a grade point average (G.P.A.) equivalent to 2.0 or higher to be considered for admission, unless the applicant is admitted under the provision of the Challenge Criteria (see below). The Applicant must provide the following to the Admissions Office:

- 1 A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)
- 2 Official transcripts from all high schools, colleges, universities or other post-secondary educational institutions. Students with dual enrollment, Advanced Placement or International Baccalaureate credits must submit them for evaluation. Failure to report previous college work attempted constitutes a falsification of the application and subjects applicants to a loss of all credits earned and may result in dismissal.
- 3 International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University. International students must comply with USCIS (U.S. Customs and Immigration Service) regulations and the procedures established under the International Students section of this catalog.
- 4 Transfer students may transfer 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 training was accredited by an accrediting organization recognized by the U.S. Department of Education.
- 5 Two 2x2 recent photographs will be required subsequent to admission at CAU.

CHALLENGE CRITERIA ADMISSION

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

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

1. Less than a 2.0 grade point average.
2. Students with a cumulative GPA of 1.5 or less, must submit both high school and college level transcripts of all prior attended educational institutions.
3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

- a) Students will be admitted into the program as degree seeking, with conditional acceptance
- b) Upon admission, the student will receive a letter informing him/her of the conditional acceptance status

- c) The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with them on a regular basis.
- d) An assessment questionnaire will be administered to determine the student's needs and areas of risk to academic achievement
- e) The student will be allowed to enroll in a maximum of three courses or nine credits per session, and must complete foundation courses before continuing with concentration courses
- f) It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.
- g) The student must achieve a cumulative 2.0 grade point average by the end of first academic year, and be in good standing as evaluated by the Program Faculty.

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

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's completed file is then forwarded to the Undergraduate Program and reviewed by a faculty member.

At the discretion of the Director of the Undergraduate Programs, the applicant will be scheduled for an interview. The decision of the Director to interview a prospective student does not indicate or imply acceptance of a candidate.

If the applicant is accepted to the Undergraduate Program, a letter of acceptance will be issued by the Office of Admissions. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program:

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

TRANSFER OF CREDIT POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate students may transfer up to 60 credits from a two- year accredited institution and up to 90 credits from a four-year accredited institution. Students are required to submit official transcripts for evaluation. Students who are transferring must have an overall grade point average of 2.0 on a scale of four points.

Students are permitted to transfer up to 15 credits through the College Level Examination Program (CLEP), and may earn credit towards their degree with

examination performance at the fiftieth percentile or above. Carlos Albizu University also awards prior learning credits toward its undergraduate degree program. All transfer credits used toward a degree must be approved by the Program Director. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Program Director's evaluation and final approval.

PRACTICUM PLACEMENT

Practicum Placement is optional. Students may be placed in a practicum placement during their last semester of coursework with the Program Director's approval.

ACADEMIC PROBATION

Undergraduate students must maintain a minimum cumulative and session grade point average (GPA) of 2.0. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. The student will be referred to Student Support Services who will provide regular progress reports on his/her progress in the tutoring program to the academic advisor.

Students on academic probation will be allowed to register for a maximum of nine academic credits in the following session.

Students will be placed on academic probation when any of the following conditions are present:

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

ACADEMIC DISMISSAL

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

INSTITUTIONAL LEAVE

Undergraduate students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire undergraduate course of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. It is the student's responsibility to assess any impact on financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog, and consult with the Financial Aid Office.

READMISSION

Students must request readmission to the Miami Campus when either of the following circumstances occurs:

1. When a student interrupts their program of studies, without an authorized institutional leave
2. Failure to re-enroll at the Miami campus after expiration of an approved leave of absence

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student's prior performance, space availability, and assessment of the student's potential to continue studies.

STUDENT EVALUATION

Undergraduate students must maintain a minimum cumulative Grade Point Average (GPA) of 2.0. Students are evaluated on a regular basis by the faculty in order to monitor academic performance. The Program Director informs the students in writing of any recommendations made by the faculty. In order to graduate from the Miami Campus, students must be in good academic standing.

ACADEMIC ADVISEMENT

(Refer to the General Information section of this CAU Catalog.)

CHANGE OF PROGRAM/MAJOR

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

RESIDENCY REQUIREMENT

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

TIME LIMITATION

Every candidate for the B.S. degree must complete the degree requirements within a period of six years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

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

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PSYCHOLOGY

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

1. The satisfactory completion of the required credits.
2. A grade point average of no less than 2.00 and 2.25 in the major area.
3. A student must pass all coursework in their concentration with a grade of "C" or higher.
4. Six credits or its equivalent in a language other than English, or have passed a language proficiency examination.

(For additional information, please refer to the section on Foreign Language Proficiency in the General Student Information section of this catalog).

COLLEGE LIFE SKILLS COURSE

All incoming freshman students who have no prior college level experiences must complete SLS101 Student Life Skills. This course focuses on introducing freshman level students to the experience of college life. Students must complete SLS101 within their first two sessions at the University. Failure to register for this course within the first two sessions will result in holds to the student's registration.

GRADUATION PROCEDURES AND COMMENCEMENT

(Refer to General Section of CAU Catalog.)

INDEPENDENT STUDY COURSES

Undergraduate students may, with the professor's and the Program Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed twenty-four (24) credits before requesting independent studies.

(Please refer to the General Information section of this catalog for additional information.)

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

Students may apply for Prior Learning or Life Experience Credit according to the procedures established by CAU based on their background equivalencies with college level coursework. Subsequent to admission, students should meet with the Director of the Undergraduate program to discuss this credit opportunity and its requirements (see the Credit for Prior Learning and Life Experience section of this catalog for additional information).

CROSS REGISTRATION

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

Curriculum Requirements and Transfer of Credits Evaluation Bachelor of Science in Psychology

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1	English Composition I	3	_____	_____	_____
2	English Composition II	3	_____	_____	_____
3	Oral Communication	3	_____	_____	_____
4	Introductory Algebra/Math	3	_____	_____	_____
5	Intro. Beh. Science I	3	_____	_____	_____
6	Intro. Beh. Science II	3	_____	_____	_____
7	Intro. Life/Phys. Sci. I	3	_____	_____	_____
8	Intro. Life/Phys. Sci. II	3	_____	_____	_____
9	Humanities I	3	_____	_____	_____
10	Humanities II	3	_____	_____	_____
11	Cross Cultural Studies I	3	_____	_____	_____
12	Cross Cultural Studies II	3	_____	_____	_____
13	Literature	3	_____	_____	_____
14	<u>PHI300</u> Critical Thinking	3	_____	_____	_____
15	<u>*EAP300</u> Professional Writing	3	_____	_____	_____
16	<u>*CGS200</u> Introduction to Computers	3	_____	_____	_____

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

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

CORE AREA III. ELECTIVES (27 Credits)

1	_____	3	_____	_____	_____
2	_____	3	_____	_____	_____
3	_____	3	_____	_____	_____
4	_____	3	_____	_____	_____
5	_____	3	_____	_____	_____
6	_____	3	_____	_____	_____
7	_____	3	_____	_____	_____
8	_____	3	_____	_____	_____
9	_____	3	_____	_____	_____
10	<u>SLS101</u> Student Life Skills	1	_____	_____	_____

Total Credits: 121

* Courses must be taken at CAU.

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

**Bachelor of Science in Psychology
Course Sequence**

SESSION	COURSE SEQUENCE	TERM	GRADE
1 st Session	English Composition I		
	Oral Communication		
	Introductory Algebra/Math		
	Introductory Behavioral Science I		
	Humanities I		
2 nd Session	English Composition II		
	Introductory Behavioral Science II		
	Humanities II		
	Introductory Life/Physical Science I		
	Cross Cultural Studies I		
3 rd Session	Professional Writing		
	Introductory Life/Physical Science II		
	Cross Cultural Studies II		
	Introduction to Computers		
	Literature		
4 th Session	Foundations of Psychology		
	Psychology of Personality		
	Liberal Arts Elective		
	Elective		
	Elective		
5 th Session	Developmental Psychology		
	Abnormal Psychology		
	Learning, Memory and Cognition		
	Elective		
	Elective		
6 th Session	Experimental, Personality and Social Psychology		
	Statistics		
	Ethics & Professional Conduct		
	Elective		
	Elective		
7 th Session	Physiological Psychology		
	Introduction to Industrial Psychology		
	Elective		
	Elective		
	Elective		
8 th Session	Research Methodology		
	Careers in Psychology		
	Elective		
	Elective		
	TOTAL CREDITS 120		

BACHELOR OF SCIENCE IN PSYCHOLOGY: MINOR IN CROSS CULTURAL STUDIES

The minor in Cross Cultural Studies is designed to enhance students' cultural awareness and develop the necessary ethnic fluency skills that are applicable to any aspect of their future careers. The program is complementary to the Bachelor of Science degree in psychology and consists of 15 credits of coursework. The program's courses have been designed with psychological principles within the context of a multicultural framework to address the mental health needs of all individuals. The broad range of courses in the minor also allows for the survey of a variety of cultural aspects, including history, politics, conflict resolution and acculturation. The availability of day, evening and weekend classes is aimed to meet the needs of an ample range of students. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of multicultural education.

MINOR IN CROSS CULTURAL STUDIES GOALS AND OBJECTIVES

Consistent with the goals, philosophy and objectives of Carlos Albizu University, the minor in Cross Cultural Studies seeks to accomplish the following objectives:

1. Provide students with a foundation in cross cultural studies through active participation in multicultural experiences.
2. Conduct an academic minor in Cross Cultural Studies that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in conflict resolution between ethnicities.
3. Foster an attitude and willingness to actively pursue personal, academic and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Provide a forum for the debate of multicultural concepts through mentoring relationships.
6. Instill in students those skills, attitudes and values necessary to be successful in their professional careers.

Curriculum Requirements and Transfer of Credits Evaluation
Bachelor of Science in Psychology
Minor: Cross Cultural Studies

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1 _____	English Composition I	3	_____	_____	_____
2 _____	English Composition II	3	_____	_____	_____
3 _____	Oral Communication	3	_____	_____	_____
4 _____	Introductory Algebra/Math	3	_____	_____	_____
5 _____	Intro. Beh. Science I	3	_____	_____	_____
6 _____	Intro. Beh. Science II	3	_____	_____	_____
7 _____	Intro. Life/Phys. Sci. I	3	_____	_____	_____
8 _____	Intro. Life/Phys. Sci. II	3	_____	_____	_____
9 _____	Humanities I	3	_____	_____	_____
10 _____	Humanities II	3	_____	_____	_____
11 _____	Cross Cultural Studies I	3	_____	_____	_____
12 _____	Cross Cultural Studies II	3	_____	_____	_____
13 _____	Literature	3	_____	_____	_____
14 <u>PHI300</u>	Critical Thinking	3	_____	_____	_____
15 <u>*EAP300</u>	Professional Writing	3	_____	_____	_____
16 <u>*CGS200</u>	Introduction to Computers	3	_____	_____	_____

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

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

CORE AREA III. MINOR IN CROSS CULTURAL STUDIES (15 Credits)

1 AMH202	Multicultural America	3	_____	_____	_____
2 AMH201	African American Experience	3	_____	_____	_____
3 AMH203	Latin American Cultures	3	_____	_____	_____
4 PSY102	The Acculturation Process	3	_____	_____	_____
5 ASN100	Asian Cultures	3	_____	_____	_____

CORE AREA IV. ELECTIVES (12 Credits)

1 _____	_____	3	_____	_____	_____
2 _____	_____	3	_____	_____	_____
3 _____	_____	3	_____	_____	_____
4 _____	_____	3	_____	_____	_____
5 <u>SLS101</u>	<u>Student Life Skills</u>	1	_____	_____	_____

Total Credits: 121

*Courses must be taken at CAU.

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

BACHELOR OF SCIENCE IN PSYCHOLOGY MINOR IN CHILD PSYCHOLOGY

The minor in Child Psychology is designed to familiarize students with the developmental processes that occur in childhood and adolescence. Students in this minor area of study will be exposed to current psychological topics in the field of child psychology including emotional development and childhood mental disorders. Psychosocial issues such as school progress and placement, family structure, adoption, divorce and acculturation in childhood are an integral component of classes in the minor. The program is complementary to the Bachelor of Science degree in psychology and consists of 15 credits of coursework. The program's courses have been infused with multicultural principles to further broaden students' knowledge of the cultural needs of children and adolescents. The availability of day, evening and weekend classes is aimed to meet the needs of an ample range of students. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of multicultural education.

MINOR IN CHILD PSYCHOLOGY GOALS AND OBJECTIVES

Consistent with the goals, philosophy and objectives of Carlos Albizu University, the minor in Child Psychology seeks to accomplish the following objectives:

1. Provide students with a foundation in child and adolescent development, including the integral components of physical, emotional and social development.
2. Conduct an academic minor in Child Psychology that will allow for the acquisition of theoretical and applied knowledge as well as the practical aspects of working in a mental health care setting with children and their families.
3. Foster an attitude and willingness to actively pursue personal, academic and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Provide a forum for the debate of childhood cross cultural issues, particularly, acculturation to a new environment.
6. Instill in students those skills, attitudes and values necessary to be successful in their professional careers.

Curriculum Requirements and Transfer of Credits Evaluation
Bachelor of Science in Psychology
Minor: Child Psychology

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1 _____	English Composition I	3	_____	_____	_____
2 _____	English Composition II	3	_____	_____	_____
3 _____	Oral Communication	3	_____	_____	_____
4 _____	Introductory Algebra/Math	3	_____	_____	_____
5 _____	Intro. Beh. Science I	3	_____	_____	_____
6 _____	Intro. Beh. Science II	3	_____	_____	_____
7 _____	Intro. Life/Phys. Sci. I	3	_____	_____	_____
8 _____	Intro. Life/Phys. Sci. II	3	_____	_____	_____
9 _____	Humanities I	3	_____	_____	_____
10 _____	Humanities II	3	_____	_____	_____
11 _____	Cross Cultural Studies I	3	_____	_____	_____
12 _____	Cross Cultural Studies II	3	_____	_____	_____
13 _____	Literature	3	_____	_____	_____
14 <u>PHI300</u>	Critical Thinking	3	_____	_____	_____
15 <u>*EAP300</u>	Professional Writing	3	_____	_____	_____
16 <u>*CGS200</u>	Introduction to Computers	3	_____	_____	_____

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

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

CORE AREA III. CORE AREA IV. MINOR IN CHILD PSYCHOLOGY (15 Credits)

1 PSY322	Psychology of Children	3	_____	_____	_____
2 PSY338	Psychology of Infancy & Child	3	_____	_____	_____
3 PSY339	Psychology of Adolescence	3	_____	_____	_____
4 PSY332	Family Systems	3	_____	_____	_____
5 PSY422	Educational Psychology	3	_____	_____	_____

CORE AREA IV. ELECTIVES (12 Credits)

1 _____	_____	3	_____	_____	_____
2 _____	_____	3	_____	_____	_____
3 _____	_____	3	_____	_____	_____
4 _____	_____	3	_____	_____	_____
5 <u>SLS101</u>	<u>Student Life Skills</u>	1	_____	_____	_____

Total Credits: 121

*Courses must be taken at CAU.

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

BACHELOR OF SCIENCE IN PSYCHOLOGY: MINOR IN FORENSIC PSYCHOLOGY

The minor in Forensic Psychology is designed to introduce the students to the field of Forensic Psychology. The students will be exposed to the roles and responsibilities of the forensic psychologist, including the criminal justice system. The courses in the minor display psychological procedures and the range of psychotherapeutic interventions in forensic psychology, the students will gain familiarity with test administration, and through learning Cross Cultural perspectives the students will enlarge their multicultural views. The program is complementary to the Bachelor of Science degree in psychology and consists of 15 credits of coursework. The availability of day, evening and weekend classes is aimed to meet the needs of an ample range of students. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in the field of Forensic Psychology.

MINOR IN FORENSIC PSYCHOLOGY GOALS AND OBJECTIVES

Consistent with the goals, philosophy, and objectives of Carlos Albizu University, the minor in Forensic Psychology seeks to accomplish the following objectives:

1. Provide students with a foundation in Forensic Psychology through the view of the relationship between the legal system and psychological profession.
2. Conduct an academic minor in Forensic Psychology that will allow for the acquisition of theoretical and applied knowledge, as well as attitudes and practical aspects necessary in a mental health care system in Forensics.
3. Foster an attitude and willingness to actively pursue personal, academic, and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Provide a forum for the debate of Forensic cases through a variety of characteristics including ethnicity and cross cultural issues, particularly, acculturation process.
6. Instill in students those skills, attitudes and values necessary to be successful in their professional careers.

Curriculum Requirements and Transfer of Credits Evaluation
Bachelor of Science in Psychology
Minor: Forensic Psychology

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1 _____	English Composition I	3	_____	_____	_____
2 _____	English Composition II	3	_____	_____	_____
3 _____	Oral Communication	3	_____	_____	_____
4 _____	Introductory Algebra/Math	3	_____	_____	_____
5 _____	Intro. Behavioral Science I	3	_____	_____	_____
6 _____	Intro. Behavioral Science II	3	_____	_____	_____
7 _____	Intro. Life/Physical Science I	3	_____	_____	_____
8 _____	Intro. Life/Physical Science II	3	_____	_____	_____
9 _____	Humanities I	3	_____	_____	_____
10 _____	Humanities II	3	_____	_____	_____
11 _____	Cross Cultural Studies I	3	_____	_____	_____
12 _____	Cross Cultural Studies II	3	_____	_____	_____
13 _____	Literature	3	_____	_____	_____
14 <u>PHI300</u>	Critical Thinking	3	_____	_____	_____
15 <u>*EAP300</u>	Professional Writing	3	_____	_____	_____
16 <u>*CGS200</u>	Introduction to Computers	3	_____	_____	_____

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

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

CORE AREA III. MINOR (15 Credits)

1 PSY418	Intro. to Forensic Psychology	3	_____	_____	_____
2 FOR200	Intro. to Criminology	3	_____	_____	_____
3 FOR201	Juvenile Delinquency	3	_____	_____	_____
4 FOR400	Criminal Justice	3	_____	_____	_____
5 FOR420	Adv. Topics in Forensic Psych.	3	_____	_____	_____

CORE AREA IV. ELECTIVES (13 Credits)

1 _____	_____	3	_____	_____	_____
2 _____	_____	3	_____	_____	_____
3 _____	_____	3	_____	_____	_____
4 _____	_____	3	_____	_____	_____
5 <u>SLS101</u>	<u>Student Life Skills</u>	1	_____	_____	_____

Total Credits: 121

*Courses must be taken at CAU.

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

BACHELOR OF SCIENCE IN PSYCHOLOGY: MINOR IN HEALTH PSYCHOLOGY

The minor in Health Psychology is designed to provide students interested in a career in the field of health psychology with an introduction to the practical application of behavioral techniques in healthcare settings. The purpose of the program is to provide undergraduate students interested in this area of psychology with an introduction to mental health issues impacting the delivery of healthcare interventions, compliance, and follow-up in a culturally sensitive environment. It is our hope that this program will encourage interested students to seek a graduate education in this field in order to develop practitioners capable of providing patients and physicians with supplementary treatment options that enhance the quality of life of patients suffering from chronic and acute medical disorders through the use of psychological techniques.

MINOR IN HEALTH PSYCHOLOGY GOALS AND OBJECTIVES

Consistent with the goals, philosophy and objectives of Carlos Albizu University, the minor in Health Psychology seeks to accomplish the following objective:

1. Provide students with a quality educational opportunity in health psychology including supplementary training options for its students.
2. Conduct an academic minor in Health Psychology in such a manner that students acquire theoretical knowledge as well as the attitudes necessary to effectively apply their training in a medical setting.
3. Foster an attitude and willingness to actively pursue personal, academic and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Provide students with the fundamental knowledge and skills needed to identify and interpret current research trends in the field of health psychology.
6. Instill in students those skills, attitudes and values necessary to be successful in their professional careers.

Curriculum Requirements and Transfer of Credits Evaluation
Bachelor of Science in Psychology
Minor: Health Psychology

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (48 Credits)

Course Code	Course Title	Sem. Cdts.	Course Title	Instit./Term	Grade
1	English Composition I	3	_____	_____	_____
2	English Composition II	3	_____	_____	_____
3	Oral Communication	3	_____	_____	_____
4	Introductory Algebra/Math	3	_____	_____	_____
5	Introductory Behavioral Science I	3	_____	_____	_____
6	Introductory Behavioral Science II	3	_____	_____	_____
7	Intro. Life/Physical Science I	3	_____	_____	_____
8	Intro. Life/Physical Science II	3	_____	_____	_____
9	Humanities I	3	_____	_____	_____
10	Humanities II	3	_____	_____	_____
11	Cross Cultural Studies I	3	_____	_____	_____
12	Cross Cultural Studies II	3	_____	_____	_____
13	Literature	3	_____	_____	_____
14	<u>PHI300</u> Critical Thinking	3	_____	_____	_____
15	<u>*EAP300</u> Professional Writing	3	_____	_____	_____
16	<u>*CGS200</u> Introduction to Computers	3	_____	_____	_____

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

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

CORE AREA III. MINOR (15 Credits)

1	PSY440	Health Psychology	3	_____	_____	_____
2	BSC303	Functional Human Anatomy	3	_____	_____	_____
3	PSY443	Human Disease Process	3	_____	_____	_____
4	PSY314	Community Services Systems	3	_____	_____	_____
5	PSY424	Psychology of Aging	3	_____	_____	_____

CORE AREA IV. ELECTIVES (13 Credits)

1	_____	_____	3	_____	_____	_____
2	_____	_____	3	_____	_____	_____
3	_____	_____	3	_____	_____	_____
4	_____	_____	3	_____	_____	_____
5	<u>SLS101</u>	<u>Student Life Skills</u>	1	_____	_____	_____

Total Credits: 121

*Courses must be taken at CAU.

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

BACHELOR OF SCIENCE IN PSYCHOLOGY COURSE DESCRIPTIONS

Core area I: Foundation Courses (48 credits)

Written Communication

ENC101 ENGLISH COMPOSITION I (3 cr.)

Course emphasizes the composition of expository, argumentative, descriptive and narrative essays, as well as the analysis of research-based papers. Composition topics will include cultural awareness and cultural diversity to help students to broaden their multicultural views.

ENC102 ENGLISH COMPOSITION II (3 cr.)

Composition of structural and analytical informative papers, as well as the composition of research based documentation and techniques. Selected readings in poetry, drama and prose from different cultural perspectives are included in discussion to help students to broaden their multicultural views. (Prerequisite ENC101)

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, organization, and presentation skills are highlighted with an emphasis on creativity, cultural sensitivity, cultural diversity, and individual style. Focus on experiential learning. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

Application of current global concepts in oral expression and persuasion in public forums. Students will learn to reason logically, present their ideas in a coherent and organized fashion and learn the basics of informative and persuasive speaking. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

PSY341 INTERPERSONAL COMMUNICATION (3 cr.)

This course introduces the student to effective interpersonal communication,. This course will explore issues of communication between the self and others in small and large groups; emphasis is placed on the effects of cultural differences in communication practices.

Introductory Algebra/Math

MAT200 MATHEMATICS FOR HEALTH PROFESSIONALS(3 cr.)

An integrated course that reviews basic concepts of math, algebra, graphs, equations, geometry, probability and statistics used in today's health care professions worldwide. Topics in Health Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT102 INTERMEDIATE ALGEBRA (3 cr.)

Course covers expressions, linear equations, systems of linear equations, inequalities, quadratic equations, exponential equations, radical equations, fractional equations, graphing, introduction to functions, and applications. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT103 BASIC ALGEBRA & ARITHMETIC (3 cr.)

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

Introductory Behavioral/ Science I & II

PSY313 PRINCIPLES OF BEHAVIOR (3 cr.)

This course reviews the basic principles, practices and procedures of behavior theory and therapy, as well as their applications to the improvement and remediation of adaptive and maladaptive behaviors. Special emphasis will be placed on culturally sensitive behavioral themes

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

An examination of theory and psychological research in motivation and emotion is presented. A multicultural approach to the role of motivation and human emotion as a mechanism for understanding human behavior is the focus of this course.

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses societal structure, the role of the individual within society, and the ramifications of social change. Obstacles encountered by minority groups in the United States will also be discussed in regard to housing, unemployment, education, crime and access to mental health and medical services. Cultural sensitivity and cultural diversity discussions designed to broaden students' multicultural views will be provided.

SYG102 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.

PSY322 PSYCHOLOGY OF CHILDREN (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. Course will also discuss how different cultures affect child development.

PSY338 PSYCHOLOGY OF INFANCY AND CHILDHOOD (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality, and social development. Topics in psychology of infancy and childhood, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY339 PSYCHOLOGY OF ADOLESCENCE (3 cr.)

A comprehensive review of the development of psychological, social, and biological factors contributing to the change from childhood to adolescence, and from adolescence to adulthood. Topics in psychology of adolescence, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY332 FAMILY SYSTEMS (3 cr.)

This course provides a review of the literature and findings in the development of family systems from multiple theoretical perspectives. A review of the family system within a multicultural society will be conducted.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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

PSY418 INTRODUCTION TO FORENSIC PSYCHOLOGY (3 cr.)

This course serves to introduce the student to the field of forensic psychology. Topics include a review of the relationship between the legal and psychological professions, theories of criminality, corrections, and the etiogenesis of criminal behavior from a familial, environmental, and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

FOR200 INTRODUCTION TO CRIMINOLOGY

(3 cr.)

This course presents a comprehensive survey of the world of criminology. It will introduce the student to the field of criminology: its nature, area of study, methodologies, and historical development. It will define crime, its prevalence, and its trends and patterns in the crime rate. It will discuss how people fall victim to crime and who is likely to become a crime victim. It will review how our system of criminal law developed and describe the basic elements of crimes. It will introduce the student to the science of criminology by reviewing the theories of crime to include theories based on individual traits, which holds that crime is either a free-will choice made by an individual, a function of personal psychological, or biological abnormality, or both, and theories based on sociology and political economy. The course will present an overview of crime patterns that will be clustered into four typologies: violent crime, common theft offenses, enterprise crimes, and public order crimes.

FOR201 JUVENILE DELINQUENCY

(3 cr.)

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

FOR400 CRIMINAL JUSTICE

(3 cr.)

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

FOR420 ADVANCED TOPICS IN FORENSIC PSYCHOLOGY

(3 cr.)

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

Introductory Life/Physical Science I & II

BSC100 INDIVIDUAL AND ENVIRONMENTAL INTERACTIONS (3 cr.)

Relationship of the individual to the biosphere. Discussions and demonstrations and films on the relationship of the individual and different cultures to the ecology, resource use and environmental impact. Topics in Environmental Science, 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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

BSC201 GENERAL EDUCATION EARTH SCIENCE (3 cr.)

This course will survey principles of earth science taken from selected concepts in astronomy, geology, meteorology, and oceanography and their impact on multicultural societies. Topics in Earth Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

CHM101 CHEMISTRY FOR HEALTH SCIENCES (3 cr.)

This course presents basic principles of general chemistry that include concepts of atomic and molecular structure, properties of gases and solutions, acid base theory and nuclear chemistry. Concepts of chemistry and the interrelationship with psychopharmacology will be emphasized. Topics in Chemistry for Health Sciences, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

HUN101 FOCUS ON NUTRITION AND WELLNESS (3 cr.)

This course examines concepts of nutritional science, provides criteria for choosing foods, and presents techniques for sifting through marketing propaganda and terms inundating health conscious individuals. The course will also examine non-western views on nutrition and wellness. Topics in Nutrition and Wellness, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY419 INTRODUCTION TO NEUROPSYCHOLOGY (3 cr.)

This course serves to introduce the student to the field of neuropsychology. Neuroanatomy, structure and function are reviewed. Emphasis on higher cortical functions.

PSY447 HUMAN PERCEPTION AND SENSATION (3 cr.)

This course examines present theoretical models of human perception and sensation. Topics will include visual sensory systems, perceptual learning, and information processing. Topics in human perception and sensation, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

Humanities I & II

POS300 AMERICAN GOVERNMENT (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied, and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

AMH200 AMERICAN HISTORY (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American history, from a multicultural perspective, will be discussed to help students enlarge their multicultural views.

ART201 INTRODUCTION TO ART HISTORY (3 cr.)

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

HUM200 HUMANITIES (3 cr.)

This course presents an integrated approach to the major contributions of various cultures around the world in the areas of art, architecture, literature, music and philosophy and the impact on modern day society.

MUH201 HISTORY OF MUSIC (3 cr.)

The development of musical compositions, from classical to current times will be the focus of this course. Students will learn to critically analyze masterpieces of music through interpretative and hands on activities. The changing global perspective of music and the impact of cultural musical works on today's society will also be discussed.

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

An introduction to basic concepts, methods and issues in philosophy, and a consideration of representative types of philosophical thought concerning human nature, the world, knowledge, and value. In addition to Western Philosophy, readings from the Middle East, Asia, Africa and Latin America will also be presented.

REL101 INTRODUCTION TO WORLD RELIGIONS (3 cr.)

Investigates the associated traditions, customs and ceremonies of world acknowledged religions. Judaism, Christianity, Hinduism, Buddhism and Islam are among the major religions that will be surveyed in this reading intensive course.

PSY412 PHILOSOPHY OF PSYCHOLOGY (3 cr.)

This course investigates selected questions relating to the nature of man from a psychological framework. Topics include problems of knowledge and perception, free will, death and immortality from different cultural perspectives.

SPN101 ELEMENTARY SPANISH I (3 cr.)

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

SPN102 ELEMENTARY SPANISH II (3 cr.)

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

Cross Cultural Studies I & II

ASN100 ASIAN CULTURES (3 cr.)

This course presents an overview of the history, social, political and cultural customs of Asian cultures. This course is designed to provide students with cultural overviews, cross cultural communication skills, business and social protocols when dealing with Asians and Asian Americans, both locally and abroad, in order to prepare the student to address the needs of a global market place. Cultural sensitivity is emphasized.

AMH201 THE AFRICAN AMERICAN EXPERIENCE (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH202 MULTI-CULTURAL AMERICA (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African-American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH203 LATIN AMERICAN CULTURES (3 cr.)

This course examines the major social, economic and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

PSY102 THE ACCULTURATION PROCESS (3 cr.)

The students in this course will be exposed to the acculturation process of immigrants in the United States. The different acculturation stages of children, adolescents, adults and families will be analyzed and discussed. The students will study the emotional conflicts, traumas and the process of acceptance into a new culture experienced by immigrants of different ethnicities and cultures after their arrival to the USA.

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

A cross-cultural perspective in mental health issues is presented. This course is designed to introduce mental health needs and utilization of mental health services in ethnic minorities. African American, Native American, Latino/Hispanic and Asian American minorities are included.

PSY416 ANTHROPOLOGICAL PSYCHOLOGY (3 cr.)

This course reviews the impact of anthropological factors, as demonstrated in other cultures, including a shared system of beliefs, practices and behavioral patterns and their contribution toward a theory of psychology.

Literature

PSY250 PSYCHOLOGY AS LITERATURE (3 cr.)

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

LIT201 INTRODUCTION TO LITERATURE (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT202 CONTEMPORARY LITERATURE (3 cr.)

Offers an examination of the major developments and changes in modern literature around the world. The course will specifically focus on present day literary masterpieces as well as a general overview of recent poetic works. The social and philosophical values of literature will be examined as well as the impact and influence that writers have on individuals and the global community. Topics in Contemporary Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT303 A SURVEY OF WORLD LITERATURE (3 cr.)

This course is geared towards a review of the major masterpieces in world literature. Works surveyed will begin with pieces from the Renaissance and conclude with present day literature. Discussions on character descriptions, plot interpretations and overall literature analyses will be an essential part of the course. Topics in World Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Foundation Courses – Required

PHI300 CRITICAL THINKING (3 cr.)

This is an analytically centered course that will focus on improving and advancing logical reasoning skills and argument structure. The concepts of truth, verification, and knowledge as well as deductive and inductive reasoning will be discussed through formal and informal arguments. Through this course, students will also become aware of common errors in informal reasoning and learn from them.

EAP300 PROFESSIONAL WRITING (3 cr.)

This is a writing course designed to enhance the student's professional writing skills. Writing for psychological reports, APA format style, literature review techniques, and computerized applications are introduced to the student. In the Library Orientation, the student would be exposed to the psychological journals and psychological abstracts. Cultural sensitivity and cultural diversity shall be emphasized to help students develop writing skills oriented to a multicultural professional audience.

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Students will learn the theory and practice of computer and printer maintenance, operating system skills, keyboarding, word processing, spreadsheets, databases, multimedia, communication, and socio-cultural and ethical issues involved in the use of the Internet. Special attention will be given to websites and online academic databases for use in academic and multicultural research.

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

PSY200 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

Advanced level integration of historical of both western and eastern theoretical principles of psychology as a social and behavioral science. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting.

PSY202 PSYCHOLOGY OF PERSONALITY (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, behavioristic, cognitive and humanistic paradigms. The interaction of personality traits with environmental factors, cultural influences and their effect on behavior will be discussed. Topics in Psychology of Personality, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY319 PSYCHOLOGY OF LEARNING, MEMORY, AND COGNITION..... (3 cr.)

This course presents an experimental and theoretical approach to the study of learning and cognition to include problems, methods and content in the area of learning. Emphasis will be placed on attention, memory, organization of knowledge and problem solving across cultures.

PSY300 ETHNOPSYCHOLOGY AND INDIVIDUAL DIFFERENCES (3 cr.)

Introduction to the influence of cultural factors, which serve as independent variables in the dynamic process of personality formation and interpersonal exchange. This course is designed to develop multicultural awareness and sensitivity of future elementary teachers. (Prerequisite- any cross-cultural studies course, e.g., HIST202 - Multicultural America; BP438 - Mental Health in American Minorities, etc.)

PSY203 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

Review of the major theories and approaches to an understanding of the life span. Factors such as cognitive development, neurological development, social, cultural and intellectual influences are explored. Topics in Developmental Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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

Experimental analysis of the theories and literature pertaining to social influences on individual behavior, family, group and interpersonal dynamics. Readings, demonstrations on methodology, design implementation and interpretation of research will define the approach. Topics in Social Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY406 ABNORMAL PSYCHOLOGY (3 cr.)

Theories, classifications, and research issues relevant to understanding human Psychopathology, including clinical syndromes and theories of pathology. Topics in Abnormal Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY407 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

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

PSY408 STATISTICS IN PSYCHOLOGY (3 cr.)

Review of the application of statistical concepts to psychological investigation. Basic descriptive and inferential statistics are reviewed. Topics in Statistics in Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. (Prerequisite any algebra/mathematics course: e.g., MAT300 – Mathematics for Health Professionals; MATH102 – Intermediate Algebra, etc.)

PSY409 RESEARCH METHODOLOGY (3 cr.)

Introduction to the principles, practices and procedures in the conduct of scientific research. Statistics is recommended as a pre-requisite. Topics in Research Methodology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. (Prerequisite PSY408 – Statistics in Psychology)

PSY315 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

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

PSY428 INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (3 cr.)

This course discusses the basic elements of industrial psychology. Issues related to the psychology of work and motivation are developed and discussed. Emphasis will be placed on the impact of culture in the process of worker motivation, in a growing global economy.

PSY350 CAREERS IN PSYCHOLOGY (3 cr.)

This course will introduce students to the major career paths in psychology. Students will briefly review the components of the fields of neuropsychology, child psychology, industrial/organizational psychology, human resources, forensic psychology and case management, as well as the employment requirements in these fields. Students will also begin to prepare for specialization in their chosen field through class exercises and practical research in these fields. The field of cross cultural studies and their implications in mental health careers will also be addressed.

PSY310 GROUP DYNAMICS (3 cr.)

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

PSY311 INTERVIEWING TECHNIQUES (3 cr.)

This course reviews the types and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored. An emphasis will be placed on culturally sensitive interviewing techniques.

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

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

POS300 AMERICAN GOVERNMENT (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied, and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

AMH200 AMERICAN HISTORY (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American history, from a multicultural perspective, will be discussed to help students enlarge their multicultural views.

PGY200 DIGITAL PHOTOGRAPHY AND SHORT MOTION PICTURES I (3 cr.)

This course reviews the basic principles, practices and procedures of working with a camera, downloading information from a computer, process the material and editing a short, non-verbal presentation with music. The central focus of the course is to prepare future teachers in the use of digital technology as a necessary tool to increase the multicultural connection with students, parents, school, and society. The impact of the media on typecasting individuals into stereotypically negative roles will also be addressed.

CLP105 ESSENTIALS OF EFFECTIVENESS AND SUCCESS (3 cr.)

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

PSY301 EVOLUTIONARY PSYCHOLOGY (3 cr.)

This course presents an exploration of human nature and human psychology from an evolutionary perspective. The general question to be discussed in it is: What is "human nature," and how did it evolve? Specifically, this course will apply an evolutionary analysis in attempting to develop a deeper understanding of selfishness and altruism, intergenerational conflict, parenting, sex differences, senescence, and death. Language, art, religion and mythology, self-destructive behavior, racism and genocide, cultural behavior, etc. will also be discussed.

PSY412 PHILOSOPHY OF PSYCHOLOGY (3 cr.)

This course investigates selected questions relating to the nature of man from a psychological framework. Topics include problems of knowledge and perception, free will, death and immortality from different cultural perspectives.

PSY314 COMMUNITY SERVICE SYSTEMS (3 cr.)

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

PSY416 ANTHROPOLOGICAL PSYCHOLOGY (3 cr.)

This course reviews the impact of anthropological factors, as demonstrated in other cultures, including a shared system of beliefs, practices and behavioral patterns and their contribution toward a theory of psychology.

PSY417 SPECIAL TOPICS IN PSYCHOLOGY (3 cr.)

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

PSY320 PSYCHOLOGY OF SOCIAL AND EMOTIONAL DEVELOPMENT(3 cr.)

This course reviews theories of social and emotional development, including gender identity, sex roles, self-control, moral development, cultural development, and interpersonal relations. Topics in Social and Emotional Development, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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

PSY322 PSYCHOLOGY OF CHILDREN (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. Course will also discuss how different cultures affect child development.

PSY324 PSYCHOLOGY OF AGING (3 cr.)

This course introduces the student to the field of aging studies and gerontology across cultures. The issues of ageism and stereotyping are discussed. Topics in Psychology of Aging, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY325 PSYCHOLOGY OF DEATH AND DYING (3 cr.)

This course introduces the student to the field of death and dying, grief studies, and the related literature. Different cultural views on death, dying and grief will be discussed.

PSY326 HUMAN SEXUALITY (3 cr.)

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

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

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

PSY430 PRACTICUM IN PSYCHOLOGICAL SERVICES (3 cr.)

This course serves as an introductory field experience to the operations and procedures of a community mental health facility.

Prerequisite: 12 credits in major concentration. Laboratory course.

PSY332 FAMILY SYSTEMS (3 cr.)

This course provides a review of the literature and findings in the development of family systems from multiple theoretical perspectives. A review of the family system within a multicultural society will be conducted.

PSY338 PSYCHOLOGY OF INFANCY AND CHILDHOOD (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality and social development. Topics in psychology of infancy and childhood, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY339 PSYCHOLOGY OF ADOLESCENCE (3 cr.)

A comprehensive review of the development of psychological, social and biological factors contributing to the change from childhood to adolescence and from adolescence to adulthood. Topics in psychology of adolescence, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY440 HEALTH PSYCHOLOGY (3 cr.)

A survey of applied psychology in the medical field. Includes stress and disease etiology, psychosomatics, health benefits from a multi-cultural viewpoint, adherence to therapeutic regimes, emotional adjustments to illness and rehabilitation

PSY451 COGNITIVE PSYCHOLOGY (3 cr.)

This course will introduce current views of cognitive psychology and will examine theoretical models explaining cognition and its developmental and social aspects. Topics include attention, human learning, organization of knowledge, perception, problem solving, and decision making. Special emphasis will be placed on memory processes and cognitive mapping. The course will also analyze various models of the information processing and will include the development of artificial intelligence. The effects of cultural and ethnic differences will be discussed.

PSY353 HISTORY OF PSYCHOLOGY (3 cr.)

This course presents the evolution of theory and methods in psychology. An analysis of early philosophical roots as well as the bases and growth of psychology as a science are explored. Current psychological trends and fields of study are also examined. Cultural influences and contributions are incorporated.

SLS101 INTRODUCTION TO COLLEGE LIFE SKILLS (3 cr.)

This course will provide skills and knowledge to students entering college level education. It is intended to provide students with an orientation to the University, including its unique mission. Emphasis will be placed on increasing and improving students' study habits and general academic skills. The course will also provide information regarding students' rights and responsibilities and CAU policies and disciplinary procedures.

Minor in Cross Cultural Studies (15 credits)

AMH202 MULTI-CULTURAL AMERICA (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African-American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH201 THE AFRICAN AMERICAN EXPERIENCE (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH203 LATIN AMERICAN CULTURES (3 cr.)

This course examines the major social, economic and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

PSY102 THE ACCULTURATION PROCESS (3 cr.)

The students in this course will be exposed to the acculturation process of immigrants in the United States. The different acculturation stages of children, adolescents, adults and families will be analyzed and discussed. The students will study the emotional conflicts, traumas and the process of acceptance into a new culture experienced by immigrants of different ethnicities and cultures after their arrival in the USA.

ASN100 ASIAN CULTURES

(3 cr.)

This course presents an overview of the history, social, political and cultural customs of Asian cultures. This course is designed to provide students with cultural overviews, cross cultural communication skills, business and social protocols when dealing with Asians and Asian Americans, both locally and abroad, in order to prepare the student to address the needs of a global market place. Cultural sensitivity is emphasized.

Minor in Child Psychology (15 credits)

PSY322 PSYCHOLOGY OF CHILDREN

(3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. The course will also discuss how different cultures affect child development.

PSY338 PSYCHOLOGY OF INFANCY AND CHILDHOOD (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality and social development. Topics in psychology of infancy and childhood, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY339 PSYCHOLOGY OF ADOLESCENCE

(3 cr.)

A comprehensive review of the development of psychological, social and biological factors contributing to the change from childhood to adolescence and from adolescence to adulthood. Topics in psychology of adolescence, from a multicultural perspective, shall be discussed to help students enlarge their multicultural views.

PSY332 FAMILY SYSTEMS

(3 cr.)

This course provides a review of the literature and findings in the development of family systems from multiple theoretical perspectives. A review of the family system within a multicultural society will be conducted.

PSY422 EDUCATIONAL PSYCHOLOGY

(3 cr.)

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

Minor in Forensic Psychology (15 credits)

PSY418 INTRODUCTION TO FORENSIC PSYCHOLOGY..... (3 cr.)

This course serves to introduce the student to the field of forensic psychology. Topics include a review of the relationship between the legal and psychological professions, theories of criminality, corrections, and the etiogenesis of criminal behavior from a familial, environmental and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

FOR200 INTRODUCTION TO CRIMINOLOGY (3 cr.)

This course presents a comprehensive survey of the world of criminology. It will introduce the student to the field of criminology: its nature, area of study, methodologies, and historical development. It will define crime, its prevalence, and its trends and patterns in the crime rate. It will discuss how people fall victim to crime and who is likely to become a crime victim. It will review how our system of criminal law developed and describe the basic elements of crimes. It will introduce the student to the science of criminology by reviewing the theories of crime to include theories based on individual traits, which holds that crime is either a free-will choice made by an individual, a function of personal psychological, or biological abnormality, or both, and theories based on sociology and political economy. The course will present an overview of crime patterns that will be clustered into four typologies: violent crime, common theft offenses, enterprise crimes, and public order crimes.

FOR201 JUVENILE DELINQUENCY (3 cr.)

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

FOR400 CRIMINAL JUSTICE (3 cr.)

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

FOR420 ADVANCED TOPICS IN FORENSIC PSYCHOLOGY (3 cr.)

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

Minor in Health Psychology (15 credits)

PSY440 HEALTH PSYCHOLOGY (3 cr.)

A survey of applied psychology in the medical field. Includes stress and disease etiology, psychosomatics, health benefits from a multi-cultural viewpoint, adherence to therapeutic regimes, emotional adjustments to illness and rehabilitation.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

PSY314 COMMUNITY SERVICE SYSTEMS (3 cr.)

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

PSY324 PSYCHOLOGY OF AGING (3 cr.)

This course introduces the student to the field of aging studies and gerontology across cultures. The issues of ageism and stereotyping are discussed. Topics in Psychology of Aging, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY443 HUMAN DISEASE PROCESS.....(3 cr.)

A general overview of the human disease process within the context of health psychology. The biological and emotional impact of such disorders of the cardiovascular system, neurological disorders, gastrointestinal and renal/reproductive systems will be addressed. Ethnic differences in the diagnosis and treatment of disorders will also be a topic of discussion.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF SCIENCE IN PSYCHOLOGY PROGRAM FACULTY

- Alonso, Evangelina A.S. 1992, Miami Dade College, Psychology;
B.S. 1994, Miami Institute of Psychology,
Psychology;
Psy.D. 1999, Carlos Albizu University,
Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Multicultural Psychology;
physiological Psychology; neuropsychology; forensic
psychology; child and adolescent Psychology.
- Attong, Nicole A.A. 1987, Miami-Dade Community College;
B.A. 1996, Florida International University;
M.A. 2000, Nova Southeastern University,
Infant Mental Health Training, 2007, Linda Ray Early
Intervention Center.
Adjunct Professor
RESEARCH INTERESTS: Children mental health and
Family.
- Barrial, Josely M.S. 2000, Carlos Albizu University,
Psychology (Mental Health Counseling).
Adjunct Professor
RESEARCH INTERESTS: Behavior analysis in
developmental disabilities
- Beltre-Sanchez, Provi A.A.S. 1981, Bronx Community College,
Early Childhood Education;
B.S. 1985, City College of New York,
Special Education;
M.S. 1989, City College of New York,
Special Education.
Adjunct Professor
RESEARCH INTERESTS: Educational psychology
and diagnostic testing
- Campa, Fina M.S. Caribbean Center for Advanced Studies,
Psychology.
Adjunct Professor
RESEARCH INTERESTS: Depression, anxiety and
anger management

- Cunill, Christina
B.S. 1965, University of Havana,
Psychology;
M.S. 1995, University of Havana,
Health Psychology;
M.S. 1999, Carlos Albizu University,
Psychology;
Psy.D. 2003, Carlos Albizu University,
Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Psychology of Learning,
health psychology, behavioral medicine
- Cunill, Philip J.
B.A. 1967, University of Havana,
English Language and English and
American Literature;
M.S. 2007, Carlos Albizu University,
Teaching English to Speakers of Other
Languages.
Adjunct Professor
RESEARCH INTERESTS: Literary translations,
literature and curriculum in English language.
- Figueroa, Ynilo
B.A. 1977, Superior Institute of Physical Culture,
Havana, Cuba, Physical Education;
Ph.D., Academy of Physical Culture, Poland,
Physical Education.
Adjunct Professor
RESEARCH INTERESTS: Sociology and social
studies, technological studies
- Frigerio, Ailema
B.S. 1997, Florida International University,
Psychology;
M.S. 2001, Carlos Albizu University
Psychology.
Associate Professor
RESEARCH INTERESTS: Child psychotherapy
methods, school phobia, psycho-educational
assessment
- Gonzalez, Elsa
B.S. 2005, Carlos Albizu University,
Psychology;
M.S. 2007, Carlos Albizu University,
Teaching English to Speakers of Other Languages.
Adjunct Professor
RESEARCH INTERESTS: Cross-cultural education
and ESOL

- Gonzalez, Lissette
 B.S. 1999, Carlos Albizu University
 Psychology;
 M.S. 2001, Carlos Albizu University,
 Psychology;
 Psy.D. 2006, Carlos Albizu University,
 Clinical Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Treatment and intervention
 programs with the autistic population
- Lezcano, Yamila
 B.S. 1994, Nova Southeastern University,
 Psychology;
 M.S. 2008, Nova Southeastern University,
 Psychology;
 Adjunct Professor
 RESEARCH INTERESTS: Social psychology,
 psychology of personality.
- Lledias, Juan Pablo
 B.S. 1976, University of Havana,
 Engineer Geophysicist;
 Ph.D. 1985, Polytechnic Institute of Havana,
 Mathematics/Physics
 Adjunct Professor
 RESEARCH INTERESTS: Application of mathematical
 principles to the classroom
- Martinez-Mesa, Frank
 M.D. 1987, University of Health Sciences, Antigua,
 Medicine;
 M.S. 2000, Carlos Albizu University,
 Psychology;
 Psy.D. 2005, Carlos Albizu University,
 Clinical Psychology.
 Assistant Professor
 RESEARCH INTERESTS: Cognitive rehabilitation,
 health psychology, hypnosis
- Morales, Ramona
 M.S. 1992, Caribbean Center for Advanced Studies,
 Psychology;
 Psy.D. 2001, Carlos Albizu University,
 Clinical Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Ethnopsychology and
 psychology of learning
- Orta, Luis
 B.A. 1984, St. Thomas University,
 Psychology;
 M.S. 1986, Caribbean Center for Advanced
 Studies, Psychology;
 Ph.D. 1990, Caribbean Center for Advanced
 Studies, Clinical Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Interaction of psychology
 and politics, diagnostic techniques

- Picanol, Jaime B.L.A. 1997, Barry University,
Behavioral Science;
M.S. 2003, Carlos Albizu University,
Psychology.
Adjunct Professor
RESEARCH INTERESTS: Forensic psychology,
neuropsychology and physiological psychology.
- Raffo, Jose B.B.A. 1971, University of Puerto Rico;
M.S. 1971, Caribbean Center for Advanced
Studies, Clinical Psychology;
Ph.D. 1977, Caribbean Center for Advanced
Studies, Psychology.
Adjunct Professor
RESEARCH INTERESTS: Community mental health.
- Rivera, Angela B.A. 1990, University of South Florida,
Foreign Language Education;
M.S. 2000, Nova Southeastern University,
TESOL.
Adjunct Professor
RESEARCH INTERESTS: Acculturation issues
in children and families
- Rodriguez, Marla B.S. 2003, Florida International University,
Psychology;
M.S. 2005, Carlos Albizu University,
Mental Health Counseling.
Adjunct Professor
RESEARCH INTERESTS: Substance abuse,
counseling.
- Sabroso, Cristina B.S. Universidad de Santa Ursula,
Clinical Psychology;
M.S. Carlos Albizu University,
Marriage and Family Therapy;
Ph.D. American Academy of Clinical Sexologists,
Clinical Sexology
Adjunct Professor.
RESEARCH INTERESTS: Transgender studies
and human sexuality
- Santiago-Parreno, Maria B.S. 1982, The City College of New York,
Special Education;
M.S. 1998, Nova Southeastern University,
TESOL.
Adjunct Professor
RESEARCH INTERESTS: Language acquisition
and literature

Stephenson, Edward

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

Wentzel, Brian

B.S. 1983, Creighton University;
M.S. 1993, Caribbean Center for Advanced
Studies, Psychology;
Ph.D. 1999, Caribbean Center for Advanced
Studies, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Physiological psychology,
comorbid factors in attention deficit/hyperactivity
disorder.

**Bachelor of Arts in
Elementary Education**

GENERAL DESCRIPTION OF THE BACHELOR OF ARTS IN ELEMENTARY EDUCATION

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

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

BACHELOR OF ARTS PROGRAM GOALS AND OBJECTIVES

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

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

ADMISSION REQUIREMENTS

Applicants must have a grade point average (G.P.A.) equivalent to 2.0 or higher to be considered for admission unless the applicant is admitted under the provision of the Challenge Criteria (see below). The Applicant must provide the following to the Admissions Office:

1. A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy).
2. Official transcripts from all high schools, colleges, universities or other post-secondary educational institutions. Students with dual enrollment, Advanced Placement or International Baccalaureate credits must submit them for evaluation. Failure to report previous college work attempted constitutes a falsification of the application and subjects applicants to a loss of all credits earned and will result in dismissal.
3. International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University. International students must comply with USCIS (U.S. Customs and Immigration Service) regulations and the procedures established under the International Students section of this catalog.
4. Transfer students may transfer 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 training was accredited by an accrediting organization recognized by the U.S. Department of Education.
5. Two 2x2 recent photographs will be required subsequent to admission at CAU.

CHALLENGE CRITERIA ADMISSION

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

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

1. Less than a 2.0 grade point average
2. Students with a cumulative GPA of 1.5 or less must submit both high school and college level transcripts of all prior attended educational institutions.
3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

1. Students will be admitted into the program as degree seeking, with conditional acceptance
2. Upon admission, the student will receive a letter informing him/her of the conditional acceptance status
3. The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with them on a regular basis
4. An assessment questionnaire will be administered to determine the student's needs and areas of risk to academic achievement
5. The student will be allowed to enroll in a maximum of three courses or nine credits per session, and must complete foundation courses before continuing with concentration courses
6. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.
7. The student must achieve a cumulative 2.5 grade point average by the end of the first academic year, and be in good standing as evaluated by the Program Faculty.

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

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's completed file is then forwarded to the Education Programs Department and reviewed by a faculty member.

At the discretion of the Director of the Education Programs, the applicant will be scheduled for an interview. The decision of the Director to interview a prospective student does not indicate or imply acceptance of a candidate.

If the applicant is accepted to the BAEE Program, a letter of acceptance will be issued by the Office of Admissions. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program:

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

TRANSFER OF CREDITS POLICY AND PROCEDURES

Credits earned at an accredited institution will be accepted toward a degree, provided that the grades earned for these courses are "C" or higher. Undergraduate

students may transfer up to 60 credits from a two- year accredited institution and up to 90 credits from a four-year accredited institution. Students are required to submit official transcripts for evaluation. Students who are transferring must have an overall grade point average of 2.5 on a scale of four points, unless they are admitted under the Challenge criteria.

Students are permitted to transfer up to 15 credits through the College Level Examination Program (CLEP), and may earn credit towards their degree with examination performance at the fiftieth percentile or above. Carlos Albizu University may also award prior learning credits toward its undergraduate degree program. All transfer credits used toward a degree must be approved by the Program Director. Credits from courses that have been completed more than five (5) years prior to admission may be transferred upon the Program Director's evaluation and final approval.

PRACTICUM/INTERNSHIP PLACEMENT

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

ACADEMIC PROBATION

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

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

4. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.
5. Three incompletes ("I") are received in one session
6. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

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

INSTITUTIONAL LEAVE

Undergraduate students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire undergraduate course of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). In extraordinary circumstances in which appropriate documentation is provided (i.e., life threatening illness, catastrophic life events beyond the control of the student), the Director of the Program, with the approval of the Chancellor, may waive the leave of absence fee. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. It is the students' responsibility to assess any impact on financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog, and consult with the Financial Aid Office.

READMISSION

Students must request readmission to the Miami Campus when either of the following circumstances occurs:

1. When a student interrupts their program of studies, without an authorized institutional leave
2. Failure to re-enroll at the Miami campus after expiration of an approved leave of absence

Readmission applications must be requested and returned to the Admissions Office when completed. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, 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 studies successfully.

STUDENT EVALUATION

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

ACADEMIC ADVISEMENT

(Refer to General Section of CAU Catalog.)

CHANGE OF PROGRAM/MAJOR

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

CURRICULUM REVISIONS

Periodically, and without any previous notice to the CAU student body, the Education Programs Director will conduct revisions in the curriculum of the Bachelor of Arts in Elementary Education to keep it in tune with State and County regulations and requirements, and educational community or discipline needs.

CHANGE OF CURRICULUM

Students enrolled, and in good standing, during a change of curriculum in the Bachelor of Arts in Elementary Education may be qualified to change their curriculum of studies. To determine qualification for curriculum switching the interested student must discuss his/her specific curriculum requirements with a program advisor. For students who do qualify, the curriculum changes must be approved by the Education Programs Director.

PRACTICUM/INTERNSHIP REQUIREMENT

Undergraduate students enrolled under and ruled by the Bachelor of Arts in Elementary Education curriculum in vigor before the spring 2004 must complete two 30-hour practica and one full academic semester of internship in order to meet graduation requirements. Those undergraduate students ruled by the Bachelor of Arts in Elementary Education curriculum in vigor after spring 2004 must complete one full academic semester of internship in order to meet graduation requirements.

TIME LIMITATION

Every candidate for the B.A. degree must complete the degree requirements within a period of six years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that the student must successfully complete at the end of each year in order to complete their educational degree within the established maximum time frame.

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

*Note that the last semester is dedicated exclusively for internship at a public school determined by the Miami-Dade School Board in agreement with CAU's Education Programs Director.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF ARTS

The Miami Campus has established the following general degree requirements for the Bachelor of Arts Degree:

1. The satisfactory completion of the required credits.
2. A cumulative grade point average of no less than 2.50.
3. A student must pass all coursework in their concentration and their specialization and endorsement core areas with a grade of "C" or higher.
4. Six credits or its equivalent in a language other than English, or have passed a language proficiency examination.

(For additional information, please refer to the General Student Information section of this catalog).

GRADUATION PROCEDURES AND COMMENCEMENT

(Refer to General Section of CAU Catalog).

INDEPENDENT STUDY COURSES

Undergraduate students may, with the professor's and the Education Programs Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed twenty-four (24) credits before requesting independent studies.

(Please refer to the General Information section of this catalog for additional information.)

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

Students may apply for Prior Learning or Life Experience Credit according to the procedures established by CAU based on their background equivalencies with college level coursework. Subsequent to admission, students should meet with the Director of the Education Programs to discuss this credit opportunity and its requirements (see the Credit for Prior Learning and Life Experience section for additional information).

CROSS REGISTRATION

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

Florida Department of Education

What you need to know to become a Certified Educator in Florida.

General Certification Requirements for Individuals Applying for Initial Certification
 Revised May 2005
 Florida Department of Education
 Bureau of Educator Certification

Steps to Certification:

Completing the following four steps will lead to an initial Florida Certificate.

- **Step 1.** Submit a Complete Application.
 Submit an Application Form CG-10, processing fee of \$56.00 per subject requested, copies of certificates you hold from other U.S. states, U.S. territories, NBPTS, or ABCTE, and official transcripts that reflect conferral of at least a bachelor's degree from an accredited or approved institution.
- **Step 2.** Receive an Official Statement of Status of Eligibility.
 In response to the completed application, the applicant will receive from the Bureau an Official Statement of Status of Eligibility, which reflects the result of our evaluation and is the official notice of whether or not the individual qualifies for a certificate. The Official Statement either verifies that an individual qualifies for a Florida certificate or lists requirements that must be completed for the individual to qualify for a certificate. If the Official Statement indicates that you are not eligible, deficiencies must be completed before going on to Step 3.
- **Step 3.** Obtain Employment in a Florida School.
 If the Official Statement reflects that you are eligible for at least a Temporary Certificate, then you are eligible to seek employment as an educator in Florida. Local school board personnel offices provide information about that school district's employment process. You must qualify for a Temporary or Professional Certificate to teach in Florida.
- **Step 4.** Submit fingerprints processed by the FDLE and FBI.
 If you are employed with a Florida public school district, the employer will assist you with completing the required fingerprint process and will submit to our Bureau the fingerprint report required for issuance of a Florida Educator's Certificate. If you are employed in an acceptable nonpublic school, the fingerprints are submitted through your employer to the Bureau of Educator Certification for processing. If your application or fingerprint report reflects a criminal offense record, that information is referred to the Florida Department of Education's Bureau of Professional Practices Services. Issuance of your certificate is contingent upon the results of their review.

Types of Florida Educator's Certificates

There are two types of Florida Educator's Certificates. The standard or highest certificate in Florida is the **Professional Certificate**, which is valid for five school years and may be renewed. Florida also issues a nonrenewable **Temporary Certificate**, which is valid for three school years, to an individual who does not qualify for the Professional Certificate but meets certain criteria to demonstrate subject content knowledge. Florida does not issue an "emergency" certificate.

Qualifying for a Professional Certificate

When Step 1 is completed, you will receive an Official Statement of Status of Eligibility reflecting eligibility for a Professional Certificate (Step 2), if documentation of all of the following has been received:

- Mastery of general knowledge.
- Mastery of subject area knowledge.
- Mastery of professional preparation and education competence.

Direct Routes to a Professional Certificate

Florida laws provide for the acceptance of valid standard certificates from other U.S. states, U.S. territories, and the National Board for Professional Teaching Standards (NBPTS) to meet all qualifications shown above for the Professional Certificate. Visit our web site at www.fldoe.org/edcert details about these direct routes and the subjects in which Florida offers certification.

State Certified Educator

This individual must submit with his/her complete application a copy of a valid standard certificate issued by a U.S. state or territory in a subject that is determined to be comparable to a subject issued in Florida.

Nationally Certified Educator

This individual must submit with his/her application a copy of a valid standard certificate issued by the NBPTS.

Qualifying for a Temporary Certificate

If you complete Step 1 and do not qualify for a Professional Certificate, you may receive an Official Statement of Status of Eligibility reflecting eligibility for a Temporary Certificate (Step 2), if you:

- demonstrate mastery of subject area knowledge (see following page for options), or
- complete the degree or course requirements outlined in Florida State Board of Education Rules for the subject you have requested with a GPA of 2.5 in the subject courses.

Options for Meeting Certification Requirements

Individuals who are issued a Temporary Certificate must complete the following to be issued a Professional Certificate.

- **Demonstrating Mastery of General Knowledge**
This requirement must be satisfied within one year from the date of initial employment in Florida. Mastery of general knowledge may be demonstrated by one of the following:
 - Achievement of a passing score on the Florida General Knowledge Test.
 - Achievement of a passing score on the Florida College Level Academic Skills Test (CLAST) earned prior to July 1, 2002.
 - A valid standard teaching certificate issued by another U.S. state, U.S. territory, NBPTS, or American Board for Certification of Teacher Excellence (ABCTE).
 - Two semesters of full-time college teaching experience at an accredited or approved institution.
- **Demonstrating Mastery of Subject Area Knowledge**
Mastery of subject area knowledge may be demonstrated by one of the following:
 - For bachelor's degree level subjects: Achievement of a passing score on the appropriate Florida subject area examination earned after July 1, 2002.
 - For master's degree level subjects: Completion of the required degree and content courses listed in State Board Rule for the subject and achievement of a passing score on the appropriate Florida subject area examination.
 - For all subject areas: A valid standard certificate issued in the subject at the same degree level required in Florida by another U.S. state, U.S. territory, NBPTS, or ABCTE.
- **Demonstrating Mastery of Professional Preparation and Education Competence**
Mastery of professional preparation and education competence may be demonstrated by one of the following:
 - Completion of a Florida state-approved teacher preparation program or a teacher education program from an institution outside Florida and achievement of a passing score on the Florida Professional Education Test.

Accredited or Approved Institutions

To complete Step 1, you must hold at least a bachelor's degree from an accredited or approved institution. The following explains degrees and credits acceptable for Florida certification.

Degrees Awarded by U.S. Institutions

A degree awarded by an institution located within the U.S. is acceptable if the institution is authorized to award bachelor's degrees and meets one of the following criteria:

- Accreditation by one of the six regional accrediting associations.
- Accreditation by an accrediting agency approved by the U.S. Department of Education
- Acceptance of the degree for certification purposes by the state department of education where the institution is located.

Isolated credit is acceptable from an institution that meets the above criteria and is authorized to award an associate's or higher degree.

Degrees Awarded by Institutions Outside the U.S.

A degree awarded by an institution located outside the U.S. must be reviewed by the Bureau of Educator Certification for determination of acceptance. Official documentation of educational training from these institutions is as follows:

- A notarized true photocopy of the applicant's original diploma. The applicant must take the original diploma to either a notary public or a Florida school district's official certification contact for verification. The notary or contact must make a photocopy of the original document, affix his/her seal and signature, and state on the copy "This is a true and correct copy of the original document."
- All documents submitted must bear the applicant's U.S. social security number or date of birth if a social security number has not yet been assigned.
- All documents submitted in a language other than English must be accompanied by a translation prepared by someone other than the applicant.
- A statement of degree equivalency and breakdown of credits into descriptive course titles and semester-hour credits must be provided by an accredited U.S. institution or by a professional credential evaluation service approved by the Bureau.
- Visit www.fldoe.org/edcert/foreign.asp for details including information on Canadian credentials.

Get detailed certification information and apply online at www.fldoe.org/edcert

Bureau of Educator Certification
 Florida Department of Education
 800-445-6739 (U.S. residents)
 850-245-5049 (outside U.S.)

Specialization Requirements for Elementary Education (Grades K-6) - Academic Class.

(1) Plan One. A bachelor's or higher degree with a major in elementary education which includes teaching reading at the K-6 level, or

(2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in elementary education to include the areas specified below:

(a) Courses in teaching reading in grades K-6 to include each of the following:

1. Understanding the reading process and effective reading instruction,
2. Recognition and assessment of reading problems, and
3. Prescription and utilization of appropriate methods and materials to increase reading performance; and

(b) Courses in each of the areas specified below:

1. Content and methods for teaching writing and language arts in grades K-6,
2. Content and methods for teaching science for grades K-6,
3. Content and methods for teaching social science for grades K-6,
4. Content and methods for teaching health education and physical education for grades K-6,
5. Content and methods for teaching art for grades K-6,
6. Content and methods for teaching music for grades K-6,
7. Content and methods for teaching mathematics for grades K-6, and
8. Materials for use in grades K-6 such as children's literature, multi-media materials, library materials, and the computer as an instructional tool.

(3) This rule is to become effective July 1, 2002, and supersedes the provisions of Rules 6A-4.014 and 6A-4.015, FAC., as of that date.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02.

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

Name _____ SS# _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (42 Credits)

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

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

CORE AREA II. PROFESSIONAL EDUCATION (24 Credits)

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

CORE AREA III. SPECIALIZATION – ELEM. EDUCATION (43 Credits)

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

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

* All these courses will require 10 hours of field experience, beyond their classroom time, as co-requisite.

** Students enrolled in Internship/Sem. Student Teaching must have completed all coursework in Core Areas I, II and II and the Endorsement Area.

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

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

Total Credits: 124

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

Program Director _____

Registrar _____

Carlos Albizu University
BA in Elementary Education
Course Sequence

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

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

BACHELOR OF ARTS IN ELEMENTARY EDUCATION COURSES DESCRIPTIONS**CORE AREA I: FOUNDATION COURSES (48 CREDITS)***Written Communication*

ENC101 ENGLISH COMPOSITION I (3 cr.)

Course emphasizes the composition of expository, argumentative, descriptive and narrative essays, as well as the analysis of research-based papers. Composition topics will include cultural awareness and cultural diversity to help students to broaden their multicultural views.

ENC102 ENGLISH COMPOSITION II (3 cr.)

Composition of structural and analytical informative papers, as well as the composition of research based documentation and techniques. Selected readings in poetry, drama and prose from different cultural perspectives are included in discussion to help students to broaden their multicultural views. (Prerequisite ENC101)

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, organization, and presentation skills are highlighted with an emphasis on creativity, cultural sensitivity, cultural diversity, and individual style. Focus on experiential learning. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

Application of current global concepts in oral expression and persuasion in public forums. Students will learn to reason logically, present their ideas in a coherent and organized fashion and learn the basics of informative and persuasive speaking. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

Introductory Algebra/Math

MAT200 MATHEMATICS FOR HEALTH PROFESSIONALS (3 cr.)

An integrated course that reviews basic concepts of math, algebra, graphs, equations, geometry, probability and statistics used in today's health care professions worldwide. Topics in Health Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT101 BUSINESS MATHEMATICS (3 cr.)

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

MAT102 INTERMEDIATE ALGEBRA (3 cr.)

Course covers expressions, linear equations, systems of linear equations, inequalities, quadratic equations, exponential equations, radical equations, fractional equations, graphing, introduction to functions, and applications. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

* MAT103 BASIC ALGEBRA AND ARITHMETIC (3 cr.)

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

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

Introductory Behavioral/ Science I & II

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses societal structure, the role of the individual within society, and the ramifications of social change. Obstacles encountered by minority groups in the United States will also be discussed in regard to housing, unemployment, education, crime and access to mental health and medical services. Cultural sensitivity and cultural diversity discussions designed to broaden students' multicultural views.

SYG102 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.

ECO101 INTRODUCTION TO ECONOMICS (3 cr.)

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

Introductory Life/Physical Science I & II

BSC100 INDIVIDUAL AND ENVIRONMENTAL INTERACTIONS (3 cr.)

Relationship of the individual to the biosphere. Discussions and demonstration and films on the relationship of the individual and different cultures to the ecology, resource use and environmental impact. Topics in Environmental Science, 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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

HUN101 FOCUS ON NUTRITION AND WELLNESS (3 cr.)

This course examines concepts of nutritional science, provides criteria for choosing foods, and presents techniques for sifting through marketing propaganda and terms inundating health conscious individuals. The course will also examine non-western views on nutrition and wellness. Topics in Nutrition and Wellness, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

BSC201 GENERAL EDUCATION EARTH SCIENCE (3 cr.)

This course will survey principles of earth science taken from selected concepts in astronomy, geology, meteorology, and oceanography and their impact on multicultural societies. Topics in Earth Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Humanities I & II

HUM200 HUMANITIES (3 cr.)

This course presents an integrated approach to the major contributions of various cultures around the world in the areas of art, architecture, literature, music and philosophy and the impact on modern day society.

ART201 INTRODUCTION TO ART HISTORY (3 cr.)

This course presents the history of art, from ancient to contemporary times. Emphasis is placed on increasing the student's ability to discriminate between works and styles, and in understanding personal preferences. The relationship between art and the cultural/social structure throughout history is explored. Psychological factors in art adding creativity and multicultural sensitivity are viewed as important aspects in this process.

REL101 INTRODUCTION TO WORLD RELIGIONS (3 cr.)

Investigates the associated traditions, customs and ceremonies of world acknowledged religions. Judaism, Christianity, Hinduism, Buddhism and Islam are among the major religions that will be surveyed in this reading intensive course.

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

An introduction to basic concepts, methods and issues in philosophy, and a consideration of representative types of philosophical thought concerning human nature, the world, knowledge, and value. In addition to Western Philosophy, readings from the Middle East, Asia, Africa and Latin America will also be presented.

PHI300 CRITICAL THINKING (3 cr.)

This is an analytically centered course that will focus on improving and advancing logical reasoning skills and argument structure. The concepts of truth, verification, and knowledge as well as deductive and inductive reasoning will be discussed through formal and informal arguments concerning cultural issues. Through this course, students will also become aware of common errors in informal reasoning and learn to correct such errors.

EAP101 DEVELOPMENTAL ENGLISH I (3 cr.)

An intensive English course to improve grammatical structure development as well as basic listening and conversation skills. The process of writing to include critical and analytical thinking skills will be emphasized. Sentence and paragraph composing, basic formation of ideas in both written and oral communication will also be a focus of this course in order to more effectively produce basic sentence patterns of American English. Course will also expose students to the American culture.

EAP102 DEVELOPMENTAL ENGLISH II (3 cr.)

This course is designed to apply previously learned skills in paraphrasing, summarizing and analyzing selected literary passages as well as to enhance writing skills through the development of complex sentence patterns. Reading comprehension including identification of context clues and the use of inferential words in passages will be discussed. Patterns of writing in composition will also be addressed as a method of improving overall English reading abilities. Students will continue to be exposed to the American culture.

EAP103 DEVELOPMENTAL ENGLISH III (3 cr)

This is an intensive English course designed to improve and apply learned English skills in writing, grammatical structure, speaking, listening, conversation skills, reading and comprehension. Focusing on composition structure, students will develop both expository and argumentative essays to further develop their writing skills. The students will be exposed to basic APA writing style. Adaptation to the American culture will continue to be a topic discussed throughout the course.

† Developmental English I, II, and III for credit are required for non-native speakers of English that have not demonstrated proficiency in English and are pre-requisites to ENC101.

SPN101 ELEMENTARY SPANISH I (4 cr.)

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

SPN102 ELEMENTARY SPANISH II (4 cr.)

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

Cross Cultural Studies I & II

EDF204 EDUCATION IN A MULTICULTURAL SOCIETY (3 cr.)

Examination of the multicultural aspects of American society and the effect they have on elementary education. Emphasis will be placed on educational theories developed for a multicultural classroom environment. Curriculum development in the context of multicultural factors shall also be considered.

AMH202 MULTI-CULTURAL AMERICA (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African-American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH201 THE AFRICAN AMERICAN EXPERIENCE (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH203 LATIN AMERICAN CULTURES (3 cr.)

This course examines the major social, economic and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

Literature

LIT201 INTRODUCTION TO LITERATURE (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT303 A SURVEY OF WORLD LITERATURE (3 cr.)

This course is geared towards a review of the major masterpieces in world literature. Works surveyed will begin with pieces from the Renaissance and conclude with present day literature. Discussions on character descriptions, plot interpretations and overall literature analyses will be an essential part of the course. Topics in World Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT202 CONTEMPORARY LITERATURE (3 cr.)

Offers an examination of the major developments and changes in modern literature around the world. The course will specifically focus on present day literary masterpieces as well as a general overview of recent poetic works. The social and philosophical values of literature will be examined as well as the impact and influence that writers have on individuals and the global community. Topics in Contemporary Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Liberal Arts/Elective

ENC201 ADVANCED COMPOSITION (3 cr.)

The theory and practices of written communication will be examined, including syntax and mechanics. By concentrating on rhetoric and style, the course further develops and reinforces crucial techniques in written Communication skills. In addition, an introduction to Ebonics and its use as a contemporary writing style will be presented. Composition topics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

AMH200 AMERICAN HISTORY (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American History, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

POS300 AMERICAN GOVERNMENT (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. Additionally, information regarding immigration laws and obstacles encountered by minorities will also be covered.

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Students will learn the theory and practice of computer and printer maintenance, operating systems skills, keyboarding, word processing, spreadsheets, databases, multimedia, communication, and socio-cultural and ethical issues involved in the use of the Internet. Special attention will be given to websites and on-line academic databases for use in academic and multicultural research.

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

EDF101 INTRODUCTION TO EDUCATION (3cr.)

This course introduces the student to the principles and foundations of education. Emphasis is placed on the social, historical and philosophical beginnings of public education in the US. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting. A brief history of psychological theories and theorists is incorporated, especially those related to learning processes.

EDF102 TEACHING DIVERSE POPULATIONS (3 cr.)

An assessment of the extent and complexity of diverse student populations in the United States. The focus of this course will be the review of both theoretical and practical knowledge. This course also includes a fifteen (15) hour diverse population field experience component as mandated by state requirements. This course is designed to develop multicultural awareness and sensitivity of future elementary teachers. Psychological factors that affect children from diverse ethnic backgrounds are emphasized.

EDF103 INTRODUCTION TO EDUCATIONAL TECHNOLOGY (3 cr.)

This course covers the extensive range of educational technologies currently accessible to prospective classroom teachers. Through the practical use of these technologies, the development and delivery of improved instruction will also be reviewed. Course includes demonstrations of educational technologies and appropriate uses for these in the classroom setting, as well as how this technology can be applied to teach the multicultural classroom. The importance of exposing children at an early developmental stage to future technology is addressed in this course.

EDP104 PSYCHOLOGICAL FOUNDATIONS OF TEACHING (3 cr.)

The theoretical foundations of teaching are explored through the study of the traditional theories of learning, motivation, and child development. Expanded coverage of psychological theories related to learning processes and psychological factors affecting early childhood development are presented. The importance of these theories for planning and implementation of classroom instruction for culturally diverse students will also be discussed.

EDF202 EDUCATIONAL MEASUREMENT AND EVALUATION (3 cr.)

The use of performance based procedures for purposes of measuring student achievement are reviewed. Traditional assessment-procedures as well as the full range of formal tests and assessments are learned and developed. Course objectives include the further understandings of learning and cognitions, discussions of validity and reliability in educational testing and new technologies and issues applicable to externally mandated tests and assessments. The issue of "culturally fair" tests and potential biases of assessment instruments will also be presented. An introduction to psychological tests is provided, especially those tests that assist in detecting learning disabilities, and measure IQ and achievement.

EDP301 CLASSROOM BEHAVIORAL MANAGEMENT (3 cr.)

Education and the school system will be studied in the sociological perspective emphasizing schools as social organizations, classrooms as a social unit, the leadership functions of the teacher, and the impact of teacher decisions on the classroom setting and students. Course includes a review of the principles of field psychology, behaviorist and humanistic psychology as they pertain to classroom management. Other topics explored are the development of proper home-school relationships, fostering improved communication with parents of minority children, motivation and mental health as it pertains to the school system. Behavioral techniques for behavior modification are emphasized, as well as the importance of good parenting skills in managing behavior. Attention –Deficit and Disruptive Behavior Disorders will be discussed as presented in the DSM-IV-TR.

EED301 INTRODUCTION TO EXCEPTIONAL CHILD EDUCATION (3 cr.)

A survey of the various exceptionalities will be presented. This course focuses on teaching methods and educational planning as it pertains to exceptional students. Classroom situations and technique for working effectively with these children will be central as well as an overview of recent efforts in curriculum planning for children with impairments in vision, hearing, language and speech; emotional problems and learning disabilities. Teaching techniques for gifted students and children with intellectual disabilities will also be discussed. The use of the Individualized Educational Program (IEP) in the classroom, collaboration with parents, child advocacy, and procedures for serving students with special needs will be presented. The importance of early detection and prevention will be emphasized. Overrepresentation of minority children in exceptional education classrooms, family rights pertaining to public education and federal and state legislation will also be presented.

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

An introduction to the special techniques, which include cultural sensitivity, and unique events that are involved in teaching English to speakers of other languages. This course includes practical experience that is essential in fully understanding TESOL in the classroom setting. Psychological factors that affect non-native speakers of English (e.g., acculturation and assimilation issues) both in the classroom and in their social environment are presented.

EDF201 CURRICULUM DEVELOPMENT (3 cr.)

This course reviews the organization, construction and supervision of the learning process in regards to contemporary theories of education. The emphasis of the course is on the creation of objectives, selection, organization and integration of instructional materials appropriate for multi-cultural academic settings. The inclusion in the curricula of psychological components, leading to more effective learning processes is emphasized.

CORE AREA III: SPECIALIZATION-ELEMENTARY EDUCATION (33 CREDITS)

EDE201 TEACHING METHODS IN ELEMENTARY
EDUCATION (3 cr.)

Culturally sensitive teaching methodologies related to services in the elementary school community and motivating culturally diverse students to build a strong educational foundation as well as a positive self image will be the focus of this course. A general overview of all content specific areas, such as reading, mathematics, social studies, science, language arts, and children's literature is an important part of the course. The most common learning disabilities will be discussed and psychological methods of evaluating students will also be presented to promote early intervention. Also, parenting styles and attachment theories are introduced.

REA301 READING IN ELEMENTARY SCHOOLS I (3cr)

This course covers the current views, experiences and general principles of the reading process as it relates to education, learning and child development. Given the culturally diverse constituency of public school classrooms, students will acquire an understanding of phonological vs. idiographic languages. How children in early childhood become literate and techniques for aiding children to become both motivated and involved in their own learning are integral topics in the course. Discussions on effective teaching methods to enable children to communicate appropriately using reading and writing will also take place as well as an overview of current practices and materials for use in reading classes. This program will place emphasis on the use of phonics and whole word reading as a means of acquiring proficient decoding skills. A principal objective of this course is to provide students with a conceptual framework of cortical organization. The model will incorporate principles of neuroscience theory and research, as they relate to the science of reading.

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

This course is an expansion of REA301. This course is required for anyone seeking reading endorsement. Current views and general principles of reading as a process as related to education, learning and child development are presented. The importance of understanding reading as a process of engagement in decoding of words and comprehension or construction of meaning is stressed. The use of phonics and whole word reading as a means of acquiring proficient decoding, fluency and comprehension skills is presented. The effects of cultural diversity and learning styles on reading performance are emphasized.

SCE302 SCIENCE IN ELEMENTARY SCHOOLS (3 cr.)

Application of techniques and methods of instruction in an elementary science curriculum. Students will cover such topics as educational philosophies, methods that children from different cultural backgrounds prefer in learning science, through hands on activities and thinking skills for improved interest in science and a discussion on science resources available to educators. A heavy emphasis will be placed on laboratory activities to promote experimentation in the scientific method. Modern techniques for accelerated learning based on psychological theories, will be presented.

SSE301 SOCIAL STUDIES IN ELEMENTARY SCHOOLS (3 cr.)

This course provides a strong foundation in the development and instructional methods included in building an effective social studies program geared towards an appreciation of human interactions in the global community. Cultural situations and the development of cooperative strategies will enable future teachers to convey appropriate information about social factors and changes to young students. The effect of social factors affecting children's academic achievement and interpersonal relationships are presented.

HLP218 HEALTH AND PHYSICAL EDUCATION
IN ELEMENTARY SCHOOLS (3 cr.)

A developmental approach to describing methods, procedures, techniques and devices for constructing appropriate health and physical education curricula in elementary schools. Emphasizes current methods of teaching a variety of games, dances, gymnastics and other health related activities to help in the physical fitness of young children. Awareness of health concerns among minority's populations will be introduced. Mental health issues from a biological, psychological, and social perspective will be addressed as well as the importance of a healthy body and mind.

ARE107 ART IN ELEMENTARY SCHOOLS (3 cr.)

Explores the aspects and activities associated with the integral operations of a visual arts program for elementary school students. Procedures and applicable methods for instilling self-esteem and creativity in the works of students will be central to the course. A variety of cultural themes will be utilized in selected classroom activities and special projects. Signs of possible psychological disturbances reflected in projective drawings (e.g., depression, anxiety, psychosis, and aggression) will be presented as well. Motor skills disorder as described in the DSM-IV-TR will be addressed. Methods of minimizing material expenditures while still providing meaningful artistic expression in the classroom will be presented.

MUE108 MUSIC IN ELEMENTARY SCHOOLS (3 cr.)

The application of the fundamentals of music to assist children in understanding and being motivated in other subjects. Provides students with a background in music for elementary school students and gives techniques for helping future educators feel more comfortable using music as an educational aid. Music applications to facilitate learning and relaxation for children will also be addressed. Music, musical instruments and typical dances from around the world will be the emphasized to show the value of musical expression in different cultures.

MAE303 MATHEMATICS IN ELEMENTARY SCHOOLS (3 cr.)

This course provides information on current and applicable techniques for teaching Mathematics in elementary school situations. It is an integration of traditional and non-traditional ideas in teaching Mathematics and the vast compilation of problem-solving strategies, deductive reasoning, and appropriate technology in Mathematics instruction. Teaching strategies will incorporate various modalities (tactile, auditory, and visual) to accommodate for different learning styles among children. Mathematics disorder as described in the DSM-IV-TR will be addressed. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. Modern techniques for accelerated learning based on psychological theories will be presented. (Prerequisite any algebra/mathematics course: e.g., MAT300 – Mathematics for Health Professionals; MAT102 – Intermediate Algebra, etc.)

REA304 DIAGNOSIS AND REMEDIATION FOR READING (3 cr.)

This course is designed to aid future educators in the recognition, assessment and diagnosis of reading problems. Neuroanatomical correlates and areas of cortical disturbance, based on radiological studies will be presented. A review of child sequential development skills and the use of appropriate techniques and materials to increase reading abilities and comprehension will also be a major objective of this course. Emphasis will be placed on the recognition and remediation of reading problems in children from different cultural backgrounds. Common learning disorders encountered in classroom teaching will be covered. These disorders include communication disorders, dyslexia, dysgraphia, and dyscalculia. Students will also acquire an understanding of the problems presented by communication disorders in special populations (e.g., children, bilinguals). The concept of cerebral asymmetry and its importance in cognitive processing and language functioning

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

This course emphasizes the utilization of scientifically based reading research to address prevention, identification and remediation of reading performance problems. A major objective of the course is to identify appropriate methods/techniques and materials to enhance reading performance and comprehension, and remediate reading problems in a culturally diverse classroom. Prescription and the utilization of these techniques and materials are the focus of this course.

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

This course is designed to examine theory, strategies/methods, material and resources to prepare future teachers for integrated language arts instruction. Emphasis is placed in the relationship of listening, writing and speaking to reading. Principles of language instruction, function, and development are presented, especially as the aspects of semantics, syntax, phonology and pragmatics relate to the multi-cultural elementary school student. Special attention is given to knowledge of children's literature as a vital instrument for teaching language arts.

EDE221 ART AND MUSIC IN ELEMENTARY SCHOOL (3 cr.)

Explores the aspects and activities associated with the application of fundamentals of music and the visual arts in elementary schools in order to assist children's learning and overall motivation, and provide future educators with techniques to use these tools as aids. Procedures and applicable methods for instilling self-esteem and creativity in the work of the students will be a focus. Signs of possible psychological disturbances (e.g., depression, anxiety, psychosis, and aggression) and motor skills disorders reflected in projected drawings will be explored. Music applications to facilitate learning and relaxation for children are presented (as well as a variety of cultural themes through activities and special projects,) including music and typical dances from around the world.

EDE301 LITERATURE AND INSTRUCTIONAL TOOLS
IN ELEMENTARY SCHOOL (3 cr.)

This course focuses on the history, trends and genres of children's literature as a curricular resource, while infusing effective methods of teaching reading and literacy in the context of the elementary school curriculum. Special attention is given to supplemental materials (i.e., multimedia materials, library resources, and the computer as an instructional tool) with the aim of improving reading comprehension, sequential development, and study skills. Students will evaluate and implement ESOL strategies throughout the course. The importance of multicultural sensitivity and awareness is emphasized.

EDE450 INTERNSHIP-STUDENT TEACHING
IN ELEMENTARY EDUCATION (10 cr.)

Under the guidance of an accomplished teacher in the field, the student will gain first hand experience in teaching activities by taking charge of a classroom. Internship will be conducted in a multi-cultural setting (e.g. an inner city classroom) to help students to develop their multicultural teaching skills. Students will also participate in children's psychological evaluations (i.e., providing behavioral observations, achievement testing) in a clinical setting. All courses in the Elementary Education curriculum must be completed before enrolling in this course.

ENDORSEMENT AREA (15 CREDITS)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

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

An introduction to the special techniques, which include cultural sensitivity, and unique events that are involved in teaching English to speakers of other languages. This course includes practical experience that is essential in fully understanding TESOL in the classroom setting. Psychological factors that affect non-native speakers of English (e.g., acculturation and assimilation issues) both in the classroom and their social environment are presented.

FLE302 TESOL CURRICULUM AND MATERIALS
DEVELOPMENT (3 cr.)

This course examines theories, principles and research in current trends in second language acquisition. This course emphasizes the instructional strategies, techniques and materials that are crucial for the design, development and implementation of a curriculum that addresses the needs of students that are speakers of other languages and are Limited English Proficient (LEP). Sociological, psychological and cultural factors that affect the students' academic performance are discussed. (Prerequisite – TSOL101)

FLE303 APPLIED LINGUISTICS (3cr.)

This course prepares future ESOL teachers to develop and adapt their instructional strategies to facilitate learning within the Limited English Proficient student populations. A synopsis and variations from language to language of syntax, semantics, phonology and morphology is presented. The importance of first and second language acquisition principles is emphasized through the analysis of current research findings on linguistically and culturally diverse instructional methods.

FLE304 TESTING AND EVALUATION OF ESOL (3 cr.)

This course presents the essential principles of evaluation to prepare future teachers with the knowledge and skills necessary to select, develop and modify assessment instruments and techniques that target the needs of linguistically and culturally diverse students. Theories, principles and current trends related to second language acquisition are discussed. Emphasis is placed on culturally sensitive evaluation tools that assess readiness of the ESOL student for the transition into a regular classroom. (Prerequisite – FLE301)

FLE305 CROSS CULTURAL COMMUNICATION
AND UNDERSTANDING (3 cr.)

This course analyzes the unique needs of culturally diverse students through examination of theories, principles and current trends research in second language acquisition. Cross-cultural awareness, focusing on linguistically diverse minorities within the United States and especially South Florida, is emphasized. Future teachers will be able to design a culturally sensitive curriculum to meet the needs of Limited English Proficient students by incorporating instructional strategies, techniques and assessment tools.

Education Electives

EDE202 TEACHING METHODS IN SECONDARY
EDUCATION (3cr)

This course surveys basic instructional methods and techniques for effective culturally sensitive classroom instruction in secondary education, based on the Florida Teaching Competencies. Emphasis is placed on current trends in administrative and organizational strategies in the school system, curricular organization and procedures, development of master course plans, design of unit and lesson plans, assessment tools for both the classroom and the evaluation of a school program and effective use of modern instructional technology resources. Needs of students during the adolescent stage will be explored. Fifteen hours of field experience are required.

EDE400 GENERAL KNOWLEDGE PREPARATION (3 cr.)

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

EDF302 MODERN TRENDS IN EDUCATION (3 cr.)

This course reviews all new developments in education in regards to local, state and national school systems. An emphasis is placed in the growing multicultural classroom. Topics in Modern Trend in Education, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LAE303 LANGUAGE ARTS FOR ELEMENTARY
SCHOOLS (3 cr.)

The experience of language in the life of children of all cultures is explored. Principles of current psycholinguistic studies, the nature of language development in children, and abilities in the early childhood communication skills. Communications Disorders described in the DSM-IV-TR are introduced. The central focus of the course is the development of multicultural curricular activities for the betterment of linguistic expression through print and non-print media, which includes technology.

LAE302 LITERATURE FOR CHILDREN (3 cr.)

This course explores traditional and recent literary materials effective for teaching children in early childhood and elementary school. Importance on future educators becoming familiar with and being able to evaluate and choose literature based on their student's developmental level and cultural background.

EED302 INTERVENTIONS FOR CHILDREN WITH
SPECIAL NEEDS AND THEIR FAMILIES (3 cr.)

An examination of the symptoms indicative of future academic and/or behavioral problems, possible causes, and selection of diagnostic tools. Supportive interventions for families of children with special needs, including community resources will be addressed. Special emphasis is placed on multicultural child rearing practices and relationship models. The effect of parental involvement in the school system and techniques to enhance home-school communication will be a highlight of the course.

ECE302 CURRICULUM FOR THE YOUNG CHILD:
MATH AND SCIENCE (3 cr.)

The focus is the development, planning and evaluation of curricula with special attention to mathematics and the sciences. Curriculum, which include cultural and developmentally suitable methodology for math and science concepts is emphasized as well as apply the cognitive development theories of Piaget. Students will learn techniques, including hands on technology activities to promote learning and inquiry in young children and to connect theory to practice through field experiences at different school sites.

ECE303 HEALTH NUTRITION AND SAFETY
FOR CHILDREN (3 cr.)

Prepares future teachers to identify, assess and remediate the health and safety needs of young children from various cultures. Course will cover healthy development strategies, both psychologically and socially as well as the nutritional and safety needs of children. Students will be trained in the indicators of physical and emotional child abuse and neglect, and legal and reporting requirements. At the culmination of this course, safety procedures including first aid and cardiopulmonary resuscitation (CPR) for infants and young children will also be covered.

ECE304 DIAGNOSIS, ASSESSMENT AND EVALUATION
OF YOUNG CHILDREN (3 cr)

Through the use of formal and informal methods, students will learn to use prescriptive assessments for infants, toddlers and children. A review of psychological tools to assess the developmental level of children will be conducted. Students will gain an understanding of measurement terms and principles when interpreting assessment results within a cross-cultural classroom, and will learn to use these results in the development of curriculum and programming. Legal considerations in the assessment of young children will be explored

ECE305 CURRICULUM DEVELOPMENT IN
EARLY CHILDHOOD EDUCATION (3 cr.)

This course is designed to provide students with the foundations of curriculum development in early childhood education, including scheduling of daily activities and lesson plans. Through practical exercises, students will develop the ability to design culturally sensitive curriculums that take into consideration the cognitive developmental level of the child. Modern trends in educational techniques and technology are incorporated. The development of sensory motor and social skills will also be examined.

ECE301 CLASSROOM MANAGEMENT AND
CHILD GUIDANCE (3 cr.)

The exploration of behavior management principles as applied to young children. Future teachers will learn to prevent challenging behaviors through maintaining a positive learning environment. An understanding of the antecedents of inappropriate behaviors and the application of intervention and crisis management techniques will also be reviewed. Students will learn how to work with parents of children with attention disorders within a multicultural context. The course will include methods for conducting parent education programs and involvement in community resource programs.

ELD304 INTRODUCTION TO LEARNING DISABILITIES (3 cr.)

The area of learning disabilities is the central focus of this course with an emphasis on various theories of dealing with difficult learning situations such as the minority child's learning experience. The causes and characteristics of Learning Disabilities as well as modern techniques for recognizing behavioral trademarks of students with Learning Disabilities.

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

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

REA430 PRACTICUM FOR READING ENDORSEMENT (3cr.)

A field experience in a multi-cultural classroom environment for students completing the Reading Endorsement requirements. Under the supervision of a qualified instructor, students will obtain practical experience in increasing reading performance of students. Appropriate strategies and educational resources to address prevention, identification and remediation of reading difficulties are emphasized (45 hours of field experience required).

Psychology Electives

SLS102 GRADUATE SKILLS PREPARATION (3 cr.)

Verbal, analytical and quantitative skills necessary for graduate school. The course also focuses on the overall mastering of key academic areas in Psychology as a preparation for the GRE-Psychology.

PSY310 GROUP DYNAMICS (3 cr.)

This course reviews the major theories of group dynamics, their application in multicultural setting, and surveys the relevant literature, with the intent of exploring the ethics of micro-skills required in group process.

PSY311 INTERVIEWING TECHNIQUES (3 cr.)

This course reviews the types and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored. An emphasis will be placed on culturally sensitive interview techniques.

PSY412 PHILOSOPHY OF PSYCHOLOGY (3 cr.)

This course investigates selected questions relating to the nature of man from a psychological framework. Topics include problems of knowledge and perception, free will, death and immortality from different cultural perspectives.

PSY313 PRINCIPLES OF BEHAVIOR (3 cr.)

This course reviews the basic principles, practices and procedures of behavior theory and therapy, as well as their applications to the improvement and remediation of adaptive and maladaptive behaviors. Special emphasis will be placed on culturally sensitive behavioral themes.

PSY314 COMMUNITY SERVICE SYSTEMS (3 cr.)

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

PSY315 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The Ethical Principles and Guidelines for Psychologist, Mental Health Counselor and Marriage and Family Therapist will serve as the main references for discussion, including multicultural perspectives on ethical values.

PSY416 ANTHROPOLOGICAL PSYCHOLOGY (3 cr.)

This course reviews the impact of anthropological factors, as demonstrated in other cultures, including a shared system of beliefs, practices and behavioral patterns and their contribution toward a theory of psychology.

PSY417 SPECIAL TOPICS IN PSYCHOLOGY (3 cr.)

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

PSY418 INTRODUCTION TO FORENSIC PSYCHOLOGY (3 cr.)

This course serves to introduce the student to the field of forensic psychology. Topics include a review of the relationship between the legal and psychological professions, theories of criminality, corrections, and the etiogenesis of criminal behavior from a familial, environmental and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

PSY419 INTRODUCTION TO NEUROPSYCHOLOGY (3 cr.)

This course serves to introduce the student to the field of Neuropsychology. Neuroanatomy, structure and function are reviewed. Emphasis on higher cortical functions.

PSY320 PSYCHOLOGY OF SOCIAL AND EMOTIONAL DEVELOPMENT (3 cr.)

This course reviews theories of social and emotional development, including gender identity, sex roles, self-control, moral development, cultural development, and interpersonal relations. Topics in Social and emotional Development, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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

PSY322 PSYCHOLOGY OF CHILDREN (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. Emphasis will be placed on the impact of culture on child development.

PSY324 PSYCHOLOGY OF AGING (3 cr.)

This course introduces the student to the field of aging studies and gerontology across cultures. The issues of ageism and stereotyping are discussed. Topics in Psychology of Aging, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY325 PSYCHOLOGY OF DEATH AND DYING (3 cr.)

This course introduces the student to the field of death and dying, grief studies, and the related literature. Different cultural views on death, dying and grief will be discussed.

PSY326 HUMAN SEXUALITY (3 cr.)

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

PSY327 SUBSTANCE ABUSE (3 cr.)

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

PSY428 INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (3 cr.)

This course discusses the basic elements of industrial psychology. Issues related to the psychology of work and motivation are developed and discussed. Emphasis will be placed on the impact of culture in the process of worker motivation, in a growing global economy.

PSY430 PRACTICUM IN PSYCHOLOGICAL SERVICES (3 cr.)

This course serves as an introductory field experience to the operations and procedures of a community mental health facility. Prerequisite: 12 credits in major concentration. Laboratory course.

PSY431 PRACTICUM IN PSYCHOLOGICAL RESEARCH (3 cr.)

This course serves as an introductory field experience to the design and execution of psychological research projects with an emphasis on cross-cultural norms. Prerequisite: P. 408, P. 409 and 6 credits in major concentration. Laboratory course.

PSY332 FAMILY SYSTEMS (3 cr.)

This course provides a review of the literature and findings in the development of family systems from multiple theoretical perspectives. A review of the family system within a multicultural society will be conducted.

PSY250 PSYCHOLOGY AS LITERATURE (3 cr.)

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

PSY338 PSYCHOLOGY OF INFANCY AND CHILDHOOD (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality and social development. Topics in Psychology of Infancy and Childhood, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY339 PSYCHOLOGY OF ADOLESCENCE (3 cr.)

A comprehensive review of the development of psychological, social and biological factors contributing to the change from childhood to adolescence and from adolescence to adulthood. Topics in psychology of Adolescence, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY440 HEALTH PSYCHOLOGY (3 cr.)

A survey of applied psychology in the medical field. Includes stress and disease etiology, psychosomatics, health benefits from a multi-cultural viewpoint, adherence to therapeutic regimes, emotional adjustments to illness and rehabilitation.

PSY341 INTERPERSONAL COMMUNICATION (3 cr.)

This course introduces the student to effective interpersonal communication. This course will explore issues of communication between the self and others in small and large groups; emphasis is placed on the effects of cultural differences in communication practices.

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

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF ARTS IN ELEMENTARY EDUCATION PROGRAM FACULTY

- Baez, Jamay
 B.B.A. 1994, Baruch College, New York,
 Major: Accounting, Public;
 M.S. 2000, College of Education, New York,
 Early Childhood & Elementary Education.
 Adjunct Professor
 RESEARCH INTERESTS: Early childhood and
 elementary education.
- Campfield, LaTric
 B.A. 1993, Florida Atlantic University,
 Social Science;
 M.A. 2000, Florida Atlantic University,
 Political Science;
 Ed.D. 2006, Nova Southeastern University.
 Adjunct Professor
 RESEARCH INTERESTS: New teacher induction;
 action research; school violence; at-risk students;
 high stakes testing.
- Cobas, Liliana M.
 B.S. 1985, Universidad Metropolitana,
 Caracas, Venezuela, Modern Languages
 (Suma Cum Laude);
 M.S. 2003, Universidad Simon Bolivar,
 Caracas, Venezuela, Applied Linguistics;
 Interim Director of the Education Program
 RESEARCH INTERESTS: Linguistics, foreign
 language education.
- Dowell, Beverly
 B.S. 1994, Nova Southeastern University, Education
 M.S. 1998, Nova Southeastern University, Varying
 Exceptionalities
 Adjunct Professor
 RESEARCH INTERESTS: Improving educational
 Conditions for children, educational bargaining unit,
 Reading.
- Ferrer, David
 B.A. 1992, Florida International University,
 History;
 M.S. 1996, Nova Southeastern University,
 Emotionally Handicapped Education/ESOL
 Endorsement;
 Ed.S. 1998, Nova Southeastern University,
 Educational Administration
 Adjunct Professor
 RESEARCH INTERESTS: Exceptional student
 education, educational leadership and policy.

- Figueroa, Ynilo
 B.A. 1977, Superior Institute of Physical Culture, Havana, Physical Education;
 Ph.D. , Academy of Physical Culture, Poland, Physical Education;
 Adjunct Professor
 RESEARCH INTERESTS: Physical education, international collaborational issues in education, sociology and social studies, technological studies.
- Hueck, Eric
 B.S. 1987, University of Southern Mississippi, Biological Sciences;
 M.S.Ed. 1990, University of Miami, Biology;
 Ed.D. 2009, Nova Southeastern University, Educational Leadership.
 Adjunct Professor
 RESEARCH INTERESTS: Biology; chemistry.
- Martinez, Joaquin
 B.A., 1993, Middlebury College, Political Science, French Language, Literature & Civilization
 M.S., 1999, Nova Southeastern University, Educational Administration/TESOL
 Adjunct Professor
 RESEARCH INTERESTS: Foreign language education, educational leadership and policy, urban education initiatives.
- Muniz, Jessica
 B.S. 1996, Florida International University, Elementary Education;
 B.S. 1996, Florida International University, Early Childhood Education;
 M.S. 2000, Florida International University, Reading;
 2003, Nova Southeastern University, Specialist in Educational Leadership.
 Adjunct Professor
 RESEARCH INTERESTS: Early childhood literacy; learning disabilities.
- Pierre, Frantz
 B.A. 1985, Adelphi University, International Business;
 M.S.Ed. 1991, University of Miami, Foreign Language/Bilingual Education;
 M.S.Ed. 1996, University of Miami, Exceptional Student Education.
 Assistant Professor
 RESEARCH INTERESTS: Technology and reading achievement; assistive technology and student achievement.

- Ramos, Lissette
- B.S. 1993, Florida International University,
Elementary Education;
M.S. 1995, Florida International University,
Elementary Education;
Florida Professional Educator's Certificates:
Early Childhood Education (PreK-3),
Elementary Education (Grades 1-6),
Primary Education (Grades K-3),
ESOL Endorsement.
National Board Certified Teacher, Literacy:
Reading Language Arts/Early and Middle
Childhood.
Adjunct Professor.
RESEARCH INTERESTS: National standards
towards teacher certification.
- Raymat, Mayra
- A.A. 1989, Miami Dade Community College,
Elementary Education;
B.S. 1991, Florida International University,
Elementary Education (1-6), Early Childhood
Education (K-3);
M.S. 1998, Florida State University, Mathematics
in Elementary Education.
Adjunct Professor
RESEARCH INTERESTS: Issues and strategies in
Mathematics, ESE students.
- Suarez, Pedro
- B.A. 1990, University of South Florida, Foreign
Language Education;
M.S. 1998, Florida State University, Mathematics
In Elementary Education
M.S. 2000, Nova Southeastern University,
TESOL.
Adjunct Professor
RESEARCH INTERESTS: Behavioral management.

Bachelor of Business Administration

GENERAL DESCRIPTION OF THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

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

The lower division portion of the BBA provides students with a balanced academic foundation that includes coursework in areas such as accounting, English composition, cross-cultural studies, humanities and sciences. The upper division portion of the BBA degree program exposes students to applied knowledge and best practices in the areas of management, marketing, communications, accounting, finance, and managerial decision making. The upper division portion of the BBA degree is designed as a degree completion program and follows primarily a Fast-Track delivery format.

FAST-TRACK DELIVERY FORMAT

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

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

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

1. The satisfactory completion of all required coursework, as follows:

Lower Division foundation credits	60 credit hours
Upper Division core credits	48 credit hours
General elective credits	12 credit hours
Total*	120 credit hours

A revised curriculum will be in effect for new and readmitted students starting in the Fall 2008 session. Under this revised version of the curriculum, the course requirements for the Bachelor of Business Administration degree with major in Organizational Management are as follows:

Lower Division foundation credits	60 credit hours
Upper Division core credits	45 credit hours
General elective credits	15 credit hours
Total*	120 credit hours

2. A cumulative grade point average of no less than 2.0
3. One full year of residence at the University
4. Fulfillment of the foreign language requirement (See Foreign Language Proficiency.)

ADMISSION REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

All Bachelor program candidates must satisfy the following minimal requirements:

1. The submission of a completed and signed application form with the appropriate fee within the established deadline. (See the Tuition and Fees Policy.)
2. Completion of a high school diploma or equivalent from an accredited institution of secondary education.
3. A grade point average of not less than 2.0 on a 4.0 scale. Those applicants whose transcripts indicate less than the required 2.0 cumulative GPA at the time of their application to CAU, may be accepted on a probationary status on a case by case basis.
4. Submit official transcripts of all secondary and postsecondary institutions previously attended. Students with dual enrollment, Advanced Placement or International Baccalaureate credits must submit them for evaluation.

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

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

ADMISSION PROCEDURES FOR THE BACHELOR IN BUSINESS ADMINISTRATION DEGREE PROGRAM

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.)

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

All inquiries and applications for admission to the Bachelor of Business Administration Program should be addressed to the Admissions Office, Carlos Albizu University, Miami Campus, 2173 NW 99 Avenue, Miami Florida 33172-2209, phone (305) 593-1223 Ext. 136, or 1-800-672-3246; Fax (305) 593-1854.

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

ADMISSIONS UNDER PROBATIONARY STATUS

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

1. The student will be allowed to enroll in a maximum of ten credits per session.
2. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.
3. The student must achieve a cumulative and session grade point average of 2.0 by the end of the second session.

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

TRANSFER OF CREDITS

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

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

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

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

CREDIT FOR PRIOR LEARNING/LIFE EXPERIENCE

Students may receive a maximum of thirty (30) credits in equivalent coursework from Credit for Prior Learning/Life Experience. Prior learning obtained through previous employment or specialized training is evaluated via the submission of a Credit for Prior Learning portfolio. Students need to register for a specialized course and follow the procedures established by CAU in the Credit for Prior Learning Manual. Students should meet with their academic advisor to discuss this credit opportunity and its requirements. Veterans are evaluated using the standards of equivalency set forth by the military services.

ACADEMIC PROBATION

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

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

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

ACADEMIC DISMISSAL

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

INSTITUTIONAL LEAVE

Undergraduate students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire undergraduate course of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). In extraordinary circumstances in which appropriate documentation is provided (i.e., life threatening illness, catastrophic life events beyond the control of the student), the Director of the Program, with the approval of the Chancellor, may waive the leave of absence fee. Detailed instructions and forms for applying for an institutional leave must be obtained from the Registrar’s Office. It is the student’s responsibility to assess any impact on financial aid status and on the timeframe for degree completion that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog.

READMISSION

Students must request readmission to the Program when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave
2. Failure to re-enroll in the Program after expiration of an approved leave of absence.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Readmission applications must be requested from and returned to the Admissions Office when completed. Once the reapplication package is completed,

the record will be reviewed by members of the Faculty. CAU, Miami Campus 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 studies.

STUDENT EVALUATIONS

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

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

ACADEMIC ADVISEMENT

Upon admission to the BBA Program, the student will be assigned a Faculty member who will serve as the student's advisor. The advisor will be available to meet with the student before registering and periodically throughout the student's academic career, as deemed pertinent by the student and/or advisor.

CHANGE OF PROGRAM/MAJOR

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

Students admitted under the academic curriculum in effect until the Summer 2008 session may request to change their degree requirements to those of the revised curriculum. Students admitted prior to the Summer 2008 session are encouraged to meet with an academic advisor and evaluate the consequences of changing curricula.

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

RESIDENCY REQUIREMENTS

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

TIME LIMITATION

Every candidate for the degree of Bachelor of Business Administration must complete the degree within a period of six years from the date of admission. A one-year extension may be obtained with approval of the Chancellor. An additional year may be obtained with the President's approval.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

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

FOREIGN LANGUAGE PROFICIENCY

CAU requires that BBA candidates demonstrate ability in at least one language other than English (including sign language). (For more information about the language proficiency requirement, please refer to the General Section of this catalog.)

CROSS REGISTRATION

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

ACADEMIC PROCEDURES FOR REPEAT CLASSES WITHIN FAST TRACK

If a class has to be repeated for academic or any other reason, the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options. Repeat courses are subject to the Academic Forgiveness Policy stipulated in the General Section of the Catalog.

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 performance.

Carlos Albizu University
Bachelor of Business Administration
Curriculum requirements

LOWER DIVISION COURSES (60 Credits)

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

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

PRE-REQUISITES: 30 credit hours of undergraduate coursework

MARKETING AND COMMUNICATIONS CLUSTER

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

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

ACCOUNTING AND FINANCE CLUSTER

Pre-requisites: Accounting I & II

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

MANAGERIAL DECISION MAKING CLUSTER

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

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

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

CLUSTER I - Pre-requisites: Principles of Management

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

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

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

Total Upper Division Core Credits**45****GENERAL ELECTIVES (15 Credits)**

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

Total Upper Division Credits**60****TOTAL DEGREE REQUIREMENT CREDITS****120**

COURSE DESCRIPTIONS FOR THE BACHELOR OF BUSINESS ADMINISTRATIONWritten Communication

ENC101 ENGLISH COMPOSITION I (3 cr.)

Course emphasizes the composition of expository, argumentative, descriptive and narrative essays, as well as the analysis of research-based papers. Composition topics will include cultural awareness and cultural diversity to help students to broaden their multicultural views.

ENC102 ENGLISH COMPOSITION II (3 cr.)

Composition of structural and analytical informative papers, as well as the composition of research based documentation and techniques. Selected readings in poetry, drama and prose from different cultural perspectives are included in discussion to help students to broaden their multicultural views.

ENC220 BUSINESS WRITING (3 cr.)

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

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, organization, and presentation skills are highlighted with an emphasis on creativity, cultural sensitivity, cultural diversity, and individual style. Focus on experiential learning. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

Application of current global concepts in oral expression and persuasion in public forums. Students will learn to reason logically, present their ideas in a coherent and organized fashion and learn the basics of informative and persuasive speaking. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

Introductory Algebra/Math

MAT101 BUSINESS MATHEMATICS 3 cr.)

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

MAT102 INTERMEDIATE ALGEBRA (3 cr.)

Course covers expressions, linear equations, systems of linear equations, inequalities, quadratic equations, exponential equations, radical equations, fractional equations, graphing, introduction to functions, and applications. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Accounting and Finance I

ACC101 PRINCIPLES OF ACCOUNTING I (3 cr.)

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

ACC102 PRINCIPLES OF ACCOUNTING II (3 cr.)

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

ACC435 MANAGERIAL FINANCE (3 cr.)

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

ACC431 MANAGERIAL ACCOUNTING (3 cr.)

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

ACC441 INTRODUCTION TO TAXATION (3 cr.)

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

ACC461 INCOME TAX (3 cr.)

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

FIN443 FINANCIAL MARKETS AND INSTITUTIONS (3 cr.)

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

Behavioral Sciences

GEB311 ADULT DEVELOPMENT AND LIFE ASSESSMENT (3 cr.)

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

GEB314 GROUP AND ORGANIZATIONAL DYNAMICS (3 cr.)

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

GEB315 ORGANIZATIONAL COMMUNICATION (3 cr.)

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

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

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

GEB452 PERSONAL VALUES AND ORGANIZATIONAL ETHICS (3 cr.)

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

PSY200 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

Advanced level integration of historical of both western and eastern theoretical principles of psychology as a social and behavioral science. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting.

PSY202 PSYCHOLOGY OF PERSONALITY (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, behavioristic, cognitive and humanistic paradigms. The interaction of personality traits with environmental factors, cultural influences and their effect on behavior will be discussed. Topics in Psychology of Personality, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY310 GROUP DYNAMICS (3 cr.)

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

PSY311 INTERVIEWING TECHNIQUES (3 cr.)

This course reviews the types and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored. An emphasis will be placed on culturally sensitive interview techniques.

PSY412 PHILOSOPHY OF PSYCHOLOGY (3 cr.)

This course investigates selected questions relating to the nature of man from a psychological framework. Topics include problems of knowledge and perception, free will, death and immortality from different cultural perspectives.

PSY313 PRINCIPLES OF BEHAVIOR (3 cr.)

This course reviews the basic principles, practices and procedures of behavior theory and therapy, as well as their applications to the improvement and remediation of adaptive and maladaptive behaviors. Special emphasis will be placed on culturally sensitive behavioral themes.

PSY428 INTRODUCTION TO INDUSTRIAL
PSYCHOLOGY (3 cr.)

This course discusses the basic elements of industrial psychology. Issues related to the psychology of work and motivation are developed and discussed. Emphasis will be placed on the impact of culture in the process of worker motivation, in a growing global economy.

PSY341 INTERPERSONAL COMMUNICATION (3 cr.)

This course introduces the student to effective interpersonal communication. This course will explore issues of communication between the self and others in small and large groups; emphasis is placed on the effects of cultural differences in communication practices.

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses societal structure, the role of the individual within society, and the ramifications of social change. Obstacles encountered by minority groups in the United States will also be discussed in regard to housing, unemployment, education, crime and access to mental health and medical services. Cultural sensitivity and cultural diversity discussions designed to broaden students' multicultural views.

SYG102 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.

Life/Physical Science

BSC100 INDIVIDUAL AND ENVIRONMENTAL INTERACTIONS (3 cr.)

Relationship of the individual to the biosphere. Discussions and demonstrations and films on the relationship of the individual and different cultures to the ecology, resource use and environmental impact. Topics in Environmental Science, 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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

BSC201 GENERAL EDUCATION EARTH SCIENCE (3 cr.)

This course will survey principles of earth science taken from selected concepts in astronomy, geology, meteorology, and oceanography and their impact on multicultural societies. Topics in Earth Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

CHM101 CHEMISTRY FOR HEALTH SCIENCE (3 cr.)

This course presents basic principles of general chemistry that include concepts of atomic and molecular structure, properties of gases and solutions, acid base theory and nuclear chemistry. Concepts of chemistry and the interrelationship with psychopharmacology will be emphasized. Topics in Chemistry for Health Sciences, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

HUN101 FOCUS ON NUTRITION AND WELLNESS (3 cr.)

This course examines concepts of nutritional science, provides criteria for choosing foods, and presents techniques for sifting through marketing propaganda and terms inundating health conscious individuals. The course will also examine non-western views on nutrition and wellness. Topics in Nutrition and Wellness, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY326 HUMAN SEXUALITY (3 cr.)

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

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

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

Humanities

PHI300 CRITICAL THINKING (3 cr.)

This is an analytically centered course that will focus on improving and advancing logical reasoning skills and argument structure. The concepts of truth, verification, and knowledge as well as deductive and inductive reasoning will be discussed through formal and informal arguments. Through this course, students will also become aware of common errors in informal reasoning and learn to them.

HUM200 HUMANITIES (3 cr.)

This course presents an integrated approach to the major contributions of various cultures around the world in the areas of art, architecture, literature, music and philosophy and the impact on modern day society.

SPN101 ELEMENTARY SPANISH I (4 cr.)

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

SPN102 ELEMENTARY SPANISH II (4 cr.)

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

PHI101 INTRODUCTION TO PHILOSOPHY (3 cr.)

An introduction to basic concepts, methods and issues in philosophy, and a consideration of representative types of philosophical thought concerning human nature, the world, knowledge, and value. In addition to Western Philosophy, readings from the Middle East, Asia, Africa and Latin America will also be presented.

Cross Cultural Studies

REL101 INTRODUCTION TO WORLD RELIGIONS (3 cr.)

Investigates the associated traditions, customs and ceremonies of world acknowledged religions. Judaism, Christianity, Hinduism, Buddhism and Islam are among the major religions that will be surveyed in this reading intensive course.

ART202 HISTORY OF ART (3 cr.)

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

PSY330 MENTAL HEALTH IN AMERICAN MINORITIES (3 cr.)

A cross-cultural perspective in mental health issues is presented. This course is designed to introduce mental health needs and utilization of mental health services in ethnic minorities. African American, Native American, Latino/Hispanic and Asian American minorities are included.

AMH201 THE AFRICAN AMERICAN EXPERIENCE (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH202 MULTI-CULTURAL AMERICA (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African-American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH203 LATIN AMERICAN CULTURES (3 cr.)

This course examines the major social, economic and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

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

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

POS300 AMERICAN GOVERNMENT (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

AMH200 AMERICAN HISTORY (3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American History, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Literature

LIT201 INTRODUCTION TO LITERATURE (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT202 CONTEMPORARY LITERATURE (3 cr.)

Offers an examination of the major developments and changes in modern literature around the world. The course will specifically focus on present day literary masterpieces as well as a general overview of recent poetic works. The social and philosophical values of literature will be examined as well as the impact and influence that writers have on individuals and the global community. Topics in Contemporary Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT303 A SURVEY OF WORLD LITERATURE (3 cr.)

This course is geared towards a review of the major masterpieces in world literature. Works surveyed will begin with pieces from the Renaissance and conclude with present day literature. Discussions on character descriptions, plot interpretations and overall literature analyses will be an essential part of the course. Topics in World Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Computers and Information Systems

CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

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

ISM441 MANAGEMENT INFORMATION SYSTEMS (3 cr.)

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

Economics

ECO101 INTRODUCTION TO ECONOMICS (3 cr.)

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

Management

GEB321 SYSTEMS APPROACH TO MANAGEMENT (3 cr.)

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

HRM441 HUMAN RESOURCES MANAGEMENT (3 cr.)

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

MAN200 PRINCIPLES OF MANAGEMENT (3 cr.)

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

MAN411 SPECIAL TOPICS IN MANAGEMENT SEMINAR (1 cr.)

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

MAN451 OPERATIONS MANAGEMENT (4 cr.)

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

MAN452 STRATEGIC PLANNING (4 cr.)

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

MAN360 INTERNATIONAL DIMENSIONS OF BUSINESS (3 cr.)

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

Legal Environment of Business

BUL231 LEGAL ENVIRONMENT OF BUSINESS (4 cr.)

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

Marketing

MKT462 PRINCIPLES OF MARKETING (3 cr.)

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

MKT221 FUNDAMENTALS OF SELLING (3 cr.)

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

MKT421 INTERNET MARKETING (3 cr.)

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

MKT441 MANAGERIAL MARKETING (3 cr.)

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

Quantitative Analysis and Research

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

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

SPC311 DYNAMIC BUSINESS PRESENTATION (3 cr.)

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

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS**BACHELOR OF BUSINESS ADMINISTRATION PROGRAM FACULTY**

Adkins, Barry	B.S. 1983, Florida State University, Management; M.B.A. 1996, Nova Southeastern University, Administration; Ph.D. 2008, Lynn University, Corporate and Organizational Management. Adjunct Professor RESEARCH INTERESTS: Organizational management.
Bosque, Antonio	B.A. 1976, Rutgers University, Economics, Business Administration; M.B.A. 1986, Saint Thomas of Villanova University, Management, Business, Economics; Ed.D. 2008, Nova Southeastern University, Organizational Leadership. Adjunct Professor RESEARCH INTERESTS: Economics; organizational leadership; management.
Calienes, Armando	B.A. 1969, University of Delaware, Electrical Engineering; M.S. 1973, University of South Florida, Engineering; M.S. 1979, Barry University, Management, Marketing, and Finance. Adjunct Professor RESEARCH INTERESTS: Finance; marketing; management.
Ederr, Richard	B.S. 1970, University of Baltimore, Accounting; M.S. 2008, Thunderbird School of Management, International Business. Adjunct Professor RESEARCH INTERESTS: Entrepreneurial finance.
Frigerio, Fred	B.S. 1995, Florida International University Mechanical Engineering M.B.A. 2006, Florida International University Adjunct Professor RESEARCH INTERESTS: Aerospace manufacturing, product development and testing, logistics management
Gordon, Brett	B.S. 1991, University of Kansas, Biology; M.B.A., Nova Southeastern University, Marketing; Ph.D. 2002, Capella University, HR Management. Adjunct Professor RESEARCH INTERESTS: Organizational leadership; business operations.

- Harrychand, Kalicharan B.S. 1988, Nova Southeastern University,
Business Administration, Finance;
M.B.A. 1990, Nova Southeastern University,
Human Resource Management;
D.B.A. 2002, Argosy University, Marketing,
Minor International Business.
Adjunct Professor
RESEARCH INTERESTS; Developing markets; marketing
strategies; global business environment.
- Hernandez, Fernando B.A. 1988, St. Thomas University
Communications
M.S. 1992, St. Thomas University;
Management
Adjunct Professor
RESEARCH INTEREST: Organizational communications,
sales and marketing
- Johnson, Willian S. B.S. 1973. Illinois State University
Communication
M.S. 1996. University of North Florida
Public Administration
A.B.D. 2007, Nova Southeastern University.
Associate Professor
RESEARCH INTERESTS: Organizational management,
Higher education leadership
- Lemus, Jesus B.S. 1991, Florida International University;
M.S. 2000, Florida International University;
M.B.A. 2003, Nova Southeastern University,
Management.
Adjunct Professor
RESEARCH INTERESTS: Organizational communications;
Organizational management; health and pharmaceuticals
Marketing.
- Lieber, Al B.B.A. , Hunter College, Business Administration,
Economics;
M.B.A. , City University of New York, Production
Management.
Adjunct Professor
RESEARCH INTERESTS:
- Lopez, Angel B.A. 1989, University of Miami, Accounting;
M.A. 1990, Florida International University,
Accounting;
J.D. 2007, Nova Southeastern University.
Adjunct Professor
RESEARCH INTERESTS: Entertainment law; finance;
landlord and tenant law.

- Mena, Juan
 B.S. 1998, York University, Canada, Administration Studies;
 M.B.A. 2001, INCAE School of Business, Nicaragua; Business Administration.
 Adjunct Professor
 RESEARCH INTERESTS: Forecasting issues in supply chain management; forecasting of new products and promotional lifts; supply chain strategy and inventory management.
- Myott, Scott
 B.S. 1983, University of North Carolina;
 M.B.A., 1989, Wilmington College;
 Masters in Taxation, 1995, Florida Atlantic University.
 Adjunct Professor
 RESEARCH INTERESTS: Corporate accounting, budgeting, and taxation.
- Padin, Reggie
 B.S. , Lancaster Bible College, Bible & Pastoral Ministry;
 M.Div. , Western Theological Seminary;
 M.B.A. 2009, Carlos Albizu University, Organizational Management.
 Adjunct Professor
 RESEARCH INTERESTS: Educational technology; leadership.
- Peruyera, Raul
 B.S. 1971, University of Miami, Business Administration, Minor Management
 J.D. 19886, University of Miami.
 Adjunct Professor
 RESEARCH INTERESTS: Commerce taxation; banking; finance law.
- Rivero, Orlando
 B.S. 1992, Florida Metropolitan University, Business Administration;
 M.P.A. 1998, Nova Southeastern University;
 D.B.A. 2005, Argosy University, Major: Management.
 Interim Director of the Business Program
 RESEARCH INTERESTS: Local and state government; organizational behavior; management; leadership; organizational development.
- Sanchez, Ramon
 B.S. 2005, Barry University, Professional Administration;
 M.S. 2006, Barry University, Human Resources Development and Administration.
 Adjunct Professor
 RESEARCH INTERESTS: Human resources systems.

Suarez, Dennise

B.B.A. 2004, Carlos Albizu University,
Organizational Management;

M.B.A. 2005, Carlos Albizu University,
Organizational Management.

Adjunct Professor

RESEARCH INTERESTS; Quality management;
strategic planning.

**Early Childhood Education
College Certificate Program**

EARLY CHILDHOOD EDUCATION COLLEGE CERTIFICATE PROGRAM

PROGRAM OBJECTIVE

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

1. Provide educators with a solid academic background to perform teaching duties from Pre-Kindergarten through Grade 3, as well as to engage parents and the community in the early childhood education process.
2. Conduct an academic program in Early Childhood Education that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in the solution of Pre-Kindergarten through Grade 3 children's education.
3. Foster an attitude and willingness to actively pursue personal academic and professional growth.
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their cultural background, origin, and life circumstances.
5. Conduct a training program in a professional atmosphere where students may view faculty members, graduate students and themselves as members of a single academic community.
6. Instill in students those skills, attitudes and values necessary to be successful in their professional careers.

PROGRAM DESCRIPTION

1. The Early Childhood Education College Certificate Program is designed for students who are planning to pursue an early childhood teaching career.
2. The program is designed for education college graduates and consists of 18 credits or coursework.
3. The program's courses have been infused with additional psychological principles and cultural diversity content to address the psychological and multicultural aspects of the early childhood education.
4. The availability of day, evening, and weekend classes is aimed to meet the needs an ample spectrum of students.
5. Courses are held in classrooms equipped with modern technological resources and conducted by professors with theoretical and practical expertise in their field to provide the students with a solid academic background in early childhood education.
6. The program coursework may lead to teacher certification in ECE.

ADMISSION REQUIREMENTS/PREREQUISITES

1. Minimum of 60 credit hours with a minimum GPA of 2.5.
2. A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)
3. Official transcripts from all colleges, universities or other post-secondary educational institutions.
4. International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. International students must comply with INS regulations and the procedures established under the International Students section of CAU's Student Catalog.

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

PROGRAM BREAKDOWN BY COURSE

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

EARLY CHILDHOOD EDUCATION COURSE DESCRIPTIONS

EED302 INTERVENTIONS FOR CHILDREN WITH SPECIAL
NEEDS AND THEIR FAMILIES (3 cr.)

An examination of the symptoms indicative of future academic and/or behavioral problems, possible causes, and selection of diagnostic tools. Supportive interventions for families of children with special needs, including community resources will be addressed. Special emphasis is placed on multicultural child rearing practices and relationship models. The effect of parental involvement in the school system and techniques to enhance home-school communication will be a highlight of the course.

ECE302 CURRICULUM FOR THE YOUNG CHILD:
MATH AND SCIENCE (3 cr.)

The focus is the development, planning and evaluation of curricula with special attention to mathematics and the sciences. Curriculum, which include cultural and developmentally suitable methodology for math and science concepts is emphasized as well as apply the cognitive development theories of Piaget. Students will learn techniques, including hands on technology activities to promote learning and inquiry in young children and to connect theory to practice through field experiences at different school sites.

ECE303 HEALTH NUTRITION AND SAFETY
FOR CHILDREN (3 cr.)

Prepares future teachers to identify, assess and remediate the health and safety needs of young children from various cultures. Course will cover healthy development strategies, both psychologically and socially as well as the nutritional and safety needs of children. Students will be trained in the indicators of physical and emotional child abuse and neglect, and legal and reporting requirements. At the culmination of this course, safety procedures including first aid and cardiopulmonary resuscitation (CPR) for infants and young children will also be covered.

ECE304 DIAGNOSIS, ASSESSMENT AND EVALUATION
OF YOUNG CHILDREN (3 cr.)

Through the use of formal and informal methods, students will learn to use prescriptive assessments for infants, toddlers and children. A review of psychological tools to assess the developmental level of children will be conducted. Students will gain an understanding of measurement terms and principles when interpreting assessment results within a cross-cultural classroom, and will learn to use these results in the development of curriculum and programming. Legal considerations in the assessment of young children will be explored.

ECE305 CURRICULUM DEVELOPMENT IN
EARLY CHILDHOOD EDUCATION (3 cr.)

This course is designed to provide students with the foundations of curriculum development in early childhood education, including scheduling of daily activities and lesson plans. Through practical exercises, students will develop the ability to design culturally sensitive curriculums that take into consideration the cognitive developmental level of the child. Modern trends in educational techniques and technology are incorporated. The development of sensory motor and social skills will also be examined.

ECE301 CLASSROOM MANAGEMENT
AND CHILD GUIDANCE (3 cr.)

The exploration of behavior management principles as applied to young children. Future teachers will learn to prevent challenging behaviors through maintaining a positive learning environment. An understanding of the antecedents of inappropriate behaviors and the application of intervention and crisis management techniques will also be reviewed. Students will learn how to work with parents of children with attention disorders within a multicultural context. The course will include methods for conducting parent education programs and involvement in community resource programs.

GRADUATE PROGRAMS

**Master of Science in
Exceptional Student Education**

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION

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

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

Students must enter the program with a cumulative grade point average (GPA) of 3.0 (on 4.0 scale) or above in undergraduate studies. Students applying with a GPA of at least 2.50 may be granted acceptance under the Challenge Criteria into the degree program, contingent upon completing the Challenge Criteria in the program with a GPA of 3.0 or above. A maximum of 6 graduate level credits from an accredited institution may be transferred at the discretion of the Program Director. Only courses with a grade of B or better can be accepted for transferred coursework.

Students with undergraduate degrees in fields other than K -12 education are recommended to take certification pre-requisite Education courses to become eligible for Florida Teacher Certification (5 Year Renewable Certificate).

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

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

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

GOALS AND OBJECTIVES

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

1. Provide a quality educational opportunity in graduate pedagogic training for its students.
2. Conduct an academic program in exceptional student education in such a manner that students acquire theoretical and practical knowledge as well as the attitudes necessary to effectively apply their training in the classroom setting.

3. Provide students with skills needed for effective teaching in exceptional student education programs that include varying exceptionalities.
4. Identify and remediate speech disorders in exceptional students.
5. Incorporate special methodologies and interventions for transitioning students from elementary to middle school, middle school to high school, high school to community settings and from family supported to independent living.
6. Expose students to a variety of curriculum development and enhancement strategies within the context of exceptional student education.
7. Develop an appreciation in each student for the individual worth and dignity of all people regardless of background, origin, and/or life circumstances.
8. Identify the learning disabilities and needs of exceptional children and foster cultural sensitivity toward those of diverse cultural backgrounds and special needs.
9. Perceive patterns of social, emotional, physical and cognitive development in children.
10. Infuse psychological theories, principles and methodologies within the graduate curriculum so that they may be applied to an academic setting with children.
11. Provide students with the fundamental knowledge and skills needed to conduct and interpret research in education.
12. Foster the development of advanced communication skills, thereby leading to improved teacher-student and teacher-parent relationships.
13. Provide students with skills needed for competent classroom management with emphasis in psychoeducational strategies that are appropriate across cultural groups and which incorporate advanced educational technology within different learning modalities (e.g. Auditory, visual, tactile).
14. Provide a framework of ethical principles and decision-making to foster appropriate professional conduct in teaching.

ADMISSION REQUIREMENTS & PROCEDURES

Students who are applying for admission to the Master of Science in Exceptional Student Education Program must follow the procedures and requirements as set forth in the University Catalog. As soon as the application process is complete, students admitted will be notified of their acceptance and assigned a faculty advisor who will assist them in understanding their course transfer, if applicable, program requirements and registration needs.

All applicants are required to meet the following criteria:

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
2. A cumulative grade point average (GPA) of 3.0 (on 4.0 scale) or above in undergraduate studies. Students applying with a GPA of at least 2.50 may be

granted acceptance under the Conditional Acceptance to the degree program, contingent upon completing the Admissions stipulation and maintaining a GPA of 3.0 or above. Under these circumstances, students will meet on a monthly basis with their academic advisor to assess academic progress.

3. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a Master's level program must have obtained a Bachelor's degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
4. A maximum of 6 graduate level credits from an accredited institution may be transferred at the discretion of the Program Director. Only courses with a grade of B or better will be accepted for transferred coursework.
5. Three letters of recommendation, preferably from past professors.
6. A current resume/vitae.
7. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects CAU to contribute to such goals. The statement should be double-spaced, typed, one page in length.
8. All candidates must submit one, recent 2 X 2 photograph subsequent to admission.
9. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section entitled "International Students" for a detailed description of admission requirements.

Upon completion of initial requirements, an appointment will be scheduled with the Admissions committee for an interview with the candidate, so as to evaluate his/her potential for becoming a successful graduate student. The decision of the Faculty to interview a prospective student does not indicate or imply acceptance of a candidate. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

If the applicant is accepted to the M.S. ESE Program,

1. A letter of acceptance will be issued by the Office of Admissions.
2. A faculty advisor will be assigned to the prospective student.
3. The admitted student must provide one (1) recent 2 x 2 photograph before the end of the first session in which he/she is matriculated.

CONDITIONAL ADMISSION

Students accepted under conditional admission must meet the following admission requirements:

1. A bachelor's degree with a cumulative GPA of at least 2.50.
3. Submit a letter to the Education Programs Director explaining the reason(s) for the low G.P.A.

The following policies and procedures must be followed:

1. Students will be admitted into the program as degree seeking, with a Conditional Criteria status.
2. Upon admission, the student will receive a letter stating the Conditional Criteria acceptance status.
3. The student must meet with Student Support Services before the beginning of the session to develop a progress plan and identify a mentor for subsequent tutoring sessions.

NON -EDUCATION MAJORS

The Education Programs highly recommend that students with undergraduate degrees in fields other than K – 12 education complete coursework in the following areas to be applied toward Florida Teacher Certification requirements (5 Year Renewable Certificate):

- | | |
|---|-------------|
| 1. Psychological Foundations of Education | (3 credits) |
| 2. Foundations of Education | (3 credits) |
| 3. Teaching Methods | (3 credits) |
| 4. Curriculum Development | (3 credits) |

Although a student internship is not required, clinical experience is highly recommended for those students interested in obtaining a 5 year Renewable Certificate through the Florida Department of Education. Full-time teaching experience in an elementary or secondary school might also fulfill this requirement for Teacher Certification.

TRANSFER OF CREDITS POLICY AND PROCEDURES

Six (6) transferred credits may be applied towards the M.S. ESE degree. Courses completed more than five (5) years prior to the date of admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at CAU or other accredited institutions. Only courses completed at an accredited institution of higher learning and passed with a grade of "B" or better (3.00 on a 4:00 scale) will be accepted for transfer.

ACADEMIC PROBATION

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

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

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete ("I") will not be taken in consideration for the G.P.A. during any session in which an "I" is obtained.
2. Three incompletes ("I") are received in one session
3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

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

INSTITUTIONAL LEAVE

M.S. in ESE students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire MS in ESE course of studies (capitation can be limited by accrediting agencies). Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. It is the student's responsibility to assess any impact on financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog, and consult with the Financial Aid Office.

READMISSION

Students must request readmission to the Program when either of the following circumstances occurs:

1. When a student interrupts his/her program of studies, without an authorized institutional leave of absence.

2. Failure to re-enroll at the Miami Campus after the expiration of an approved leave of absence.

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student's prior performance, space availability, and assessment of the student's potential to continue studies.

TUITION AND FEES

All applicable fees for the Master of Science in Exceptional Student Education will follow the current fee schedule, as listed in the General Information Section of the CAU catalog. These fees are subject to change without prior notice.

STUDENT EVALUATIONS

The Master of Science in Exceptional Student Education Program Faculty evaluate the students' progress on academic and professional development matters at the Midterm and Final Student Evaluation meetings each academic session. The Program Director informs the students of any recommendations made by the faculty.

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

ACADEMIC ADVISEMENT

Upon admission to the M.S. in ESE Program, the Program Director will assign a Faculty member who will serve as the student's advisor. It is the student's responsibility to meet with this advisor before registering and periodically throughout the student's academic career, as determined by the student and the advisor. It is the student's responsibility to seek advisement pursuant to the envisioned academic goals. In case of any conflicting issues, the student must present written notification of the advisement complaint at issue to the Program Director, within 20 working days.

CHANGE OF PROGRAM

(Refer to the General Information section of this CAU Catalog.)

RESIDENCY REQUIREMENT

Students enrolled in the Master of Science in Exceptional Student Education must complete one full year residency (10 courses minimum) in order to meet graduation requirements.

TIME LIMITATION

Every candidate for the M.S. in Exceptional Student Education degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

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

GRADUATION REQUIREMENTS

All students who seek a Master of Science in Exceptional Student Education must comply with the following degree requirements:

1. The satisfactory completion of all required credits.
2. Satisfactory completion of the Graduate Portfolio within the Research: Methods, Design and Analysis course. (Please refer to the course description section of this course for additional information.)
3. A grade point average of 3.0 or higher on a 4.0 scale with no more than two (2) standing grades of "C".
4. At least one full year of academic residency (10 courses minimum).
5. Six (6) credits or its equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)
6. Submission of a completed graduation application form and payment of appropriate fees.
7. Fulfillment of all financial, academic and library obligations.

CRIMINAL BACKGROUND CHECK

A criminal background check is a requirement for Teacher Certification in the state of Florida. Candidates are advised to secure clearance from the school district from which they will seek employment prior to engaging in coursework at CAU. CAU is not responsible for any employment decisions made by outside agencies that might hinder a candidate's ability to secure employment.

INDEPENDENT STUDY COURSES

M.S. ESE students may, with the professor's and the Program Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed twenty-four (24) credits before requesting independent studies.

(Please refer to the General Information section of this catalog for additional information.)

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

Due to the specificity of learning objectives and state requirements for Florida Teacher Certification in Exceptional Student Education, Credit for Prior Learning or Life Experience will not be accepted for the Master of Science in Exceptional Student Education (ESE).

Florida Department of Education

What you need to know to become a Certified Educator in Florida.

General Certification Requirements for Individuals Applying for Initial Certification
Revised May 2005
Florida Department of Education
Bureau of Educator Certification

Steps to Certification:

Completing the following four steps will lead to an initial Florida Certificate.

- **Step 1.** Submit a Complete Application.
Submit an Application Form CG-10, processing fee of \$56.00 per subject requested, copies of certificates you hold from other U.S. states, U.S. territories, NBPTS, or ABCTE, and official transcripts that reflect conferral of at least a bachelor's degree from an accredited or approved institution.
- **Step 2.** Receive an Official Statement of Status of Eligibility.
In response to the completed application, the applicant will receive from the Bureau an Official Statement of Status of Eligibility, which reflects the result of our evaluation and is the official notice of whether or not the individual qualifies for a certificate. The Official Statement either verifies that an individual qualifies for a Florida certificate or lists requirements that must be completed for the individual to qualify for a certificate. If the Official Statement indicates that you are not eligible, deficiencies must be completed before going on to Step 3.
- **Step 3.** Obtain Employment in a Florida School.
If the Official Statement reflects that you are eligible for at least a Temporary Certificate, then you are eligible to seek employment as an educator in Florida. Local school board personnel offices provide information about that school district's employment process. You must qualify for a Temporary or Professional Certificate to teach in Florida.
- **Step 4.** Submit fingerprints processed by the FDLE and FBI.
If you are employed with a Florida public school district, the employer will assist you with completing the required fingerprint process and will submit to our Bureau the fingerprint report required for issuance of a Florida Educator's Certificate. If you are employed in an acceptable nonpublic school, the fingerprints are submitted through your employer to the Bureau of Educator Certification for processing. If your application or fingerprint report reflects a criminal offense record, that information is referred to the Florida Department of Education's Bureau of Professional Practices Services. Issuance of your certificate is contingent upon the results of their review.

Types of Florida Educator's Certificates

There are two types of Florida Educator's Certificates. The standard or highest certificate in Florida is the **Professional Certificate**, which is valid for five school years and may be renewed. Florida also issues a nonrenewable **Temporary Certificate**, which is valid for three school years, to an individual who does not qualify for the Professional Certificate but meets certain criteria to demonstrate subject content knowledge. Florida does not issue an "emergency" certificate.

Qualifying for a Professional Certificate

When Step 1 is completed, you will receive an Official Statement of Status of Eligibility reflecting eligibility for a Professional Certificate (Step 2), if documentation of all of the following has been received:

- Mastery of general knowledge.
- Mastery of subject area knowledge.
- Mastery of professional preparation and education competence.

Direct Routes to a Professional Certificate

Florida laws provide for the acceptance of valid standard certificates from other U.S. states, U.S. territories, and the National Board for Professional Teaching Standards (NBPTS) to meet all qualifications shown above for the Professional Certificate. Visit our web site at www.fldoe.org/edcert details about these direct routes and the subjects in which Florida offers certification.

State Certified Educator

This individual must submit with his/her complete application a copy of a valid standard certificate issued by a U.S. state or territory in a subject that is determined to be comparable to a subject issued in Florida.

Nationally Certified Educator

This individual must submit with his/her application a copy of a valid standard certificate issued by the NBPTS.

Qualifying for a Temporary Certificate

If you complete Step 1 and do not qualify for a Professional Certificate, you may receive an Official Statement of Status of Eligibility reflecting eligibility for a Temporary Certificate (Step 2), if you:

- demonstrate mastery of subject area knowledge (see following page for options), or
- complete the degree or course requirements outlined in Florida State Board of Education Rules for the subject you have requested with a GPA of 2.5 in the subject courses.

Options for Meeting Certification Requirements

Individuals who are issued a Temporary Certificate must complete the following to be issued a Professional Certificate.

- **Demonstrating Mastery of General Knowledge**
This requirement must be satisfied within one year from the date of initial employment in Florida. Mastery of general knowledge may be demonstrated by one of the following:
 - Achievement of a passing score on the Florida General Knowledge Test.

- Achievement of a passing score on the Florida College Level Academic Skills Test (CLAST) earned prior to July 1, 2002.
- A valid standard teaching certificate issued by another U.S. state, U.S. territory, NBPTS, or American Board for Certification of Teacher Excellence (ABCTE).
- Two semesters of full-time college teaching experience at an accredited or approved institution.
- **Demonstrating Mastery of Subject Area Knowledge**
Mastery of subject area knowledge may be demonstrated by one of the following:
 - For bachelor's degree level subjects: Achievement of a passing score on the appropriate Florida subject area examination earned after July 1, 2002.
 - For master's degree level subjects: Completion of the required degree and content courses listed in State Board Rule for the subject and achievement of a passing score on the appropriate Florida subject area examination.
 - For all subject areas: A valid standard certificate issued in the subject at the same degree level required in Florida by another U.S. state, U.S. territory, NBPTS, or ABCTE.
- **Demonstrating Mastery of Professional Preparation and Education Competence**
Mastery of professional preparation and education competence may be demonstrated by one of the following:
 - Completion of a Florida state-approved teacher preparation program or a teacher education program from an institution outside Florida and achievement of a passing score on the Florida Professional Education Test.
 - A valid standard certificate issued by another U.S. state, U.S. territory, or NBPTS an institution located outside the U.S. must be reviewed by the Bureau of Educator.
 - A valid standard certificate issued by ABCTE Certification and completion of an approved professional education competence demonstration system.
 - Completion of a Florida state-approved alternative certification program.
 - Completion of 20 semester hours of specified education courses, completion of an approved professional education competence demonstration system, and achievement of a passing score on the Florida Professional Education Test.
 - Two semesters of full-time college teaching experience at an accredited or approved institution.

Accredited or Approved Institutions

To complete Step 1, you must hold at least a bachelor's degree from an accredited or approved institution. The following explains degrees and credits acceptable for Florida certification.

Degrees Awarded by U.S. Institutions

A degree awarded by an institution located within the U.S. is acceptable if the institution is authorized to award bachelor's degrees and meets one of the following criteria:

- Accreditation by one of the six regional accrediting associations.
- Accreditation by an accrediting agency approved by the U.S. Department of Education
- Acceptance of the degree for certification purposes by the state department of education where the institution is located.

Isolated credit is acceptable from an institution that meets the above criteria and is authorized to award an associate's or higher degree.

Degrees Awarded by Institutions Outside the U.S.

A degree awarded by an institution located outside the U.S. must be reviewed by the Bureau of Educator Certification for determination of acceptance. Official documentation of educational training from these institutions is as follows:

- A notarized true photocopy of the applicant's original diploma. The applicant must take the original diploma to either a notary public or a Florida school district's official certification contact for verification. The notary or contact must make a photocopy of the original document, affix his/her seal and signature, and state on the copy "This is a true and correct copy of the original document."
- All documents submitted must bear the applicant's U.S. social security number or date of birth if a social security number has not yet been assigned.
- All documents submitted in a language other than English must be accompanied by a translation prepared by someone other than the applicant.
- A statement of degree equivalency and breakdown of credits into descriptive course titles and semester-hour credits must be provided by an accredited U.S. institution or by a professional credential evaluation service approved by the Bureau.
- Visit www.fldoe.org/edcert/foreign.asp for details including information on Canadian credentials.

Get detailed certification information and apply online at www.fldoe.org/edcert

Bureau of Educator Certification
Florida Department of Education
800-445-6739 (U.S. residents)
850-245-5049 (outside U.S.)

**Specialization Requirements for Certification in Exceptional Student Education (Grades K-12)--
Academic Class.**

(1) Plan One. A bachelor's or higher degree with a major in exceptional student education, special education, mental disabilities, specific learning disabilities, emotional disabilities, physically impaired or varying exceptionalities; or

(2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in exceptional student education to include the areas specified below:

(a) Foundations of special education to include educational practices and development and characteristics of children with disabilities;

(b) Assessment and evaluation to include interpretation, analysis, and application of assessment results and alternate assessment strategies;

(c) Evaluation of student progress in acquiring, generalizing, and maintaining skills related to participation in educational settings;

(d) Instructional practices in special education to include selection and implementation of instructional practices and strategies and identification of accommodations and modifications;

(e) Relevant general education and special skills curricula selection;

(f) Assessing, designing, and implementing positive behavioral supports;

(g) Language development and communication skills to include normal sequence of expressive and receptive language development and identification of communication deficits and appropriate interventions;

(h) Skills to teach interpersonal interactions to include criteria for selecting instructional procedures for teaching personal care, interpersonal skills, self-advocacy skills, and adaptive life skills;

(i) Transition process to include development of desired post-school outcomes; and

(j) Effective methods of communication, consultation, and collaboration with students, families, administrators, and other education professionals.

(3) This rule is to become effective July 1, 2002, and supersedes the provisions of Rules 6A-4.0171, 6A-4.0173, 6A-4.0174, 6A-4.0175, and 6A-4.0177, FAC., as of that date.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 7-1-02.

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

Name _____ SS# _____ Student ID _____ Date _____

** Undergraduate Major: _____

CORE AREA I. FOUNDATION COURSES (24 Credits)

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

CORE AREA II. MAJOR CONCENTRATION (12 Credits)

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

Total Credits: 36

** It is highly recommended that students with undergraduate majors in fields other than K – 12 education complete certification pre-requisite courses in Education in order to be eligible for a 5 Year Renewable Florida Educator’s Certificate (see Catalog). These requirements should be met after completing the program courses and should be reflected on the FLDOE Official Statement of Status of Eligibility.*

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

Program Director / Date

Registrar / Date

Pre-Evaluator / Adm. Officer / Date

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

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

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

MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION**COURSE DESCRIPTIONS****CORE AREA I. FOUNDATION COURSES (24 Credits) (EEX 500 is a prerequisite to all other courses)**

EEXX500 FOUNDATIONS OF EXCEPTIONAL
STUDENT EDUCATION (3cr.)

This course provides students with an understanding of the philosophies and program models and available to students with exceptionalities, ranging from mild behavioral needs to overt physical disabilities. Issues such as initial referral, diagnosis and student placement upon the recommendation of the Child Study Team and/or the Interdisciplinary Team will be addressed. The psychological impact of ESE programs for both students and their families will be addressed within the context of a multicultural framework. An exploration through practical exercises of techniques and procedures used for the inclusion of exceptional students in the general curriculum will be the culmination of this course.

EEXX501 FOUNDATIONS OF EXCEPTIONAL STUDENT
EDUCATIONAL TECHNOLOGY (3 cr.)

The exploration of the wide variety of educational technologies and specialized technological aids that can be applied to students with special needs. Multi-sensory strategies in learning technologies will be emphasized in order to enhance the learning experience of students with learning disabilities as well as mental or emotional handicaps. The primary use of assistive technology in the educational curriculum of students with physical disabilities and assist in their progress to a more inclusive educational setting will also be addressed. Prospective teachers will discuss the improvement of student self-esteem by learning through technological methods and provide examples of how students from various cultural backgrounds can improve overall learning through technology.

EEXX502 SOCIAL AND PERSONAL SKILLS
FOR THE ESE STUDENT (3 cr.)

An examination of the practical daily living skills needed to facilitate transition into adulthood for students with exceptionalities. Pro-social behaviors to be taught to students such as physical boundaries and appropriate verbal communication skills will be viewed from a cross-cultural perspective. The impact of biological conditions on the emotional and social development of individuals with physical disabilities will be a topic of discussion. Parental involvement as it relates to the transition from school to general society and is a highlight of the course. The importance of effective communication between parent and child is emphasized as well as aspects of social skills in IEP development. Current community resources available to assist students with disabilities such as workforce initiatives, family support groups will also be explored.

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

A survey of behavior modification principles as applied to children and adolescents in exceptional student education programs. Future teachers will learn to assess the antecedents and consequences of a given behavior as well as apply crisis management techniques to aggressive behaviors. Behavior management techniques such as proximity control, positive and negative reinforcement, verbal praise and other redirective interventions will be learned. The course will include a review of behavioral techniques and corrective measures used in various cultures as well as parental training to support school behavior modification interventions.

EEXX504 TRANSITIONAL INTERVENTIONS AND STRATEGIES (3cr.)

This course will focus on facilitating the transition between elementary to middle school, middle school to high school and high school to community as well as family-supported to independent living within the context of a multicultural society. Parental involvement as it relates to the transition from school to general society is a highlight of the course. The school to work component as required by high school graduation standards is incorporated. The psychological impact of transitioning from a structured to an independent environment will also be addressed.

EEXX505 CURRICULUM DEVELOPMENT IN EXCEPTIONAL
STUDENT EDUCATION (3 cr.)

An analysis of exceptional student education with emphasis on learning styles, behavioral needs and classroom management is presented to assist in developing a curriculum that adapts to the unique needs of the ESE students in accordance to their IEP. Included are the development of the individualized education plan (IEP), modern instructional and technological methods and aids aimed at facilitating classroom instruction and management. Cross-cultural awareness is incorporated into the evaluation strategies to assist in the on-going improvement of the curriculum.

EEXX506 EDUCATIONAL ASSESSMENT OF THE
ESE STUDENT (3 cr.)

Theoretical and practical models of standardized assessment of ESE students are examined. Classroom organization, behavior management, and intellectual and psychological curriculum based assessment techniques are analyzed to assist in managing the spectrum of students with varying exceptionalities. Cross-cultural influences affecting academic performance and deviations in test scores and social adjustment are discussed.

EEXX507 RESEARCH PROJECT:

Instructional Design and Assessment (3 cr.)

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

NOTE: All courses in the MSESE curriculum must be completed before enrolling in this course.

CORE AREA II. MAJOR CONCENTRATION (12 Credits)

EEXX508 LEARNING DISABILITIES: INSTRUCTIONAL STRATEGIES (3 cr.)

The use of culturally sensitive teaching methods and instructional technologies for teaching students with a variety of learning disabilities. Areas to be examined include specific learning disabilities (e.g. mathematics or reading disabilities), identification of these disabilities in an exceptional student education classroom and the selection of materials to improve scholastic ability of students with learning disabilities. The development of individualized education plans (IEP) objectives that take into consideration the psychological and behavioral background of students will be practically studied.

EEXX509 MENTAL HANDICAPS: INSTRUCTIONAL STRATEGIES (3 cr.)

This course prepares future teachers to prepare individualized education plan objectives (IEP) and apply major instructional concepts to students diagnosed with mental handicaps. An overview of the various diagnostic categories of mental retardation and developmental delays will strengthen knowledge base. Culturally sensitive assessment procedures and special learning techniques, such as presenting information through sensorimotor methods, for teaching students with mental disabilities will also be covered. Students will learn to adapt these techniques to provide supportive interventions for use with families of students with mental handicaps

EEXX510 EMOTIONAL HANDICAPS: INSTRUCTIONAL STRATEGIES (3 cr.)

This course focuses on the instructional strategies and techniques necessary for teaching students with emotional handicaps and severe emotional disturbances. Emphasis is placed in assessing the individual needs and formulating individualized education plans objectives that include motivational and cross-cultural strategies. Cognitive, psychological and social development is examined together with the etiology, prevention and intervention of emotional handicaps and severe emotional disturbances. Counseling, and supportive services and parenting skills are incorporated.

EEXX511 ASSESSMENT AND REMEDIATION OF
COMMUNICATION DISORDERS (3 cr.)

This course examines the spectrum of communication disorders to aid future educators in recognition, assessment and intervention of communication disorders. Emphasis is placed on early detection and the possible psychological and academic impact that communication disturbances may have on the student. Attention will be given to the differences between a language deficiency due to ethnic background influence and a communication disorder.

EXCEPTIONAL STUDENT EDUCATION ELECTIVES

EEXX512 CULTURE AND THE EXCEPTIONAL CHILD (3 cr.)

The theoretical foundations of culture as it pertains to exceptional students is the focus of this course. Belief systems regarding students with various exceptionalities in the African-American, Hispanic/Latino, Asian American and Native American populations will be reviewed. Issues including the acculturation process and the psychological impact of difficulties in communicating in the English Language are addressed.

EEXX513 EXCEPTIONAL STUDENT EDUCATION IN
A MULTICULTURAL SOCIETY (3 cr.)

The impact of cultural diversity in the exceptional classroom setting is emphasized. Future teachers are presented with modern instructional techniques as well as with methods to design and evaluate the curriculum for teaching students with varying exceptionalities that are undergoing the process of acculturation. Students will be able to improve home-school communications through the use of culturally sensitive family interventions.

NOTE: The option of electives in the M.S. in Exceptional Student Education Program will only be available to those students who have taken graduate courses in Exceptional Student Education and with courses in the areas of either Emotional Handicapped, Mental Handicaps, Learning Disabilities or Communication Disorders or who holds an undergraduate degree in Exceptional Student Education.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS**MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION PROGRAM
FACULTY**

- Cabada, Maria B.A. 1976, Biscayne College, Major:
Psychology/Minor:
Elementary Education;
Teaching Certificate. 1977, Florida International University,
Emotionally Handicapped K-12.
Education;
Teaching Certificate. 1981, Biscayne College,
Specific Learning Disability, K-12
M.S. 1981, Biscayne College. Human
Resources/Exceptional Childhood Education.
Varying Exceptionalities (Suma Cum Laude)
Adjunct Professor
RESEARCH INTERESTS: Exceptional student
education and regulatory policies.
- Cobas, Liliana M. B.S. 1985, Universidad Metropolitana,
Caracas, Venezuela, Modern Languages
(Suma Cum Laude);
M.S. 2003, Universidad Simon Bolivar,
Caracas, Venezuela, Applied Linguistics;
Interim Director of the Education Programs
RESEARCH INTERESTS: Linguistics, foreign
language education.
- Ferrer, David B.A. 1992, Florida International University,
History;
M.S. 1996, Nova Southeastern University,
Emotionally Handicapped Education/ESOL
Endorsement;
Ed.S. 1998, Nova Southeastern University,
Educational Administration
Adjunct Professor
RESEARCH INTERESTS: Exceptional student
education, educational leadership and policy.
- Martinez, Joaquin B.A., 1993, Middlebury College, Political
Science, French Language, Literature &
Civilization
M.S., 1999, Nova Southeastern University,
Educational Administration/TESOL
Adjunct Professor
RESEARCH INTERESTS: Foreign language
education, educational leadership and policy,
urban education initiatives.

- McNeil, Rosemarie B.S.Ed. 1986, University of Florida, ESE;
M.S.Ed. 1999, Nova Southeastern University, ESE.
Adjunct Professor
RESEARCH INTERESTS: ESE.
- Paz, Mary B.S. 1984, Florida State University, Special Education;
M.S. 1984, Florida State University, Specific Learning
Disabilities, Emotionally Handicapped, and Varying
Exceptionalities;
Ed.S. 1999, Florida State University, Educational
Leadership.
Adjunct Professor
RESEARCH INTERESTS: ESE.
- Pierre, Franz B.A. 1985, Adelphi University, International
Business;
M.S.Ed. 1991, University of Miami, Foreign
Language/Bilingual Education;
M.S.Ed. 1996, University of Miami, Exceptional
Student Education.
Assistant Professor
RESEARCH INTERESTS: Technology and reading
achievement; assistive technology and student
achievement.
- Suarez, Pedro B.A. 1990, University of South Florida, Foreign
Language Education;
M.S. 1998, Florida State University, Mathematics
In Elementary Education;
M.S. 2000, Nova Southeastern University,
TESOL.
Adjunct Professor
RESEARCH INTERESTS: Behavioral management.

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

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

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) is designed for students who wish to obtain a State of Florida teaching certification in the area of English to Speakers of Other Languages (ESOL). The purpose of the program is to prepare culturally sensitive educators to respond to the unique language needs of English Language Learners (ELL).

The program consists of 30 credits of coursework. CAU's unique program design integrates into the field of language acquisition and education the overall understanding of student behavior and sensitivity towards culturally diverse populations. A highlight of the program is the completion of a Graduate Portfolio that will assess student knowledge within the context of TESOL education in the following areas: instructional strategies, language education methodologies, curriculum development, ESOL educational technology, remediation of communication disorders and assessment.

Students must enter the program with a cumulative grade point average (GPA) of 3.0 or above (on 4.0 scale) in undergraduate studies. Students applying with a GPA of at least 2.50 may be granted provisional acceptance into the degree program, contingent upon completing the provisional acceptance period in the program with a GPA of 3.0 or above. Under these circumstances, students will meet on a monthly basis with their academic advisors to assess academic progress. A maximum of 6 graduate level credits from an accredited institution may be transferred at the discretion of the Program Director. Only courses with a grade of B or higher can be accepted for transferred coursework.

It is recommended that students with undergraduate degrees in fields other than K-12 education complete pre-requisite courses while in the MS in TESOL program to become eligible for Florida Teacher Certification. A grade point average of 3.00 or higher must be maintained in the degree program in order for a student to meet graduation requirements. A maximum of 3 years will be granted for the completion of the degree.

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

GOALS AND OBJECTIVES

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

1. Provide a quality educational opportunity in graduate pedagogic training for its students.
2. Conduct an academic program in Teaching English to Speakers of Other Languages (TESOL) in such a manner that students acquire theoretical and practical knowledge as well as the attitudes necessary to effectively apply their training in the classroom setting.
3. Provide students with the skills needed for effective teaching in ESOL education programs that include students of various cultural backgrounds.

4. Identify and remediate language deficiencies in ESOL learners.
5. Incorporate special methodologies and interventions for the enhancement of English language learning based on the fundamental concepts of ESOL education.
6. Expose students to a variety of curriculum development and enhancement strategies within the context of ESOL education.
7. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.
8. Identify acculturation issues for students immigrating to the United States that are placed in ESOL courses and foster cultural sensitivity towards those of diverse cultural backgrounds.
9. Perceive patterns of social, emotional, and cognitive development in students with limited English proficiency.
10. Infuse psychological theories and principles within the ESOL curriculum so that they may be generalized to the academic setting with students.
11. Provide students with the fundamental knowledge and skills needed to interpret research in education.
12. Foster the development of advanced communication skills, despite possible language barriers, thereby leading to improved teacher-student and teacher-parent relationships.
13. Provide students with TESOL principles needed for competent ESOL course development with emphasis on linguistic strategies that are appropriate across cultural groups and which incorporate advanced educational technology.
14. Provide a framework of ethical principles and decision-making to foster appropriate professional conduct in teaching.

ADMISSION REQUIREMENTS

Students who are applying for admission to the Master of Science in Teaching English to Speakers of Other Languages (TESOL) Program must follow the procedures and requirements as set forth in the University Catalog. As soon as the application process is complete, students will be notified of their acceptance and assigned a faculty advisor who will assist them in understanding their course transfer (if applicable), program requirements and registration needs.

All applicants are required to meet the following criteria:

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.

2. A cumulative grade point average (GPA) of 3.0 or above (on 4.0 scale) in undergraduate studies. Students applying with a GPA of at least 2.50 may be granted acceptance under the Conditional Acceptance into the degree program, contingent upon completing the Admission's stipulation and maintaining a GPA of 3.0 or above. Under these circumstances, students will meet on a monthly basis with their academic advisor to assess academic progress.
3. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a Master's level program must have obtained a Bachelor's degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
4. A maximum of 6 graduate level credits from an accredited institution may be transferred at the discretion of the Program Director. Only courses with a grade of B or better will be accepted for transferred coursework.
5. Three letters of recommendation, preferably from past professors.
6. A current resume/vitae.
7. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects CAU to contribute to such goals. The statement should be double-spaced, typed, one page in length.
8. All candidates must submit one, recent 2 X 2 photograph subsequent to admission.
9. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section titled International Students for a detailed description of this requirement.

Upon completion of initial requirements, an appointment will be scheduled for the Admissions committee to interview the candidate in order to evaluate his/her potential for becoming a successful graduate student.

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's completed file is then forwarded to the Education Programs and reviewed by a faculty member.

At the discretion of the Director of the Education Programs, the applicant will be scheduled for an interview. The decision of the Director to interview a prospective student does not indicate or imply acceptance of the candidate.

If the applicant is accepted to the M.S. in TESOL Program, a letter of acceptance will be issued by the Office of Admissions. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program:

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

NON-EDUCATION MAJORS

The Education Programs highly recommend that students with undergraduate degrees in fields other than K – 12 education complete coursework in the following areas to be applied toward Florida Teacher Certification requirements (5 Year Renewable Certificate):

- | | |
|---|-------------|
| 1. Psychological Foundations of Education | (3 credits) |
| 2. Introduction to Education | (3 credits) |
| 3. Elementary Teaching Methods | (3 credits) |
| 4. Curriculum Development | (3 credits) |

Although a student internship is not required, clinical experience is highly recommended for those students interested in obtaining a 5 year Renewable Certificate through the Florida Department of Education. Full-time teaching experience in an elementary or secondary school might also fulfill this requirement for Teacher Certification.

TRANSFER OF CREDIT POLICY AND PROCEDURES

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

ACADEMIC PROBATION

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

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

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete (“I”) will not be taken into consideration for the G.P.A. during any session in which an “I” is obtained.
2. Three incompletes (“I”) are received in one session
3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

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

INSTITUTIONAL LEAVE

M.S. in TESOL students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire M.S. in TESOL course of studies (capitation can be limited by accrediting agencies). Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar’s Office. It is the student’s responsibility to assess any impact on his/her financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog, and consult with the Financial Aid Office.

READMISSION

Students must request readmission to the Program when either of the following circumstances occurs:

2. When a student interrupts his/her program of studies, without an authorized institutional leave of absence.
2. Failure to re-enroll at the Miami Campus after the expiration of an approved leave of absence.

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student’s record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student’s prior performance, space availability, and assessment of the student’s potential to continue studies.

TUITION AND FEES

All applicable fees for the Master of Science in Teaching English to Speakers of Other Languages will follow the current fee schedule, as listed in the General Information Section of the CAU Catalog. These fees are subject to change without prior notice.

STUDENT EVALUATION

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) Faculty evaluate the students' progress on academic and professional development matters on a case by case basis. The Program Director informs the students of any recommendations made by the faculty.

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

ACADEMIC ADVISEMENT

Upon admission to the M.S. in TESOL Program, the Program Director will assign a Faculty member who will serve as the student's advisor. It is the student's responsibility to meet with this advisor before registering and periodically throughout the student's academic career, as determined by the student and the advisor. It is the student's responsibility to seek advisement pursuant to the envisioned academic goals. In case of any conflicting issues, the student must present written notification of the advisement complaint at issue to the Program Director, within 20 working days.

RESIDENCY REQUIREMENT

Students enrolled in the Master of Science in Teaching English to Speakers of Other Languages (TESOL) must complete one full year of residency (8 courses minimum) in order to meet graduation requirements.

TIME LIMITATION

Every candidate for the M.S. in TESOL degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

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

GRADUATION REQUIREMENTS

All students who seek a Master of Science in Teaching English to Speakers of Other Languages must comply with the following degree requirements:

1. The satisfactory completion of all required credits.
2. Satisfactory completion of the Graduate Portfolio within the TESOL Research Project: Instructional Design and Analysis course. (Please refer to the Course Descriptions section of this course for additional information.)
3. A grade point average of 3.0 or higher on a 4.0 scale with no more than two (2) standing grades of "C" in major concentration area courses are allowed.
4. At least one full year of academic residency (8 courses minimum).
5. Six (6) credits or its equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)
6. Submission of a completed graduation application form and payment of the appropriate fees.
7. Fulfillment of all financial, academic and library obligations.

GRADUATION PROCEDURES AND COMMENCEMENT

(Refer to the General Information Section of this Catalog.)

CRIMINAL BACKGROUND CHECK

A criminal background check is a requirement for Teacher Certification in the State of Florida. Candidates are advised to secure clearance from the school district from which they will seek employment prior to engaging in coursework at CAU. CAU is not responsible for any employment decisions made by outside agencies that might hinder a candidate's ability to secure employment.

INDEPENDENT STUDY COURSES

M.S. in TESOL students may, with the professor's and the Program Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed twenty-four (24) credits before requesting independent studies.

(Please refer to the General Information section of this catalog for additional information.)

CREDIT FOR PRIOR LEARNING OR LIFE EXPERIENCE

Due to the specificity of learning objectives and state requirements for Florida Teacher Certification in Teaching English for Speakers of Other Languages, Credit for Prior Learning or Life Experience will not be accepted for the Master of Science in Teaching English to Speakers of Other Languages (TESOL).

Florida Department of Education

What you need to know to become a Certified Educator in Florida.

General Certification Requirements for Individuals Applying for Initial Certification
Revised May 2005

Florida Department of Education
Bureau of Educator Certification

Steps to Certification:

Completing the following four steps will lead to an initial Florida Certificate.

- **Step 1.** Submit a Complete Application.
Submit an Application Form CG-10, processing fee of \$56.00 per subject requested, copies of certificates you hold from other U.S. states, U.S. territories, NBPTS, or ABCTE, and official transcripts that reflect conferral of at least a bachelor's degree from an accredited or approved institution.
- **Step 2.** Receive an Official Statement of Status of Eligibility.
In response to the completed application, the applicant will receive from the Bureau an Official Statement of Status of Eligibility, which reflects the result of our evaluation and is the official notice of whether or not the individual qualifies for a certificate. The Official Statement either verifies that an individual qualifies for a Florida certificate or lists requirements that must be completed for the individual to qualify for a certificate. If the Official Statement indicates that you are not eligible, deficiencies must be completed before going on to Step 3.
- **Step 3.** Obtain Employment in a Florida School.
If the Official Statement reflects that you are eligible for at least a Temporary Certificate, then you are eligible to seek employment as an educator in Florida. Local school board personnel offices provide information about that school district's employment process. You must qualify for a Temporary or Professional Certificate to teach in Florida.
- **Step 4.** Submit fingerprints processed by the FDLE and FBI.
If you are employed with a Florida public school district, the employer will assist you with completing the required fingerprint process and will submit to our Bureau the fingerprint report required for issuance of a Florida Educator's Certificate. If you are employed in an acceptable nonpublic school, the fingerprints are submitted through your employer to the Bureau of Educator Certification for processing. If your application or fingerprint report reflects a criminal offense record, that information is referred to the Florida Department of Education's Bureau of Professional Practices Services. Issuance of your certificate is contingent upon the results of their review.

Types of Florida Educator's Certificates

There are two types of Florida Educator's Certificates. The standard or highest certificate in Florida is the **Professional Certificate**, which is valid for five school years and may be renewed. Florida also issues a nonrenewable **Temporary Certificate**, which is valid for three school years, to an individual who does not qualify for the Professional Certificate but meets certain criteria to demonstrate subject content knowledge. Florida does not issue an "emergency" certificate.

Qualifying for a Professional Certificate

When Step 1 is completed, you will receive an Official Statement of Status of Eligibility reflecting eligibility for a Professional Certificate (Step 2), if documentation of all of the following has been received:

- Mastery of general knowledge.
- Mastery of subject area knowledge.
- Mastery of professional preparation and education competence.

Direct Routes to a Professional Certificate

Florida laws provide for the acceptance of valid standard certificates from other U.S. states, U.S. territories, and the National Board for Professional Teaching Standards (NBPTS) to meet all qualifications shown above for the Professional Certificate. Visit our web site at www.fldoe.org/edcert details about these direct routes and the subjects in which Florida offers certification.

State Certified Educator

This individual must submit with his/her complete application a copy of a valid standard certificate issued by a U.S. state or territory in a subject that is determined to be comparable to a subject issued in Florida.

Nationally Certified Educator

This individual must submit with his/her application a copy of a valid standard certificate issued by the NBPTS.

Qualifying for a Temporary Certificate

If you complete Step 1 and do not qualify for a Professional Certificate, you may receive an Official Statement of Status of Eligibility reflecting eligibility for a Temporary Certificate (Step 2), if you:

- demonstrate mastery of subject area knowledge (see following page for options), or
- complete the degree or course requirements outlined in Florida State Board of Education Rules for the subject you have requested with a GPA of 2.5 in the subject courses.

Options for Meeting Certification Requirements

Individuals who are issued a Temporary Certificate must complete the following to be issued a Professional Certificate.

- **Demonstrating Mastery of General Knowledge**
This requirement must be satisfied within one year from the date of initial employment in Florida. Mastery of general knowledge may be demonstrated by one of the following:
 - Achievement of a passing score on the Florida General Knowledge Test.
 - Achievement of a passing score on the Florida College Level Academic Skills Test (CLAST) earned prior to July 1, 2002.
 - A valid standard teaching certificate issued by another U.S. state, U.S. territory, NBPTS, or American Board for Certification of Teacher Excellence (ABCTE).
 - Two semesters of full-time college teaching experience at an accredited or approved institution.
- **Demonstrating Mastery of Subject Area Knowledge**
Mastery of subject area knowledge may be demonstrated by one of the following:
 - For bachelor's degree level subjects: Achievement of a passing score on the appropriate Florida subject area examination earned after July 1, 2002.
 - For master's degree level subjects: Completion of the required degree and content courses listed in State Board Rule for the subject and achievement of a passing score on the appropriate Florida subject area examination.
 - For all subject areas: A valid standard certificate issued in the subject at the same degree level required in Florida by another U.S. state, U.S. territory, NBPTS, or ABCTE.
- **Demonstrating Mastery of Professional Preparation and Education Competence**
Mastery of professional preparation and education competence may be demonstrated by one of the following:
 - Completion of a Florida state-approved teacher preparation program or a teacher education program from an institution outside Florida and achievement of a passing score on the Florida Professional Education Test.
 - A valid standard certificate issued by another U.S. state, U.S. territory, or NBPTS an institution located outside the U.S. must be reviewed by the Bureau of Educator.
 - A valid standard certificate issued by ABCTE Certification and completion of an approved professional education competence demonstration system.
 - Completion of a Florida state-approved alternative certification program.
 - Completion of 20 semester hours of specified education courses, completion of an approved professional education competence demonstration system, and achievement of a passing score on the Florida Professional Education Test.
 - Two semesters of full-time college teaching experience at an accredited or approved institution.

Accredited or Approved Institutions

To complete Step 1, you must hold at least a bachelor's degree from an accredited or approved institution. The following explains degrees and credits acceptable for Florida certification.

Degrees Awarded by U.S. Institutions

A degree awarded by an institution located within the U.S. is acceptable if the institution is authorized to award bachelor's degrees and meets one of the following criteria:

- Accreditation by one of the six regional accrediting associations.
- Accreditation by an accrediting agency approved by the U.S. Department of Education
- Acceptance of the degree for certification purposes by the state department of education where the institution is located.

Isolated credit is acceptable from an institution that meets the above criteria and is authorized to award an associate's or higher degree.

Degrees Awarded by Institutions Outside the U.S.

A degree awarded by an institution located outside the U.S. must be reviewed by the Bureau of Educator Certification for determination of acceptance. Official documentation of educational training from these institutions is as follows:

- A notarized true photocopy of the applicant's original diploma. The applicant must take the original diploma to either a notary public or a Florida school district's official certification contact for verification. The notary or contact must make a photocopy of the original document, affix his/her seal and signature, and state on the copy "This is a true and correct copy of the original document."
- All documents submitted must bear the applicant's U.S. social security number or date of birth if a social security number has not yet been assigned.
- All documents submitted in a language other than English must be accompanied by a translation prepared by someone other than the applicant.
- A statement of degree equivalency and breakdown of credits into descriptive course titles and semester-hour credits must be provided by an accredited U.S. institution or by a professional credential evaluation service approved by the Bureau.
- Visit www.fldoe.org/edcert/foreign.asp for details including information on Canadian credentials.

Get detailed certification information and apply online at www.fldoe.org/edcert

Bureau of Educator Certification
Florida Department of Education
800-445-6739 (U.S. residents)
850-245-5049 (outside U.S.)

Specialization Requirements for the Endorsement in English to Speakers of Other Languages--Academic Class.

(1) Plan One.

(a) A bachelor's or higher degree with certification in another subject, and

(b) Fifteen (15) semester hours in English to speakers of other languages (ESOL) to include credit in each of the areas specified below:

1. Methods of teaching English to speakers of other languages (ESOL),
2. ESOL curriculum and materials development,
3. Cross-cultural communication and understanding,
4. Applied linguistics, and
5. Testing and evaluation of ESOL.

(2) Plan Two.

(a) The endorsement in English to speakers of other languages will be added to a valid temporary or professional certificate when an individual completes the following:

1. Holds a valid Florida educator's certificate with a coverage specified as appropriate in the 1989-90 Course Code Directory as adopted by reference in Rule 6A-1.09441, FAC., for teaching English to limited English proficient students.
2. Documents at least two (2) years of successful teaching of English to limited English proficient students using ESOL strategies. The successful teaching shall have been gained prior to July 1, 1990, and verified in writing by a Florida district school superintendent.

(b) The endorsement will be retained on the professional certificate when an individual completes three (3) semester hours of college credit or sixty (60) in-service points which are part of a district master plan for in-service education. The college credit or in-service points shall be completed for the first certificate renewal after July 1, 1990, and must be completed from the area(s) specified below.

1. Methods of teaching English to speakers of other languages (ESOL),
2. ESOL curriculum and materials development,
3. Cross-cultural communication and understanding, and
4. Testing and evaluation of ESOL. In the event the college credit or in-service points are not completed during the first renewal period, the endorsement will be deleted from the certificate.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History--New 10-10-89, Amended 10-30-90, 9-15-97.

**Carlos Albizu University
Curriculum Requirements**

M.S. in Teaching English to Speakers of Other Languages (TESOL)

Name _____ SS # _____ Student ID _____ Date _____

** Undergraduate Major: _____

CORE AREA I. FOUNDATION COURSES (21 Credits)

Course Code	COURSE TITLE	Ses. Crs.	Course Title	Institution/Term	Grade
1 TESL500	Adv. Theories & Practice of TESOL	3	_____	_____	_____
2 TESL502	Appl. Curriculum & Materials Develop. TESOL	3	_____	_____	_____
3 TESL501	Applied Linguistics	3	_____	_____	_____
4 TESL504	Testing & Evaluation of ESOL	3	_____	_____	_____
5 TESL503	Foundations of TESOL Technology	3	_____	_____	_____
6 TES505	Cross-Cultural Communication & Understand.	3	_____	_____	_____
7 TESL600	TESOL Research Project: Instr. Design & Assessment	3	_____	_____	_____

CORE AREA II. EXCEPTIONAL STUDENT EDUCATION (9 Credits)

1 EEXX500	Foundations of ESE Education	3	_____	_____	_____
2 EEXX508	Learning Disabilities: Instructional Strategies	3	_____	_____	_____
3 EEXX511	Assmt & Remediation of Comm Dis	3	_____	_____	_____

Total Credits: 30

*** NOTE: It is highly recommended that students with undergraduate majors in fields other than K – 12 education complete certification pre-requisite Education courses (see Catalog). These requirements should be met after completing the program courses and should be reflected on the FLDOE Official Statement of Status of Eligibility.*

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

Program Director / Date

Registrar / Date

Pre-Evaluator / Adm. Officer / Date

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

SEMESTER	COURSE SEQUENCE	TERM	GRADE
1 ST Session	Advanced Theories & Practice of TESOL		
	Applied Curriculum & Materials Develop. In TESOL		
	Foundations of ESE Education		
2 nd Session	Testing & Evaluation of ESOL		
	Foundations of TESOL Technology		
	Applied Linguistics		
3 rd Session	Cross-Cultural Communication & Understand.		
	Learning Disabilities: Instructional Strategies		
4 th Session	TESOL Research Project: Instr. Design & Assessment		
	Assessment & Remediation of Comm. Disorders		
		TOTAL CREDITS	30

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

COURSE DESCRIPTIONS FOR THE MASTER OF SCIENCE IN TESOL**CORE AREA I. FOUNDATION COURSES (21 Credits)**

TESL500 ADVANCED THEORIES AND PRACTICE OF TESOL (3 cr.)

An advanced level course that further develops students' abilities to apply special techniques, including cultural sensitivity, and unique events that are involved in teaching English to speakers of other languages. Practical experiences will be an essential component of the course in understanding TESOL in the classroom setting. Psychological and social factors affecting the acquisition of a new language in non-native speakers of English are presented.

TESL502 APPLIED CURRICULUM & MATERIALS
DEVELOPMENT IN TESOL (3 cr.)

This course develops future teachers' curriculum development abilities through the use of theories and principles in second language acquisition. Instructional strategies, techniques and materials that are crucial for the design, development and implementation of a curriculum that addresses the needs of students that are speakers of other languages and are Limited English Proficient (LEP) will be addressed. Sociological, psychological and cultural factors that affect the students' academic performance are discussed.

TESL501 APPLIED LINGUISTICS (3 cr.)

This course further enhances future ESOL teachers' development of their instructional strategies to facilitate learning within the Limited English Proficient student populations. Linguistic variations of syntax, semantics, phonology and morphology are presented. The importance of first and second language acquisition principles is emphasized through the analysis of current research findings on linguistically and culturally diverse instructional methods.

TESL504 TESTING & EVALUATION OF ESOL (3 cr.)

The essential principles of evaluation that prepares future teachers with the knowledge and skills necessary to select, develop and modify assessment instruments will be the focus of this course. Students will apply techniques that target the needs of linguistically and culturally diverse students through in class exercises. Theories, principles and current trends related to second language acquisition are discussed. Emphasis is placed on culturally sensitive evaluation tools that assess both the development of English skills and readiness of the ESOL student for the transition into a regular classroom.

TESL503 FOUNDATIONS OF TESOL TECHNOLOGY (3 cr.)

The exploration of the wide variety of educational technologies and specialized technological aids that can be applied to students with Limited English Proficiency (LEP). Multi-sensory strategies in learning technologies will be emphasized in order to enhance the learning experience of students with language acquisition difficulties as well as various communication disorders. Prospective teachers will discuss the improvement of student self-esteem by learning through technological methods and provide examples of how students from various cultural backgrounds can improve overall learning through technology.

TESL505 CROSS CULTURAL COMMUNICATION AND UNDERSTANDING (3 cr.)

This course presents a thorough examination of theories, principles and current trends research in second language acquisition. The emphasis of the course will be on cross-cultural awareness, focusing on linguistically diverse minorities within the United States and especially South Florida. Future teachers will be able to design a culturally sensitive curriculum to meet the needs of Limited English Proficient students by incorporating instructional strategies, techniques and assessment tools.

TESL600 TESOL RESEARCH PROJECT: INSTRUCTIONAL DESIGN AND ASSESSMENT (3cr.)

This course provides an analysis and synthesis of theoretical and research issues in TESOL education. Through the development of a comprehensive portfolio, future teachers will research the needs of students with Limited English Proficiency (LEP) and design a curriculum that is appropriate for a given grade level, subject area and sensitive to cultural/ethnic backgrounds. This curriculum will include an analysis of learning styles, language acquisition strategies and methods and assessment techniques. Students will be provided with didactics in experimental design and methodology in order to become an educated consumer of research. Students will be guided by a faculty member in their portfolio development process.

CORE AREA II. EXCEPTIONAL STUDENT EDUCATION (9 Credits)

EEXX500 FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION (3 cr.)

This course provides students with an understanding of the philosophies and program models and available to students with exceptionalities. Issues such as initial referral, diagnosis and student placement upon the recommendation of the Child Study Team and/or the Interdisciplinary Team will be addressed. The psychological impact of ESE programs for both students and their families will be addressed within the context of a multicultural framework. An exploration through practical exercises of techniques and procedures used for the inclusion of exceptional students in the general curriculum will be the culmination of this course.

EEXX508 LEARNING DISABILITIES:
INSTRUCTIONAL STRATEGIES... (3 cr.)

The use of culturally sensitive teaching methods and Instructional technologies for teaching students with a variety of learning disabilities. Areas to be examined include specific learning disabilities (e.g. mathematics or reading disabilities), identification of these disabilities in an exceptional student education classroom and the selection of materials to improve scholastic ability of students with learning disabilities. The development of individualized education plans (IEP) objectives that take into consideration the psychological and behavioral background of students will be practically studied.

EEXX511 ASSESSMENT AND REMEDIATION OF
COMMUNICATION DISORDERS (3 cr.)

This course examines the spectrum of communication disorders to aid future educators in recognition, assessment and intervention of communication disorders. Emphasis is placed on early detection and the possible psychological and academic impact that communication disturbances may have on the student. Attention will be given to the differences between a language deficiency due to ethnic background influence and a communication disorder.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS**MASTER OF SCIENCE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) PROGRAM FACULTY**

- | | |
|-------------------|--|
| Cobas, Liliana M. | B.S. 1985, Universidad Metropolitana,
Caracas, Venezuela, Modern Languages
(Suma Cum Laude);
M.S. 2003, Universidad Simon Bolivar,
Caracas, Venezuela, Applied Linguistics;
Interim Director of the
Education Programs
RESEARCH INTERESTS: Linguistics, foreign
language education. |
| Ferrer, David | B.A. 1992, Florida International University,
History;
M.S. 1996, Nova Southeastern University,
Emotionally Handicapped Education/ESOL
Endorsement;
Ed.S. 1998, Nova Southeastern University,
Educational Administration
Adjunct Professor
RESEARCH INTERESTS: Exceptional student
education, educational leadership and policy. |
| Martinez, Joaquin | B.A., 1993, Middlebury College, Political
Science, French Language, Literature &
Civilization
M.S., 1999, Nova Southeastern University,
Educational Administration/TESOL
Adjunct Professor
RESEARCH INTERESTS: Foreign language education,
educational leadership and policy, urban education
initiatives. |
| Pierre, Frantz | B.A. 1985, Adelphi University, International
Business;
M.S.Ed. 1991, University of Miami, Foreign
Language/Bilingual Education;
M.S.Ed. 1996, University of Miami, Exceptional
Student Education.
Assistant Professor
RESEARCH INTERESTS: Technology and reading
achievement; assistive technology and student
achievement. |
| Rivera, Angela | B.A. 1990, University of South Florida,
Foreign Language Education;
M.S. 2000, Nova Southeastern University,
TESOL
Adjunct Professor
RESEARCH INTERESTS: Acculturation issues
in children and families, ESOL education |

**Master of Science
in Psychology**

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN PSYCHOLOGY

Carlos Albizu University, Miami Campus offers a Master of Science degree in Psychology with majors in Mental Health Counseling, Marriage and Family Therapy, and School Counseling. Students may select the dual major option. In addition, CAU offers a Master of Science in Industrial and Organizational Psychology. Please refer to the section about the Master's in I/O for further information about that program.

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

GOALS AND OBJECTIVES

1. To train individuals to deliver culturally sensitive human services to diverse groups.
2. To produce graduates who are prepared to provide comprehensive and competent psychotherapeutic services.
3. To train individuals who are able to function effectively in a variety of settings in an ethical and professional manner.
4. To train individuals who strive for excellence in all endeavors.

ADMISSION REQUIREMENTS

Applicants will be considered academically eligible for admission if they earned a Bachelor degree with a cumulative grade point average (GPA) of 3.0 or above from an accredited institution of higher learning. Completed applications may be reviewed on a case by case basis if the academic credentials of the applicant do not meet the minimum requirement, but his or her cumulative undergraduate GPA was at least 2.50. Enrollment may be recommended at the discretion of the Admissions Committee. In those cases, a GPA of 3.00 must be maintained in the first session in order to retain matriculation status.

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

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
2. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a master's level program must have obtained a bachelor degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
3. Three letters of recommendation preferably from past professors.
4. A current resume/curriculum vitae.

5. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects CAU to contribute to such goals. The statement should be double-spaced, typed, and one page in length.
6. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section titled International Students for a detailed description of this requirement.

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's file is forwarded to the corresponding program. The file is then reviewed by faculty who determines if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance of a candidate. If an interview is granted, the applicant will be evaluated by the faculty to determine his/her qualifications for admission into the program requested. If the applicant is approved for admission, a letter of acceptance will be issued by the Office of Admissions. Upon notification of acceptance, the University requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition. Ultimately, Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program, the prospective student must provide the Office of Admissions with one recent 2 x 2 photograph before the end of the first academic session following matriculation. The admission file will not be considered complete until such requisite has been met.

TRANSFER OF CREDIT POLICY

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

For Terminal Master Students Only:

Students enrolled in the terminal Master in Psychology at the University who plan to pursue a Doctor of Psychology (Psy.D.) degree at CAU may transfer a maximum of 15 credits upon satisfactory admission to the Psy.D. Program. The total number of credits that students will be eligible to transfer will vary according to their major.

Mental Health Counseling Major:

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM541 Theories of Personality	3	PSYD715 Theories of Personality	3
PSYM562 Family Therapy: Theory & Practice PSYM658 Theories & Techniques in Marital Therapy (Both courses must be taken to obtain credit for transfer)	3 3	PSYD862 Marital, Couple, and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Psychotherapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span and Human Development	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration Only)	3

Marriage and Family Therapy Major:

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM541 Theories of Personality	3	PSYD715 Theories of Personality	3
PSYM562 Family Therapy: Theory & Practice PSYM658 Theories & Techniques in Marital Therapy (Both courses must be taken to obtain credit for transfer)	3 3	PSYD862 Marital, Couple, and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Psychotherapy	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration Only)	3

School Counseling Major:

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM541 Theories of Personality	3	PSYD715 Theories of Personality	3
PSYM520 Group Counseling	3	PSYD840 Group Psychotherapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span and Human Development	3

For Psy.D. Students Only:

Students enrolled in the Psy.D. in Psychology degree Program who leave the Program to pursue a degree in the terminal Master Programs at CAU may transfer a maximum of 30 credits upon satisfactory admission to the terminal Master in Psychology Program. The total number of credits that students will be eligible to transfer will vary according to their intended major.

Mental Health Counseling Major:

Psy.D. Course(s)	Credits	Master's in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD740 Life Span and Human Development	3	PSYM510 Human Growth and Development	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD734 Psychopathology I PSYD735 Psychopathology II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM569 Advanced Abnormal Psychology	3
PSYD716 Techniques of Psychotherapy I PSYD717 Techniques of Psychotherapy II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM501 Counseling Theories and Practice	3
PSYD789 Cross-Cultural Psychotherapy	3	PSYM523 Cross Cultural Counseling	3
GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration)	3	PSYM563 Human Sexuality and Sexual Dysfunctions	3
PSYD862 Marital, Couple, and Family Therapy	3	PSYM658 Theories & Techniques in Marital Therapy	3
Psy.D. course	3	Elective (1) as approved by the Program Director	3
Psy.D. course	3	Elective (2) as approved by the Program Director	3

Marriage and Family Therapy Major:

Psy.D. Course(s)	Credits	Master's in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD734 Psychopathology I PSYD735 Psychopathology II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM569 Advanced Abnormal Psychology	3
PSYD716 Techniques of Psychotherapy I PSYD717 Techniques of Psychotherapy II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM501 Counseling Theories and Practice	3
PSYD789 Cross-Cultural Psychotherapy	3	PSYM523 Cross Cultural Counseling	3
GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration)	3	PSYM563 Human Sexuality and Sexual Dysfunctions	3
PSYD862 Marital, Couple, and Family Therapy	3	PSYM658 Theories & Techniques in Marital Therapy	3

School Counseling Major:

Psy.D. Course(s)	Credits	Master's in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD740 Life Span and Human Development	3	PSYM510 Human Growth and Development	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD734 Psychopathology I PSYD735 Psychopathology II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM569 Advanced Abnormal Psychology	3
PSYD716 Techniques of Psychotherapy I PSYD717 Techniques of Psychotherapy II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM501 Counseling Theories and Practice	3
PSYD789 Cross-Cultural Psychotherapy	3	PSYM523 Cross Cultural Counseling	3

Please note that transfer from the Psy.D. Program to the terminal Master in Psychology Program is NOT an automatic process. It must be approved by both corresponding Program Directors.

PRACTICUM PLACEMENT

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

Further conditions apply to the School Counseling Major. Practicum placement requests are processed by the Practicum Coordinator, but ultimately approved by the designated Miami-Dade or Broward County School Boards representative. The deadlines to apply to start Practicum in the Fall session are set early in the prior Spring session. Please note that Practicum placement for this major cannot start in the Summer session.

ACADEMIC PROBATION

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

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

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" (Incomplete) will not be taken into consideration for the G.P.A. at any session in which an "I" is granted.
2. Two (2) grades of "C" or lower are received in clinical coursework in a single session.
3. A grade of No Pass ("NP") in clinical Practicum courses.

PRACTICUM PROBATION

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

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.
2. Failure to obtain a minimum grade of “B” when repeating a clinical course.
3. Failure to comply with clinical probation conditions.
4. Two grades of No Pass (“NP”) in Practicum.
5. Failure to pass the Comprehensive Examination after the four attempts permitted have been exhausted.

INSTITUTIONAL LEAVE

Institutional leave is an administrative status, which permits students to interrupt their program of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. Please refer to the academic calendar for information on due dates and applicable fees. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar’s Office.

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. Students will be required to apply for readmission under the new catalog requirements in effect at the time of their readmission. Students should be aware of the fact that institutional leaves may affect their financial aid status as well as their date for degree completion. Time spent on a duly authorized leave of absence will be excluded from the term for date for degree completion. As a general rule, the time limit for degree completion will not be extended beyond the maximum degree completion term stipulated. (Please refer to Time Limitation under each program or certificate.)

Please see the general section of this catalog for specific information regarding leaves of absence.

READMISSION

Students dismissed for academic reasons are not eligible to apply for readmission.

Students are eligible to apply for readmission to the Miami Campus when one of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.
3. Students dismissed from a program for academic reasons may apply for admission into another program.

Readmission or admission into a program is the sole province of the faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Specific readmission policies and requirements for the different programs are covered in the appropriate section of this catalog.

STUDENT EVALUATIONS

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

Graduate students who obtain a grade of "C" or lower in any graduate level clinical course must repeat the course the next session it is offered. Failure to obtain a grade of "B" or better when they repeat the course will result in academic dismissal.

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

STUDENT ADVISEMENT

Upon admission to the program, students are assigned a Faculty member who will serve as their advisor. Students must meet with their advisor before registering, and periodically throughout the student's course of studies, as determined by the student and the advisor.

CHANGE OF PROGRAM / MAJOR

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

1. a) Change of program, major and/or concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Program, Major and/or Concentration must be obtained from the Registrar's Office, completed, and signed by both Program Directors in the case of a change of program, and by the designated Program Director in the case of changes in concentration or major within a program. This form may only be used for 1) changes in concentrations or majors within a program, and 2) to transfer from the Psy.D. Program to the Terminal Master of Science in Psychology Program. The form may not be used to transfer from the Terminal Master Program to the Psy.D. Program or to enter the Psy.D. Program.

Students seeking admission to the Psy.D. Program must do so through the regular process of admission.

- b) Students who are allowed to change their Program, major and/or concentration must meet all the new program, major, or concentration academic and/or clinical requirements, including passing the Master’s Comprehensive Examination, and/or the Doctoral Qualifying Examination as applicable.

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

RESIDENCY REQUIREMENTS

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

TIME LIMITATION

Every candidate for the Master’s Degree must complete the degree within four years from the date of admission. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President’s approval. Under no circumstances will an extension exceeding a two-year period be granted for completion of Master's degree requirements. Subsequent readmission into the program may be granted under the terms and conditions of the Catalog in effect at the time of readmission.

SCHEDULE OF INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Terminal Master’s in Psychology Program

Major: Mental Health Counseling

Academic years completed	1	2	3	4
successfully completed	15	30	48	61
Number of credits				

Major: Marriage and Family Therapy

Academic years completed	1	2	3	4
Number of credits successfully completed	12	27	42	52

Major: School Counseling

Academic years completed	1	2	3	4
Number of credits successfully completed	12	24	39	49

At the end of each academic year, the Miami Campus will certify the student's successful completion of the required number of earned credits according to the above schedule.

GENERAL DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN PSYCHOLOGY

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

1. A grade point average of 3.0 or higher on a 4.0 scale with a grade of "B" or better in all clinical courses. No more than two (2) standing grades of "C" in non-clinical courses are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic and clinical courses.
4. Satisfactory completion of the required hours of practicum.
5. Satisfactory completion of the Master Comprehensive Examination. (Please refer to the section below for additional information.)
6. Six (6) credits or their equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)

GRADUATION REQUIREMENTS

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

The commencement ceremony is held once a year in the Fall session. In order to be eligible to participate in the commencement exercises a student must:

1. Apply at the Office of the Registrar, including fee payment, during the session in which they plan to complete the degree, 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 degrees.

2. Students who complete requirements after the end of the Summer session will not be allowed to participate in the commencement ceremony. They will have to wait until the following year's ceremony. This excludes those students only completing Internship (Psy.D. degree).

The following conditions should be met before the degree is conferred:

1. Application for graduation must be completed and the corresponding fee paid.
2. Once the paid application is received, the student's record is reviewed by the Office of the Registrar for completion. It is subsequently forwarded to the Faculty and Program Directors for recommendation for degree conferment, and to the Chancellor for approval.
3. The Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment.
4. Once conferred, the student will receive from the Office of the Registrar a letter announcing the date of degree conferment by the Board of Trustees, and the date the diploma will be available for pick-up.

The Office of the President will forward a copy of the final approval to the Registrar's Office to proceed with ordering the diploma.

When the diploma is received, the Registrar's Office will verify the diploma for accuracy, make photocopies for the student file, and place them in diploma covers for pick-up.

COMPREHENSIVE EXAMINATION

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

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

DUAL MAJOR OPTION

Applicants may request dual major status at their discretion within the terminal Master of Science in Psychology program. They must complete the appropriate form and obtain the approval of the Program Director. Applicants must comply with all major requirements within their degree program for the additional major requested.

CROSS REGISTRATION

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

**MASTER'S CURRICULA
MASTER OF SCIENCE IN PSYCHOLOGY**

MAJOR: MENTAL HEALTH COUNSELING

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

AREA I: Foundation Courses 24 cr.

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

AREA II. Major Area 21 cr.

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

Total Academic Credits 45 cr.

AREA III: Clinical Practicum 10 cr.

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

Total Clinical Credits 10 cr.

AREA IV: Electives 6 cr.

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

TOTAL DEGREE REQUIREMENTS (ACADEMIC AND CLINICAL) 61 cr.

AREA V: Additional Requirements

Foreign Language Proficiency
Comprehensive Examination

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

MENTAL HEALTH COUNSELING MAJOR SEQUENCE TABLE

BLOCK	RECOMMENDED NUMBER OF ACADEMIC & CLINICAL CR.	ACADEMIC PREREQUISITES FOR CLINICAL PRACTICA	GROUP SUPERVISION (COURSE)	COUNSELING PRACTICUM
1	9 Academic Credits 1 Clinical Credit 10 Total Credits	*PSYM541 Theories of Personality *PSYM501 Counseling Theories & Practice (C) PSYM510 Human Growth & Development	PSYM530, Prof. Identity & Pre-Practicum Skills (1 hr./wk.) (1 credit)	
2	9 Academic Credits	*PSYM531 Ethical, Legal & Prof. Conduct for Counselors *PSYM569 Adv. Abnormal Psychology (C) PSYM562 Fam. Therapy: Theory & Pract.(C)		
3	9 Academic Credits	PSYM520 Group Counseling (C) PSYM513 Career Dev. & Assmt. PSYM507 Subs. Abuse		
4	9 Academic Credits 3 Clinical Credits 12 Total Credits	*PSYM523 Cross Cultural Counseling PSYM599 Mental Health Care Systems PSYM563 Human Sexuality & Sexual Dysfunctions	PYMH631 Mental Health Counseling Clinical Practicum I (3 credits)	Site Placement (Approx. 23 hrs/wk)
5	9 Academic Credits 3 Clinical Credits 12 Total Credits	PSYM657 Ind. Assmt. & Appraisal PSYM525 Research Meth. & Prog. Eval. PSYM682 Counseling Comm. Settings	PYMH632 Mental Health Counseling Clinical Practicum II (3 credits)	Site Placement (Approx. 23 hrs/wk)
6	6 Academic Credits 3 Clinical Credits 9 Total Credits	** 2 Electives Comprehensive Exam	PYMH633 Mental Health Counseling Clinical Practicum III (3 credits)	Site Placement (Approx. 23 hrs/wk)
Total	51 Academic Credits 10 Clinical Credits 61 Credits		15 Pre-practicum Hrs. 135 Group Supervision Hrs. (Seminar) 1000 Clinical Practicum Hrs. (Site) 1150 Total Hours	

- Note: 1. *=Courses required for comprehensive exam.
 2. All courses in blocks 1-3 must be completed before beginning practicum (PYMH.631, 632, 633)
 3. (C)=Clinical course. Must be completed with a grade of "A" or "B". Grades of "Incomplete" must be removed before beginning practicum.
 4. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.
 5. **Electives can be from any 2 Core courses from MFT, SC or I/O, or other available courses approved by faculty advisors.

MASTER OF SCIENCE IN PSYCHOLOGY

MAJOR: MARRIAGE & FAMILY THERAPY

The Marriage and Family Therapy Major is designed to train marriage and family therapists to provide culturally specific therapeutic interventions to individuals, couples and families in public and private services settings. The curriculum is designed to develop diagnostic skills and therapeutic techniques needed to address the dynamics of dysfunctional families and to facilitate growth. Minimum requirements for this degree include 45 academic credits and 7 Practicum credits, a cumulative grade point average of 3.00, and the successful completion of the comprehensive examination.

AREA I: Foundation Courses 24 cr.

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

AREA II. Major Area 21 cr.

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

Total Academic Credits 45 cr.

AREA III: Clinical Practicum 7 cr.

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

Total Clinical Credits 7 cr.

TOTAL DEGREE REQUIREMENTS (ACADEMIC AND CLINICAL) 52 cr.

AREA IV. Additional Requirements

Foreign Language Proficiency
Comprehensive Examination

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

MARRIAGE AND FAMILY THERAPY MAJOR SEQUENCE TABLE

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

Note: 1. *=Courses required for comprehensive exam.

2. All courses in blocks 1-3 must be completed before beginning practicum (PYMF 631, 632, 633)

3. (C)=Clinical course. Must be completed with a grade of "A" or "B". Grades of "Incomplete" must be removed before beginning practicum.

4. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.

MASTER OF SCIENCE IN PSYCHOLOGY

Major: SCHOOL COUNSELING

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

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

AREA I: Foundation Courses 24 cr.

PSYM564 Psychological Assessment and Evaluation	3 cr.
PSYM 501 Counseling Theories and Practice (C)	3 cr.
PSYM510 Human Growth and Development.....	3 cr.
PSYM523 Cross Cultural Counseling	3 cr.
PSYM531 Ethical, Legal & Professional Conduct for Counselors	3 cr.
PSYM541 Theories of Personality	3 cr.
PSYM569 Advanced Abnormal Psychology (C) ..	3 cr.
PSYM507 Substance Abuse	3 cr.

AREA II. Major Area 18 cr.

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

Total Academic Credits 42 cr.

AREA III: Clinical Practicum 7 cr.

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

Total Clinical Credits..... 7 cr.

TOTAL DEGREE REQUIREMENTS (ACADEMIC AND CLINICAL) 49 cr.

AREA IV. Additional Requirements

Foreign Language Proficiency
Comprehensive Examination

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

SCHOOL COUNSELING MAJOR SEQUENCE TABLE

BLOCK	RECOMMENDED NUMBER OF ACADEMIC & CLINICAL CR.	ACADEMIC PREREQUISITES FOR CLINICAL PRACTICA	GROUP SUPERVISION (COURSE)	COUNSELING PRACTICUM
1	9 Academic Credits 1 Clinical Credit 10 Total Credits	*PSYM541 Theories of Personality *PSYM501 Counseling Theories & Practice (C) PSYM510 Human Growth & Development	PSYM530 Professional Identity & Pre-Practicum Skills (1 hr/wk) (1 credit)	
2	9 Academic Credits	*PSYM531 Ethical, Legal & Prof. Conduct for Counselors *PSYM569 Adv. Abnormal Psych. (C) PSYM604 Nature and Needs of Exceptional Children (C)		
3	9 Academic Credits	PSYM520 Group Counseling (C) PSYM624 Counseling Children & Adolescents(C) PSYM507 Substance Abuse		
4	9 Academic Credits 3 Clinical Practicum Credits 12 Total Credits	*PSYM523 Cross Cultural Counseling PSYM564 Psychological Assessment & Eval. PSYM513 Career Dev. & Assessment	PYSC631 School Counseling Practicum I (3 credits)	Site Placement (8 hrs/wk)
5	6 Academic Credits 3 Clinical Practicum Credits 9 Total Credits	PSYM607 Principles, Philosophy, Organization & Administration of Guidance PSYM608 Consultative Interventions Comprehensive Exam	PYSC632 School Counseling Practicum II (3 credits)	Site Placement (8 hrs/wk)
Total	42 Academic Credits 7 Clinical Practicum Credits 49 Credits		15 Pre-Practicum Hours 90 Group Supervision Hours (Practicum Seminars) 240 Clinical Practicum Hours (Site) 345 Total Hours	

- Note: 1. *=Courses required for comprehensive exam.
2. All courses in blocks 1-3 must be completed before beginning practicum (PYSC 631, 632, 633).
3. (C) Clinical course. Must be completed with a grade of "A" or "B". Grades of "Incomplete" must be removed before beginning practicum.
4. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.

MASTER OF SCIENCE IN PSYCHOLOGY COURSE DESCRIPTIONS

PSYM501 COUNSELING THEORIES AND PRACTICE (3 cr.)
Clinical course

This course focuses on discussion and integration of the major concepts and theories in individual counseling with emphasis on utilizing culturally empathic interviewing and counseling skills.

PSYM510 HUMAN GROWTH AND DEVELOPMENT (3 cr.)

The historical, cultural, theoretical, and research contributions to the understanding of biological, cognitive, social, and emotional aspects of human development are covered in this course.

PSYM513 CAREER DEVELOPMENT AND ASSESSMENT (3 cr.)

This course covers theories, concepts, and skills related to vocational choice processes. The use of tests and other appraisal procedures in career counseling and development with diverse populations is addressed.

PSYM520 GROUP COUNSELING (3 cr.)
Clinical course

This course covers theoretical approaches, techniques and methods, leadership styles, multi-cultural perspectives, and developmental stage theories. Research pertinent to growth enhancing group dynamics is discussed.

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

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

PSYM523 CROSS-CULTURAL COUNSELING (3 cr.)

This course focuses on the acquisition of multi-cultural competencies essential to counseling, assessment, and consultation with African American, American Indian, Asian American, Hispanic, the disabled, and alternative lifestyles populations.

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

This course covers the ethical standards, legal issues, and codes of conduct that form the basis of professional behavior of counseling professionals. Guidelines established by professional organizations such as ACA, AMHCA and AAMFT are discussed. Emphasis is placed on multicultural counseling, and addressed through case vignettes.

PSYM541 THEORIES OF PERSONALITY (3 cr.)

This course presents a comparative study of the major scientific and philosophical explanations of personality and their application to the counseling process. The influence of socio-cultural variables on the development of personality and behavioral characteristics are considered.

PSYM653 GENERAL THEORY OF FAMILY SYSTEMS & PSYCHOLOGY (3 cr.)

This course covers theoretical approaches to family dynamics, structure, and change with consideration of cross-cultural variations in interaction patterns and processes. An examination of general system theory with emphasis on dysfunctional behavior and its homeostatic role in the psychosocial system of the family is presented.

PSYM657 INDIVIDUAL ASSESSMENT AND APPRAISAL (3 cr.)

This course covers diagnostic interviewing, the identification of dysfunctional behavior through the use of a variety of techniques and measures, and the translation of findings into DSM classifications. Assessment, treatment planning, strategic interventions, and cultural considerations are also reviewed.

PSYM562 FAMILY THERAPY: THEORY AND PRACTICE (3 cr.)
Clinical course

This course focuses on discussion of theories and techniques of major and evolving models of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives are emphasized. The clinical aspects of cultural and ethnic values in family and personal development are also reviewed.

PSYM569 ADVANCED ABNORMAL PSYCHOLOGY (3 cr.)
Clinical course

This course covers psychophysiological, psychosocial, and cross-cultural approaches to models of deviant behavior. Major categories of disorders as well as strengths and weaknesses of the DSM classification system are discussed.

PSYM599 MENTAL HEALTH CARE SYSTEMS (3 cr.)

This course surveys the historical, economic, and political aspects of public and private mental health care systems. Treatment formats and philosophies, procedures for accountability, and role functions of managed care service providers are reviewed. Legal, ethical and professional guidelines to operate in current health care environments are discussed. Multicultural contexts are highlighted.

PSYM525 RESEARCH METHODOLOGY AND
PROGRAM EVALUATION (3 cr.)

This course covers the basic principles of research methodology and statistical analyses as applied to needs assessment, the proposal and implementation of research, report development, and program evaluation. Ethical and multi-cultural issues pertaining to these topics are addressed.

PSYM607 PRINCIPLES, PHILOSOPHY, ORGANIZATION, AND
ADMINISTRATION OF GUIDANCE (3 cr.)

This course provides an integration of theory and organization of guidance functions in the school system. Emphasis is placed on the professional counselor's roles and accountability, individual and group work, consultation, and crisis intervention with diverse populations.

PSYM624 COUNSELING CHILDREN AND ADOLESCENTS (3 cr.)
Clinical Course

This course covers the major theoretical approaches, assessment techniques, and interventions with diverse child and adolescent populations. Research concerning the efficacy of sampled interventions is reviewed.

PSYM564 PSYCHOLOGICAL ASSESSMENT
AND EVALUATION (3 cr.)

This course covers the concepts and skills related to the administration and interpretation of methods of appraisal across interest, aptitude, and personality domains and their utility in culturally diverse school counseling situations.

PSYM604 NATURE AND NEEDS OF EXCEPTIONAL
CHILDREN (3 cr.)
Clinical Course

This course covers the basic concepts and skills related to the identification and educational adaptation of children who differ significantly from the normal child in their physical, psychosocial, mental, sensory, or communication abilities. Cultural and social implications are also discussed.

PSYM608 CONSULTATIVE INTERVENTIONS (3 cr.)

This course focuses on concept and skill development for general intervention strategies, direct and indirect intervention practices, and preventive services for diverse populations. The integration of theory, psychopathology, techniques, and research into effective consultation reports and intervention plans is stressed.

PSYM658 THEORIES AND TECHNIQUES IN
MARITAL THERAPY (3 cr.)
Clinical course

This course covers therapeutic techniques drawn from theoretical models in the field of marital therapy. Emphasis is placed on developing a practical framework for understanding the couple relationship and intervening to effect changes. Postmodern concepts and cultural issues are explored.

PSYM661 INDIVIDUAL AND FAMILY ASSESSMENT
AND APPRAISAL (3 cr.)

This course focuses on the use of formal assessment measures to appraise familial parameters including behavioral problems, developmental impasses, cultural contexts, economic and social influences, individual dynamics, interactional patterns and structures.

PSYM563 HUMAN SEXUALITY AND SEXUAL DYSFUNCTIONS (3 cr.)

This course reviews the biological and psychological determinants of psychosexual dysfunction, the anatomy and physiology of human reproductive systems, and psychosexual development from infancy through old age. Cultural variations in sexual beliefs, practices, homosexuality, heterosexuality, bisexuality, transsexuality, AIDS and sexually transmitted diseases are discussed.

PSYM678 THE INDIVIDUAL AND FAMILY LIFE CYCLE (3 cr.)

This course examines transactions in individual and family development from physiological, psychological, socio-cultural and research perspectives. The application of developmental theory to therapeutic practice is emphasized.

PSYM682 COUNSELING IN COMMUNITY SETTINGS (3 cr.)

This course will provide an overview of community psychology and general principles that apply to community intervention models, education and prevention, consultation, and outreach programs. The roles and functions of counselors in interdisciplinary team work in a variety of public and private practice settings will be examined. Social, cultural, and diversity factors relevant to the delivery of community counseling services will be reviewed.

PSYM507 SUBSTANCE ABUSE (3 cr.)

This course will present theories pertaining to the etiology of alcoholism and drug addiction, and current models for prevention of such conditions. The main focus will be the acquisition of skills to conduct assessments and implement relevant treatment models in a variety of multi-cultural and diverse settings. Individual, family, and group therapy modalities will be examined.

MASTER'S PRACTICUM DESCRIPTIONS

PSYM530 PROFESSIONAL IDENTITY AND
PRE-PRACTICUM SKILLS (1 cr.)

This course offers an opportunity to develop interpersonal skills and self-awareness through the mechanisms of self-disclosure and feedback in a supportive group setting. Opportunities to interact with individuals from culturally diverse backgrounds and to explore attitudes which may affect the counseling situation are provided.

PYMH MENTAL HEALTH COUNSELING CLINICAL
PRACTICA (631, 632, 633) (3 cr. each)

The clinical practica in Mental Health Counseling provide an opportunity to integrate and apply theories, models, and skills through the provision of mental health services. The role functions of the mental health counselor will be performed under supervision in multi-cultural human services settings in the community. Both field-based and program-based supervision are components of the practicum experiences. Program-based supervision (PYMH631, PYMH632, PYMH633) is provided by a Faculty member during the field experiences.

PYMF631, 632 MARRIAGE AND FAMILY THERAPY CLINICAL
PRACTICA (I, II) (3 cr. each)

The clinical practica in Marriage and Family Therapy provide an opportunity for the integration of theories, models, techniques, and strategies through the provision of supervised therapeutic services to individuals, couples, and families in multi-cultural human services settings in the community. Both field-based and program-based supervision are components of the practicum experiences. Program-based supervision (PYMF631 and PYMF632) is provided by a Faculty member during the field experiences.

PYSC631, 632 SCHOOL COUNSELING PRACTICA (I, II) (3 cr. each)

The school counseling practica provide an opportunity to perform the role functions of the professional school counselor under supervision in a school setting. Both field-based and program-based supervision are components of the practicum experiences. Program-based supervision (PYSC631 and PYSC632) is provided by a Faculty member during the field experiences.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS**MASTER OF SCIENCE IN PSYCHOLOGY DEGREE PROGRAM FACULTY**

- Abraham, Kondoor M.A. 1971, Bhopal University, India, Sociology;
M.A. 1979, Long Island University, Conolly
College, Psychology';
Psy.D. 1994, Carlos Albizu University,
Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: History of ethnicity;
cultural differences.
- Acosta, Odalys B.S. 1982, Florida State University,
Social Work;
M.S. 1994, Florida International University,
Social Work.
Adjunct Professor
RESEARCH INTERESTS: Treatment and care
of adolescents & children, Forensic Social Work
especially in death penalty, clinical issues
with regards to urban poverty, with human
sexuality and developing effect treatment
programs.
- Barron, Irma A.A. 1988, Miami-Dade Community College,
Liberal Arts;
B.S 1994, Barry University, Psychology;
M.S 1998, Barry University, Dual Major:
Marriage & Family and Mental
Health;
Associate Professor and Practicum
Coordinator
RESEARCH INTERESTS: Bowenian
approaches and other multigenerational
therapies to case staffing and consultation
and qualitative research.
- Barroso, Diana B.A. 1990, Florida International
University, Psychology;
M.S. 1992, Nova Southeastern
University, Mental Health
Counseling;
M.S. 2007, Carlos Albizu University,
Teaching English to Speakers of
Other Languages.
Director of the Master programs of
Psychology
RESEARCH INTERESTS: Psychotherapy
outcomes, cross-cultural and minorities'
issues, trauma-based disorders.

- Bauer, Scott
 B.S. 1988, Barry University, Psychology;
 M.S. 1991, Nova Southeastern University, Counseling
 Psychology;
 Psy.D. 2001, Carlos Albizu University, Clinical
 Psychology; Neuropsychology;
 M.Sc.PP. 2009, Nova Southeastern University,
 Clinical Psychopharmacology.
 Adjunct Professor
 RESEARCH INTERESTS: Pediatric neuropsychology and
 neurorehabilitative treatment; neuropsycho-
 pharmacological treatment for mental illness; psycho-
 neuroimmunology and stress-related illnesses; negative
 environmental influences and their impact on behavioral
 issues.
- Black, Ronald
 B.A. 1978, University of Hawaii, Psychology;
 M.S. 1990, Florida International University,
 Social Work.
 Adjunct Professor
 RESEARCH INTERESTS: Social work;
 substance abuse.
- Campa, Fina
 M.S. Caribbean Center for Advanced Studies,
 Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Depression; anxiety;
 anger management.
- Clark, Carol
 B.A. 1988, College of New Jersey,
 Psychology;
 M.A. 1990, College of New Jersey,
 Counseling;
 Ph.D. 1997, Institute for Advanced
 Study of Human Sexuality, Human
 Sexuality.
 Adjunct Professor
 RESEARCH INTERESTS: Sexuality and
 domestic violence, treatment and
 intervention with juvenile delinquents.
- Díaz, Tania
 B.S. 1993, Nova Southeastern
 University, Psychology;
 M.S. 1995, Caribbean Center for
 Advanced Studies, General
 Psychology;
 Psy.D. 1999, Caribbean Center
 for Advanced Studies, Clinical
 Psychology;
 Associate Professor and Practicum
 Coordinator
 RESEARCH INTERESTS: Multicultural
 issues, psychological and social
 development of children reared in same
 gender family matrix.

- DiDona, Toni B.S. 1987, University of Miami;
M.S.W. 1999; Florida International
University;
Ph.D. 1994, Florida International
University, Social Welfare.
Associate Professor and Practicum
Coordinator
RESEARCH INTERESTS: Clinical work
with children, families, assessments,
human sexuality, and ethics.
- García, Manny A.A. 1985, Miami-Dade Community
College, Psychology;
B.A. 1988, Florida International
University, Psychology;
M.S. 1991, Nova Southeastern
University, Counseling
Psychology;
Psy.D. 1999, Caribbean Center for
Advanced Studies, Clinical
Psychology.
Adjunct Professor
RESEARCH INTERESTS: Bereavement
issues in child development.
- Haber, Karen R. B.A. 1967, Hofstra University, Speech
Arts;
M.A. 1975, Manhattan College,
Counseling;
Psy.D. 1984, Nova Southeastern
University, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Attention deficit,
hyperactive children and adolescents,
addictive behaviors of children and adults.
- Hernandez-Hendrix, Nora B.A. 1972, University of Florida, Psychology;
M.Ed, 1976, University of Florida, Counselor
Education;
Ed.S. 1976, University of Florida, Counselor
Education;
Ph.D. 1994, University of Miami, Higher
Education Leadership.
Adjunct Professor
RESEARCH INTERESTS: Education leadership;
counselor education.

- Heyden, Edward B. B.A. 1972, University of Delaware, Psychology;
M.Ed. 1974, University of Delaware, College Counseling and Student Personnel;
Ed.D. 1977, University of Virginia, Counselor Education.
Associate Professor and Practicum Coordinator
RESEARCH INTERESTS: Police psychology, forensic issues, Critical Incident Stress Debriefing (CISD), Stress Management
- Insua-Auais, Mayte B.A. 1990, University of Miami; Sociology and Criminal Justice;
M.S. 1994, Caribbean Center for Advanced Studies; Psychology;
Psy.D. 2001, Carlos Albizu University; Clinical Psychology;
Adjunct Professor
RESEARCH INTERESTS: Psychopharmacology.
- Jeanty, Guy B.A. 1985, Springfield Baptist College, Religion;
Th.M. 1989, Dallas Seminary, Theology;
M.S. 2006, Nova Southeastern University, Hotel & Food Service Management;
Ph.D. 2008, Nova Southeastern University, Family Therapy.
Adjunct Professor
RESEARCH INTERESTS: Family therapy; marriage and family therapy.
- Orta, Luis B.S. 1984, St. Thomas University;
M.S. 1986, Caribbean Center for Advanced Studies;
Ph.D. 1990, Caribbean Center for Advanced Studies.
Adjunct Professor
RESEARCH INTERESTS: New medication and their application, social issues.
- Santana, Niurka A.A. 1989, Miami-Dade Community College;
B.A. 1991, Florida International University, Psychology;
M.S. 1994, Caribbean Center for Advanced Studies, Mental Health Counseling.
Psy.D. 2000, Carlos Albizu University;
Ph.D. 2000, Carlos Albizu University.
Adjunct Professor
RESEARCH INTERESTS: Neuropsychology, neurological testing and its cultural influences, vocational rehabilitation.

- Stephenson, Edward B.A. 1979, Queens College, Psychology/
Sociology;
M.S. 1984, Caribbean Center for
Advanced Studies;
Ph.D. 1987, University of California,
Social/Personality Psychology.
Adjunct Professor
RESEARCH INTERESTS: Cross-cultural
Psychology, race and psychopathology.
- Valiente, Marilyn B.A. 1977, University of Florida;
M.S. 1988, St. Thomas University;
Ph.D. 1999, Florida Religious Studies
Institute.
Adjunct Professor
RESEARCH INTERESTS: Stress
management, hypnosis, alternative
therapies and spirituality.

**Master of Science in
Industrial and Organizational
Psychology**

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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

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

GOALS AND OBJECTIVES

1. To produce I/O practitioners (rather than Human Resource practitioners); that is, individuals who address organizational problems using psychological knowledge and skills.
2. To provide a curriculum that combines both Industrial and Organizational issues, with a slightly greater emphasis on Industrial psychology.
3. To provide practitioner-oriented training.
4. To produce graduates able to work in industry rather than academic or other research settings.
5. To produce culturally sensitive graduates able to work within ethnically diverse environments.

ADMISSION REQUIREMENTS

Applicants will be considered academically eligible for admission if they earned a bachelor degree with a cumulative grade point average (GPA) of 3.0 or above from an accredited institution of higher learning. Completed applications may be reviewed on a case-by-case basis if the academic credentials of the applicant do not meet the minimum requirement, but his or her cumulative GPA was at least 2.50. Enrollment may be recommended at the discretion of the Admissions Committee. In those cases, a GPA of 3.00 must be maintained in the first session in order to retain matriculation status.

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

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
2. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a master's level program must have obtained a bachelor degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled

maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.

3. Three letters of recommendation preferably from past professors.
4. A current resume/curriculum vitae.
5. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long term career goals, and how the applicant expects CAU to contribute to such goals. The statement should be double-spaced, typed, and one page in length.
6. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section titled International Students for a detailed description of this requirement.

ADMISSION PREREQUISITE

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

ADMISSION PROCEDURES

After the Office of Admissions has received all documentation and credentials, the applicant's file is forwarded to the corresponding program. The file is then reviewed by faculty who determines if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance of a candidate. If an interview is granted, the applicant will be evaluated by the faculty to determine his/her qualifications for admission into the program requested. If the applicant is approved for admission, the Office of Admissions will issue a letter of acceptance. Upon notification of acceptance, the University requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition. Ultimately, Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program, the prospective student must provide the Office of Admissions with one recent 2 x 2 photograph before the end of the first academic session following matriculation. The admission file will not be considered complete until such requisite has been met.

TRANSFER OF CREDITS

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

For Terminal Master Students Only:

Students enrolled in the terminal Master of Science in Industrial and Organizational Psychology program at the University who plan to pursue a Doctor of Psychology (Psy.D.) degree at CAU may transfer a maximum of 6 credits upon satisfactory admission to the Psy.D. Program. The total number of credits that students will be eligible to transfer will be as follows:

Master's in I/O Psychology Course	Credits	Psy.D. Equivalent	Credits
PYO571 Foundations of Industrial/Organizational Psychology	3	PSYD845 Industrial/Organizational Psychology	3
PSYM541 Theories of Personality (if taken as an elective)	3	PSYD715 Theories of Personality	3

Terminal Master Program's students seeking admission to the Psy.D. Program must follow the procedures specified in the Academic Policies section of this catalog.

For Psy.D. Students Only:

Students enrolled in the Psy.D. in Psychology program at the University who opt to pursue a degree in the terminal Master of Science in Industrial and Organizational Psychology program may transfer a maximum of 9 credits upon satisfactory admission to the terminal Master Program.

Psy.D. Course	Credits	Master's in I/O Equivalent	Credits
PSYD845 Industrial/Organizational Psychology	3	PYIO571 Foundations of Industrial/Organizational Psychology	3
Psy.D. course	3	Elective (1) as approved by the I/O Coordinator	3
Psy.D. course	3	Elective (2) as approved by the I/O Coordinator	3

Please note that transfer from the Psy.D. Program to the terminal Master in Psychology Program is NOT an available option. Psy.D. students seeking admission to the terminal Master in I/O Program must follow all admission procedures listed under the I/O Program.

PRACTICUM PLACEMENT

Students must review their progress through their program sequence table with their faculty advisor each academic session. Students who meet the eligibility criteria to begin Practicum must attend the orientation session conducted by the designated Practicum Coordinator at the beginning of the academic session prior to the desired start term in order to make arrangements for placement. The Practicum Coordinator will provide the students with a Practicum Manual which contains all the pertinent information and required documentation to complete the process. The list of practicum placement sites approved by the Master's Program Department is updated on an

ongoing basis. Students may not complete Practicum at an unapproved placement site, or their place of employment.

ACADEMIC PROBATION

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

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

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

PRACTICUM PROBATION

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

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal of students:

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

INSTITUTIONAL LEAVE

Institutional leave is an administrative status, which permits students to interrupt their program of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. Please refer to the academic calendar for information on due dates and applicable fees. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office.

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. Students will be required to apply for readmission under the new catalog requirements in effect at the time of their readmission. Students should be aware of the fact that institutional leaves may affect their financial aid status as well as their date for degree completion. Time spent on a duly authorized leave of absence will be excluded from the term for date for degree completion. As a general rule, time limit for degree completion will not be extended beyond the maximum degree completion term stipulated. (Please refer to Time Limitation under each program or diploma.)

Please refer to the general section of this catalog for additional information.

READMISSION

Students dismissed for academic reasons are not eligible to apply for readmission.

Students are eligible to apply for readmission to the Miami Campus when one of the following occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.
3. Students dismissed from a program for academic reasons may apply for admission into another program.

Readmission or admission into a program is the sole province of the faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date.

STUDENT EVALUATIONS

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

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

STUDENT ADVISEMENT

Upon admission to the program, students are assigned a Faculty member who will serve as their advisor. Students must meet with their advisor before registering, and periodically throughout the student's course of studies, as determined by the student and the advisor.

RESIDENCY REQUIREMENTS

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

TIME LIMITATION

Every candidate for the Master's Degree must complete the degree within four years from the date of admission. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will an extension exceeding a two-year period be granted for completion of Master's degree requirements. Subsequent readmission into the program may be granted under the terms and conditions of the Catalog in effect at the time of readmission.

SCHEDULE OF INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Master of Science in Industrial/Organizational Psychology

Academic years completed	1	2	3	4
Number of credits successfully completed	12	24	36	48

At the end of each academic year, the Miami Campus will certify the student's successful completion of the required number of earned credits according to the above schedule.

COMPREHENSIVE EXAMINATION

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

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

CROSS REGISTRATION

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

GENERAL DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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

1. A grade point average of 3.00 or higher on a 4.00 scale. No more than two (2) standing grades of "C" are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic courses.
4. Satisfactory completion of the required hours of practicum.
5. Satisfactory completion of the Master Comprehensive Examination. (Please refer to the section below for additional information.)
6. Six (6) credits or its equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)

GRADUATION REQUIREMENTS

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

The commencement ceremony is held once a year in the Fall session. In order to be eligible to participate in the commencement exercises a student must:

1. Apply at the Office of the Registrar, including fee payment, during the session in which they plan to complete the degree, 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 degrees.

2. Students who complete requirements after the end of the Summer session will not be allowed to participate in the commencement ceremony. They will have to wait until the following year's ceremony. This excludes those students only completing Internship. (Psy.D. only)

The following conditions should be met before the degree is conferred:

1. Application for graduation must be completed and the corresponding fee paid.
2. Once the student's record is reviewed by the Office of the Registrar for completion, and the paid application is received, it is subsequently forwarded to the Faculty and Program Directors for their recommendation for degree conferment, and to the Chancellor for approval.
3. The Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment.
4. Once conferred, the student will receive from the Office of the Registrar a letter announcing the date of degree conferment by the Board of Trustees, and the date the diploma will be available for pick-up.

The Office of the President will forward a copy of the final approval to the Registrar's Office to proceed with ordering the diploma.

When the diploma is received, the Registrar's Office will verify the diploma for accuracy, make photocopies for the student file, and place them in diploma covers for pick-up.

MASTER OF SCIENCE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

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

AREA I: Foundation Courses 18 cr.

PYIO594 Small Group Theory and Process	3 cr.
PYIO500 Research Methods	3 cr.
PYIO595 Advanced Research Methods	3 cr.
PYIO596 I/O Statistics with Laboratory	3 cr.
PYIO502 Attitude Theory	3 cr.
PYIO571 Foundations of I/O Psychology	3 cr.

AREA II. Core I/O Courses 18 cr.

PYIO674 Personnel Psychology	3 cr.
PYIO683 Psychological Assessment Techniques in the Organization	3 cr.
PYIO698 Organizational Psychology	3 cr.
PYIO600 Seminar I	3 cr.
Criterion Theory and Development Performance Appraisal and Feedback	
PYIO601 Seminar II	3 cr.
Current Topics in I/O	
PYIO689 Work Motivation	3 cr.

AREA III. Practicum 6 cr.

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

AREA IV. Electives (see below) 6 cr.**Total Core Credits 18 cr.****Possible Electives 6 cr.**

2 electives as approved by the I/O Program Coordinator

TOTAL DEGREE REQUIREMENTS (FOUNDATION AND CORE) 48 cr.**Area V. Additional Requirements**

Foreign Language Proficiency
Comprehensive Examination

Grades of "Incomplete" must be removed before beginning Practicum. Arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.

MS IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY SEQUENCE TABLE

BLOCK	RECOMMENDED NUMBER OF ACADEMIC CR.	ACADEMIC PREREQUISITES FOR PRACTICA	GROUP SUPERVISION (COURSE)	I/O PRACTICUM
1	9 Academic Credits	PYIO502 Attitude Theory PYIO571 Foundations of I/O Psych.* PYIO500 Research Methods		
2	9 Academic Credits	PYIO689 Work Motivation PYIO674 Personnel Psychology* PYIO596 I/O Statistics with Laboratory		
3	9 Academic Credits	PYIO683 Psychological Assessment Techniques in the Org.* PYIO600 Seminar I* PYIO595 Advanced Research Methods*		
4	9 Academic Credits 3 Practicum Credits 12 Total Credits	PYIO594 Small Group Theory & Process PYIO698 Org. Psychology PYIO601 Seminar II	PYIO631 Industrial/Organizational Psychology Practicum I (3 credits)	Site Placement (8 hrs/wk)
5	6 Academic Credits 3 Practicum Credits 9 Total Credits	**2 electives as approved Comprehensive Exam	PYIO632 Industrial/Organizational Psychology Practicum II (3 credits)	Site Placement (8 hrs/wk)
Total	42 Academic Credits 6 Practicum Credits <u>48 Credits</u>		90 Group Supervision Hours (Seminars) 240 Practicum Hours (Site) 330 Total Hours	

- Note: 1. *=Courses required for comprehensive exam.
2. All courses in blocks 1-3 must be completed before beginning practicum, and arrangements for placement must be made with the Practicum Coordinator at the beginning of the term prior to the desired start term.
3. Grades of "Incomplete" must be removed before beginning practicum.
4. ** Students must select 2 electives as approved by the I/O Coordinator.

MASTER OF SCIENCE IN I/O PSYCHOLOGY COURSE DESCRIPTIONS

PYIO571 FOUNDATIONS OF INDUSTRIAL/
ORGANIZATIONAL PSYCHOLOGY (3 cr.)

This course is an introduction to Industrial and Organizational Psychology. It provides an overview of the major findings and methods I/O psychologists use in understanding and solving problems in organizational settings.

PYIO674 PERSONNEL PSYCHOLOGY (3 cr.)

This course provides an overview of the theories, methods, and practices of personnel psychology with culturally diverse populations, including job analysis, recruitment, selection, performance appraisal, and training. Particular emphasis is given to legal issues.

PYIO683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES
IN THE ORGANIZATION (3 cr.)

This course presents an analysis of methods used in personnel decision-making with culturally diverse populations; in particular, the assessment methods used in organizations and the social and legal environment in which I/O psychologists must work.

PYIO594 SMALL GROUP THEORY AND PROCESS (3 cr.)

This course draws upon theory and research from social psychology, organizational psychology, sociology, and organization behavior in exploring the behavior of people from culturally diverse backgrounds in social groups. The course will provide a review of theories in leadership and power, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PYIO500 RESEARCH METHODS (3 cr.)

This course is a pre-requisite of PYIO596 I/O Statistics with Laboratory. This course provides the student with an overview of the fundamental concepts that are necessary to critically analyze research and begin their understanding of statistical methods and more advanced research methodology. Topics include: scientific method, independent and dependent variables, ethics in research, validity, reliability, measurement reliability, qualitative and quantitative methodologies, and cross sectional and longitudinal methodologies.

PYIO595 ADVANCED RESEARCH METHODS (3 cr.)

This course provides an overview of the methods, procedures, and techniques used in the conduct of empirical research on issues of interest in I/O psychology. Topics will include: the scientific method, problem statements and research questions, hypotheses, study designs, the nature and definition of constructs, the manipulation of variables, the concepts underlying and methods used for the assessment of the reliability and validity of measures, the use of various ethical standards that govern the conduct of all research involving human participants.

PYIO596 I/O STATISTICS WITH LABORATORY (3 cr.)

This is an applied laboratory course. This course is a prerequisite for PYIO 595 Advanced Research Methods. The student will become familiar with various statistical techniques. Topics include: measures of central tendency; measures of variability; sampling distributions; inferences about the differences between means, proportions, etc.; univariate analysis of variance; linear regression and correlation. The course includes an introduction to and use of the statistical software program, SPSS as well as Excel.

PYIO698 ORGANIZATIONAL PSYCHOLOGY (3 cr.)

This course provides an overview of topics in organizational psychology including: theories of organization; organizational behavior; stress and well-being at work; work motivation; and leadership. The focus is on both classical and contemporary theories of organizations and organization behavior.

PYIO600 SEMINAR I: CRITERION THEORY AND DEVELOPMENT/
PERFORMANCE APPRAISAL AND FEEDBACK (3 cr.)

This seminar has two foci: criterion theory and development and performance appraisal and feedback. This is a practical course in development of performance criteria and designing appraisal and feedback systems which meet organizational needs, while maintaining employee motivation.

PYIO601 SEMINAR II: CURRENT TOPICS IN I/O (3 cr.)

This is a survey course designed to allow the introduction of new topics reflecting any changes in current thinking or techniques in the field. Attention will be paid to implementation of principles within a multicultural context.

PYIO502 ATTITUDE THEORY (3 cr.)

This course provides an overview of the role of attitudes, opinions and beliefs in organizational settings with a culturally diverse population; and their importance in diagnosing organizational problems, with an emphasis on theory and research.

PYIO689 WORK MOTIVATION (3 cr.)

This course surveys theories and research in motivation and in particular, the central issues in motivation in a work environment with a culturally diverse population. Students are provided with an understanding of the general applications of motivational perspectives, for example, job design, goal setting, and incentive systems.

MASTER'S PRACTICUM DESCRIPTION

PYIO INDUSTRIAL/ORGANIZATIONALPSYCHOLOGY
PRACTICA (631, 632) (3 cr. each)

The practica in Industrial/Organizational Psychology provide students with the opportunity to integrate theoretical knowledge with the organizational realities that are confronted by the I/O practitioner, including practice in multicultural settings. Students develop practical skills through placements in identified organizations. Both field-based and classroom based supervision are components of practicum.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN I/O PROGRAM FACULTY

- Barroso, Diana B.A. 1990, Florida International University,
Psychology;
M.S. 1992, Nova Southeastern University,
Mental Health Counseling;
M.S. 2007, Carlos Albizu University, Teaching
English for Speakers of Other Languages.
Director of the Masters of Psychology
Programs.
RESEARCH INTERESTS: Psychotherapy outcomes;
cross-cultural and minorities' issues; trauma-based
disorders.
- DiDona, Toni B.S. 1987, University of Miami;
M.S.W. 1999; Florida International
University,
Ph.D. 1994, Florida International
University, Social Welfare
Associate Professor and Practicum Coordinator
RESEARCH INTERESTS: Assessment
centers, selection, legal issues, leadership,
teams / work groups
- Jones, Loretta B.A. 1981, University of Florida,
Psychology;
M.A. 1991, University of West Florida,
Industrial / Organizational
Psychology;
Ph.D. 1996, Florida International
University, Applied Psychology.
Adjunct Professor
RESEARCH INTERESTS: Valid selection
and training programs, organization
development.
- Kwak, Ann B.A. 1995, University of Virginia, Psychology;
M.A. 2003, Central Michigan University,
Industrial/Organizational Psychology;
Ph.D. 2006, Central Michigan University,
Industrial/Organizational Psychology.
Adjunct Professor
RESEARCH INTERESTS: Testing, assessment
centers, organizational justice, work-related stress

Master of Business Administration

GENERAL DESCRIPTION OF THE MASTER IN BUSINESS ADMINISTRATION DEGREE

The Master of Business Administration (M.B.A.) is an executive program that prepares students for middle and senior level management positions through advanced level course work. The Executive MBA degree program prepares culturally competent professionals who can succeed in today's challenging and competitive business environment.

The Executive Master of Business Administration degree program is primarily designed for working professionals, allowing them to earn their MBA degree without interrupting their careers. The degree program consists of 36 credit hours of course work delivered through a non-traditional fast track format. The Executive MBA degree program consists of three core clusters totaling 27 credit hours, plus one concentration cluster of nine credit hours. Students must choose an MBA concentration from among the following: Organizational Management, Entrepreneurship, and Non-Profit Management.

FAST-TRACK DELIVERY FORMAT

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

ADMISSION REQUIREMENTS

All Master of Business Administration Program candidates must satisfy the following minimal requirements:

1. File a completed application form accompanied by the appropriate fee with the office of Admissions prior to deadline dates.
2. Applicants to the MBA program must have obtained a bachelor's degree from an accredited institution of higher education. Students with bachelor's degrees in unrelated disciplines may be admitted into the MBA program subject to recommendation by the Faculty.

Students with Bachelor's degrees from non-U.S. institutions of higher education are required to submit their credentials for evaluation of U.S. equivalency by a recognized agency specialized in this activity.

3. The applicant will be considered academically eligible for admission if official undergraduate transcripts are presented with a cumulative grade point average of 3.0 or higher on a 4.0 scale.
4. Applicants must submit three letters of recommendation from supervisors, faculty or professional associates.

5. Applicants must submit a current resume or curriculum vitae outlining the applicant's professional experience and accomplishments, academic achievements, as well as any participation in community and civic organizations.
6. Submit a statement of purpose describing the applicant's professional goals and reasons for pursuing an MBA degree at Carlos Albizu University.

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's file is forwarded to the Business Administration Department and reviewed by a Faculty member. Upon review of the file, the Faculty member may request an interview prior to recommending admission into the MBA program. If the applicant is accepted into the MBA program, the Office of Admissions will issue a letter of admission. Admission into the MBA program is the sole province of the Faculty and is granted under the terms and conditions in effect on the admission date.

CONDITIONAL ADMISSION

If the applicant does not meet the minimum admission requirements for the MBA program, conditional admission may be recommended at the discretion of the Faculty on a case by case basis. Any pending admissions requirements and academic prerequisites must be fulfilled within the first academic session of enrollment into the MBA program. Conditionally admitted students must maintain a minimum g.p.a. of 3.0 on a 4.0 scale during the first academic session in order to gain full admission and remain in good academic standing in the MBA program.

TRANSFER OF CREDITS

Due to the curricular design and accelerated nature of the program, students are not allowed to transfer credits into the MBA program.

ACADEMIC PROBATION

MBA Program students must maintain a cumulative and session GPA of 3.0 or higher. Failure to maintain a session G.P.A. of 3.0 will result in academic probation. Failure to maintain a session or cumulative GPA of 3.0 or higher for two consecutive sessions will result in an academic dismissal, regardless of overall GPA.

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

1. The cumulative or session grade point average falls below 3.0. Grades accompanied by an "I" will not be taken into consideration for the G.P.A. of any session in which an "I" is obtained.
2. Three incompletes ("I") are received in one session.
3. Failure to successfully complete pre-requisite coursework within the first academic session of enrollment.

4. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines.

ACADEMIC DISMISSAL

Failure to maintain a cumulative G.P.A. of 3.0 for two consecutive sessions in which the student registers will result in academic dismissal of a student.

INSTITUTIONAL LEAVE

MBA students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of three (3) sessions of academic leave during their entire graduate course of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per each session of leave is required. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. It is the student's responsibility to assess any impact on financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog.

EXTENDED LEAVE

A student may be placed on extended leave for up to one year when the Program Director considers that there is a serious condition that interferes with the student's academic performance. It is the student's responsibility to assess any impact on financial aid status that may result as a consequence of taking an extended leave.

READMISSION

Students must request readmission into the MBA degree program when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll in the Program after expiration of an approved leave of absence.

Students admitted prior to the Summer 2008 academic session who have been dismissed from the MBA program for lack of registration may apply for readmission and transfer their successfully completed courses to satisfy the new degree requirements.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Readmission applications must be requested from and returned to the Admissions Office when completed. Once the reapplication package is completed, a member of the Faculty will review the record. Upon review, the Faculty member will notify the Office of Admissions whether the applicant is found suitable for readmission or not. The Office of Admissions will notify the applicant of the decision, and will issue a letter of admission if the applicant is accepted for readmission. 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 studies.

STUDENT EVALUATIONS

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

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

STUDENT ADVISEMENT

Upon admission to the Program, the student will be assigned a Faculty member who will serve as the student's advisor. The faculty advisor will be available to meet with the student before registering and periodically throughout the student's academic career, as determined by the student and/or advisor.

CHANGE OF PROGRAM/CONCENTRATION

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

Students in good standing admitted prior to the Summer 2008 academic session may request to change from the previous curriculum and transfer the credits from their successfully completed courses into the revised MBA curriculum as stated in the current edition of the catalog.

Change of Concentration is not automatic and will be considered on a case-by-case basis. A form requesting a Change of Concentration must be obtained from the Registrar's Office, completed, and signed by the program director. This form may only be used for changes in concentrations within a program.

TIME LIMITATION

Every candidate for the degree of Master of Business Administration must complete the degree within a period of two years from the date of initial enrollment into the MBA degree. A one-year extension may be obtained with approval of the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted for the completion of MBA degree requirements. Subsequent readmission into the program is granted under the terms and conditions of the Catalog in effect at the time of readmission.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

Academic years completed	1	2
Number of credits successfully completed	18	36

At the end of each academic year, the Miami Campus will certify the student's successful completion of the appropriate percentage or amount of work according to the above schedule.

GENERAL DEGREE REQUIREMENTS

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

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

Students admitted into the MBA program prior to the Summer 2008 academic session should refer to the previous edition of the catalog for a complete listing of the corresponding course requirements.

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

ACADEMIC PROCEDURES FOR REPEAT CLASSES

If a class has to be repeated for academic or any other reason the student has to meet with the assigned academic advisor to evaluate the possible consequences and available options. Repeat courses are subject to the Academic Forgiveness Policy stipulated in the General Section of the Catalog.

DUAL CONCENTRATION OPTION

Students in good standing may obtain a dual concentration within the Master of Business Administration (MBA) Program by completing an additional cluster (nine credits) of concentration courses. Students seeking a dual concentration must submit a written request and meet with their academic advisor in order to determine the degree and concentration requirements at the time of the request. All requests for the dual concentration option must be approved by the Program Director.

Master of Business Administration
Curriculum Requirements- All Concentrations

Cluster I

			SESSION	GRADE
MGMT516	Managing Multicultural Organizations	3		
GEBB515	Organizational Leadership	3		
MKMT521	Strategic Marketing	3		

Cluster II

ACCG521	Accounting for Managerial Decision Making	3		
MGMT615	Production and Operations Management	3		
ECON521	Economics of Organizational Architecture and Strategy	3		

Cluster III

Pre-requisites: Clusters I and II

MGMT649	Financial Management	3		
MGMT630	Managerial Ethics	3		
MGMT637	Strategic Management	3		

Cluster IV

Concentration Courses - Select one concentration of 9 credits

Pre-requisites: Clusters I and II

Organizational Management Concentration (9 credits)

GEBB517	Organizational Diagnosis and Change Management	3		
MGMT635	Beyond Quality Management and Continuous Improvement	3		
HRMT648	Building Competitive Advantage through HR Development	3		

Entrepreneurship Concentration (9 credits)

GEBB648	New Venture Creation	3		
FINA649	Entrepreneurial Finance	3		
MGMT618	Business Plan Development	3		

Non-Profit Management Concentration (9 credits)

BUSS648	Institutional Advancement	3		
MGMT650	Non-Profit Management and Governance	3		
FINA643	Public and Non-Profit Budgeting	3		

TOTAL DEGREE REQUIREMENT CREDITS	36
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TOTAL CREDITS COMPLETED TO DATE	
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Director/Faculty Signature

Date

COURSE DESCRIPTIONS FOR THE MASTER OF BUSINESS ADMINISTRATION

ACCG521 ACCOUNTING FOR MANAGERIAL DECISION-MAKING (3 cr.)

The module focuses on cost centers and profit centers. The following topics are addressed: cost accounting, cost-volume-profit analysis, budgeting and variance analysis, and relevant costs for decision-making. The module requires the adult learner to apply concepts covered in an earlier course or module in accounting. Therefore, it has been designed assuming the adult learner has taken such a course.

MGMT637 STRATEGIC MANAGEMENT (3 cr.)

In this module, adult learners examine strategic processes that influence the direction of an organization. Adult learners explore techniques for defining the mission and objectives of an enterprise, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders. Multicultural variables influencing strategic planning are incorporated into the strategy formulation, planning, and implementation processes. This module is considered a capstone course, as it incorporates the application of many of the business concepts learned throughout the curriculum as a basis for the development of a strategic analysis project.

BUSS647 INTEGRATIVE PROJECT (3 cr.)

This module is designed to advance the adult learner's abilities to plan, design, develop and implement a research project. The Research Project is a major research effort designed to enhance knowledge in an area related to one's work or community, improve writing and incorporate multicultural factors to assist in effective decision-making. The adult learner uses appropriate research techniques to analyze a work-related project in an area of mutual interest to the adult learner and his/her Project Advisor.

BUSS648 INSTITUTIONAL ADVANCEMENT (3 cr.)

Within this module, adult learners address issues and concepts related to the external relations functions of the nonprofit organization. Specifically, the module examines organizational positioning and effectiveness, leadership, communications, multicultural issues, institutional image, and elements of the fundraising program.

GEBB648 NEW VENTURE CREATION (3 cr.)

This module examines the process of entrepreneurship, including the generation of potential business opportunities, evaluation of venture potential, development of a new venture team and an entrepreneurial organization, startup, growth, and harvest strategies for entrepreneurial ventures, and marketing of new ventures.

MGMT630 MANAGERIAL ETHICS (3 cr.)

Using a business ethics foundation, this module explores ethical issues faced in the process of managing multicultural personnel and implementing organizational programs, including quality and continuous improvement efforts. It is assumed that most, but not all, adult learners have had an undergraduate ethics course of some sort. However, the module will start with a brief overview of ethical theory to reacquaint adult learners with basic ethical concepts and insure we are all using the same terminology.

BUSS516 BUSINESS RESEARCH METHODS (3 cr.)

This module offers an introduction to research methods in general, and management research methods in particular. First, an overview of research is given, with attention to various purposes and approaches. Next, the components of the research process are studied, including the research problem, review of literature, methodology, collection of data, analysis (including cultural biases), results of the data, and conclusions. Statistical software is introduced as a tool to analyze, interpret, and present data. Adult learners are provided with an opportunity to synthesize these concepts as consumers of research (by critiquing published research) and as producers of research (by beginning their Integrative Project.)

ECON521 ECONOMICS OF ORGANIZATIONAL ARCHITECTURE & STRATEGY (3 cr.)

This module is designed to expand the adult learner's understanding of how analysis can assist corporate managers in their goal of maximizing firm value (shareholder wealth). Management theory has long recognized the importance of a thorough assessment of both a firm's internal and external environment. However, a thorough application of the tools of economics can enrich this process, providing new insights and strategic options. Cases and problems are used to gain an understanding of these economic tools and their potential use for solving real-world problems.

FINA649 ENTREPRENEURIAL FINANCE (3 cr.)

Beginning with a review of basic finance, including discounted cash flow analysis and capital budgeting, this module examines financial projections for new ventures, sources of venture capital, debt capital, and external assistance; and structuring and negotiating entrepreneurial deals.

MGMT635 BEYOND QUALITY MANAGEMENT AND CONTINUOUS QUALITY IMPROVEMENT (3 cr.)

This module focuses on past, current, and emergency quality improvement theories, practices, techniques and skills, including an overview of organizational systematic processes and programs necessary to deliver quality results including the Baldrige Award and standards programs such as ISO 9000. The work of Deming and other current and past pioneers and programs are examined. The mechanics, structures, and dynamics of effective quality improvement teams are covered, as are issues relating to the effective implementation of quality-related programs.

MGMT649 FINANCIAL MANAGEMENT (3 cr.)

This module is designed to help managers to understand financial analysis and management so that they can work effectively with financial decision-makers in organizations. Topics covered include the cost of quality, cash flow analysis, capital budgeting, long-term financing, working capital management, financial analysis, financial planning, and cost analysis.

MGMT650 NONPROFIT MANAGEMENT AND GOVERNANCE (3 cr.)

Adult learners examine the legal requirements for establishing and operating nonprofit organizations and for securing tax-exempt status. Participants compare nonprofit management styles and learn methods for creating internal systems that set standards of accountability. This module also covers the roles and responsibilities of nonprofit personnel and volunteers, risk management, and the changing role of nonprofit organizations in American society.

MKMT521 STRATEGIC MARKETING (3 cr.)

This module provides managers with a broad overview of marketing principles for both for profit and nonprofit organizations, including an emphasis on customer/client satisfaction, multiculturalism, and advanced marketing strategies. Adult learners are given the opportunity to perform case analysis and develop a marketing plan.

GEBB515 ORGANIZATIONAL LEADERSHIP (3 cr.)

This module examines principle-centered leadership, the leadership role of vision/mission, articulation/communication, methods for effectively motivating and managing teams, and systems analysis tools that support quality performance and continuous improvement. Multicultural aspects are incorporated via case analysis.

GEBB517 ORGANIZATIONAL DIAGNOSIS AND CHANGE MANAGEMENT (3 cr.)

This module examines the structural and environmental forces that influence the management process within organizations. Adult learners learn how to identify an organization's type, relative readiness for change, and appropriate intervention and change strategies. Issues examined include power and resistance, multicultural issues, human motivation and behavior, intervention in systems, group dynamics, team building, and the creation of change-oriented cultures.

HRMT648 DEVELOPMENT BUILDING COMPETITIVE ADVANTAGE (3 cr.)
THROUGH HUMAN RESOURCE DEVELOPMENT

While most Human Resource Management (HRM) courses are designed for current or future HRM professionals, this module is presented from the general manager's perspective. Managers, whatever their department or function, work with people and are constantly faced with people issues. Accordingly, this module is a review of many of the most important people issues confronted in organizations. It will provide graduate learners with a knowledge base in fundamental HRM topics and an in-depth introduction to the most recent theories and practices of building competitive advantage through human resource development.

MGMT516 MANAGING MULTICULTURAL ORGANIZATIONS (3 cr.)

This module examines the legal, social, cultural and organizational aspects of managing today's culturally diverse enterprises. Adult learners learn how to analyze cultural differences and deal effectively with them, implement best practices for making diversity work in an organization, and promote a culturally inclusive workplace. The module will also provide graduate learners with a knowledge base of cross-cultural issues faced by firms when doing business across international borders.

MGMT615 PRODUCTION AND OPERATIONS MANAGEMENT (3 cr.)

In this era of outsourcing and globalization, issues such as operational productivity and design, capacity planning, inventory control and supply chain management are at the core of most manufacturing and service organizations. This module exposes adult learners to concepts and techniques for the design, planning, management and control of production and operational processes. The module covers analytical frameworks and quantitative models for decision making within a managerial context.

MGMT618 BUSINESS PLAN DEVELOPMENT (3 cr.)

This module focuses on the creation and development of a business plan for the purpose of either starting a new business venture or taking an existing one into new markets. The course explores a number of issues that entrepreneurs face while seeking to bring a new idea into the market, including opportunity analysis, business plan outline, new venture financing, pitching the idea and evaluating alternative deals.

FINA643 PUBLIC AND NON-PROFIT BUDGETING (3 cr.)

Graduate learners will gain a working knowledge of the budgeting and compliance requirements of non-profit organizations. This module provides an overview of fiscal responsibilities of public and non-profit agency executives. Issues such as the accounting process, procurement, budgeting, internal controls, audits, tax compliance, fund accounting and financial reporting are examined.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF BUSINESS ADMINISTRATION FACULTY

Adkins, Barry	B.S. 1983, Florida State University, Management; M.B.A. 1996, Nova Southeastern University, Administration; Ph.D. 2008, Lynn University, Corporate and Organizational Management. Adjunct Professor RESEARCH INTERESTS: Organizational management.
Bosque, Antonio	B.A. 1976, Rutgers University, Economics, Business Administration; M.B.A. 1986, Saint Thomas of Villanova University, Management, Business, Economics; Ed.D. 2008, Nova Southeastern University, Organizational Leadership. Adjunct Professor RESEARCH INTERESTS: Economics; organizational leadership; management.
Cruz, Raphael	B.S. University of New York, Corporate Fitness Management; M.B.A. , Nova Southeastern University, Business and Entrepreneurship; Adjunct Professor RESEARCH INTERESTS: Entrepreneurship; entrepreneurial financing.
Ederr, Richard	B.S. , University of Baltimore, Accounting; M.S. 2008, University of Phoenix, Accounting. Adjunct Professor RESEARCH INTERESTS: Entrepreneurial finance.
Gordon, Brett	B.S. 1991, University of Kansas, Biology; M.B.A., Nova Southeastern University, Marketing; Ph.D. 2002, Capella University, HR Management. Adjunct Professor RESEARCH INTERESTS: Organizational leadership; business operations.
Harrychand, Kalicharan	B.S. 1988, Nova Southeastern University, Business Administration, Finance; M.B.A. 1990, Nova Southeastern University, Human Resources Management; D.B.A. 2002, Argosy University, Marketing, Minor International Business. Adjunct Professor RESEARCH INTERESTS: Developing markets; marketing strategies; global business environment.

- Johnson, William S. B.S. 1973. Illinois State University
Communication
M.S. 1996. University of North Florida
Public Administration
A.B.D. 2007, Nova Southeastern University
Associate Professor
RESEARCH INTERESTS: Organizational management,
higher education leadership
- Lopez, Angel B.A. 1989, University of Miami, Business
Administration, Accounting;
M.S. 1990, Florida International University,
Accounting;
J.D. 2007, Nova Southeastern University.
Adjunct Professor
RESEARCH INTERESTS:
- Mena, Juan B.S. 1998, York University, Canada, Administration
Studies;
M.B.A. 2001, INCAE School of Business, Nicaragua,
Business Administration.
Adjunct Professor
RESEARCH INTERESTS: Forecasting issues in supply
chain management; forecasting of new products and
promotional lifts; supply chain strategy and inventory
management.
- Rivero, Orlando B.S. 1992, Florida Metropolitan University,
Business Administration;
M.P.A. 1998, Nova Southeastern University;
D.B.A. 2005, Argosy University, Major: Management.
Interim Director of the Business Program
RESEARCH INTERESTS: Local and state government;
organizational behavior; management; leadership;
organizational development.
- Sanchez, Ramon B.S., Barry University
Professional Administration
M.S., Barry University
Human Resource Development and Administration
Adjunct Professor
RESEARCH INTERESTS: Human resources,
work motivation, public administration
- Suarez, Denise B.B.A., Carlos Albizu University
Organizational Management
M.B.A., Carlos Albizu University
Organizational Management
Adjunct Professor
RESEARCH INTERESTS: Quality management,
strategic planning

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

Carlos Albizu University, Miami Campus offers a Doctor of Psychology (Psy.D.) degree in clinical psychology with concentrations in child psychology, clinical neuropsychology, forensic psychology, and general practice.

PROGRAM MISSION, PHILOSOPHY, AND TRAINING MODEL

MISSION

The mission of the Psy.D. program in Clinical Psychology at the Carlos Albizu University, Miami Campus is to train culturally competent clinical psychologists at the doctoral level of professional competence with special emphasis on the training of minorities, particularly Hispanics.

PHILOSOPHY OF TRAINING

The philosophy of training for the Psy.D. Program is based upon the value that the needs of a multicultural society are best served by a psychology profession that is both culturally competent and inclusive. In accordance with this value, the Program seeks to provide students with a rich exposure to culturally and individually diverse populations through its academic training and applied experiences. It also seeks to train students that have been underrepresented in the field.

TRAINING MODEL

The Psy.D. Program follows the practitioner-scholar model, as defined by the Vail Conference and further articulated in the Mission Bay Resolutions. The Psy.D. Program is designed to prepare students as clinical psychologists to provide comprehensive psychotherapeutic and psychodiagnostic services, to assume administrative and supervisory positions in mental health programs, and to provide professional psychological consultation. The Program trains students in the theories and concepts of cultural and individual diversity and in their application to the practice of professional psychology. It also trains students to be consumers of research and base their work on the foundation of scientific evidence and scholarly works.

TRAINING GOALS

1. Prepare students to become clinical psychologists who provide comprehensive psychodiagnostic and psychotherapeutic services in an ethical and competent manner.
2. Educate students in theories and concepts of cultural diversity and individual differences, and their application to the practice of professional psychology.
3. Prepare students to function as clinical supervisors, program administrators, and/or consultants.
4. Educate students to practice clinical psychology as informed by the theories, methods, and findings of scientific research and scholarly works.

PROGRAM OBJECTIVES

Upon successful completion of academic courses and clinical practica, students will be able to:

1. Demonstrate comprehensive clinical assessment skills.
2. Demonstrate comprehensive skills in clinical intervention.
3. Demonstrate a thorough knowledge of and ability to apply ethical principles to clinical practice.
4. Identify and understand issues related to cultural diversity and individual differences as they affect clinical competencies.
5. Demonstrate the ability as clinical psychologists to serve as clinical supervisors, administrators, and consultants in diverse settings.
6. Demonstrate the skills to be discerning consumers of scholarly works and research, including studies of empirically based treatment methodology.

CURRICULUM PLAN

The curriculum of the Psy.D. Program is derived from its mission, philosophy, training model, and goals as articulated above. The Psy.D. Program offers four concentrations: Child Psychology, Clinical neuropsychology, Forensic Psychology, and General Practice.

The **Child Psychology Concentration** is designed to train students in the assessment, diagnosis, and treatment of children and adolescents, as well as on how social problems impact this population.

The **Clinical Neuropsychology Concentration** is designed to train students in the assessment, management, and rehabilitation of brain-injured individuals as well as those diagnosed with degenerative brain disorders.

The **Forensic Psychology Concentration** is designed to train students to deliver psychological services (psychodiagnostic assessment, case law, legal standards, and expert testimony) within the judicial and correctional systems.

The **General Practice Concentration** is designed to train students in the assessment and treatment of mental and emotional disorders as well as practice management.

ACCREDITATION

The University is accredited by the Middle States Association of Colleges and Schools.

The Doctor of Psychology Program in Clinical Psychology is accredited by the American Psychological Association (APA).

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

ADMISSION

INFORMATION TO APPLICANTS ON THE EDUCATION/TRAINING OUTCOMES OF THE PSY.D. PROGRAM

Time to Completion of Psy.D. Program (2005-2012)

Years to Graduation

Mean	5.4
Median	5.33
Mode	5

Completion by Number of Years/Percentage of Graduates

Less than 5 years	27%
5 years	35%
6 years	21%
7 years	10%
More than 7 years	7%

Program Costs – Tuition for 2011-2012

Year 1	Tuition	Fees	Total
Semester 1	\$9,100	\$298	\$9,398
Semester 2	\$9,100	\$298	\$9,398
Semester 3	\$10,500	\$298	\$10,798

This table is based on the current tuition rate of \$700 per credit and global fees of \$298 per semester.

Financial Aid

Financial Aid is awarded on the basis of need and is offered primarily in the form of student loans. The Albizu Scholarship is available to students as well as independent scholarship opportunities. Federal work-study options are available as well.

Internships

Internship Placement Data (2005-2012)

Internship Application Year	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Number of applicants	44	48	25	18	19	32	22
Obtained APA Internships	10 (23%)	12 (25%)	10 (40%)	11 (61%)	12 (63%)	9 (28%)	6 (27%)
Obtained APPIC Internships	22 (50%)	34 (71%)	24 (96%)	15 (83%)	17 (89%)	24 (75%)	16 (23%)
Obtained Paid Internships	22 (50%)	34 (71%)	24 (96%)	15 (83%)	17 (89%)	21 (67%)	11 (50%)
Obtained Half-Time Internships	2 (4%)	2 (4%)	4 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Attrition

Year of Enrollment	# Enrolled	# Graduated w/Doctorate	% Graduated w/Doctorate	# Still currently enrolled	% Still currently enrolled	# No longer enrolled	% No longer enrolled 2000
2011-2012	50*	0	0%	45	90%	5	10%
2010-2011	62	0	0%	53	85.5%	9	14.5%
2009-2010	80	0	0%	63	78.8%	17	21.2%
2008-2009	49	0	0%	41	83.7%	8	16.3%
2007-2008	67	0	0%	46	68.7%	21	31.3%
2006-2007	68	5	7.4%	40	58.8%	23	33.8%
2005-2006	60	8	13.3%	26	43.3%	26	43.3%

*Fall and Spring admissions only

Licensure

After completing one year of post-doctoral work, our graduates meet the licensure requirement for all states.

A total of 277 students graduated between 2002-03 and 2009. The Program has identified the licensure status of 254 of these graduates and 186 of those graduates are licensed. According to the APA formula, this results on a licensure rate of 67%. The percent licensed from known graduates is 73% (186 of the 254 graduates whose licensure status is known).

ADMISSION REQUIREMENTS

1. Applicants must have an undergraduate or graduate grade point average (GPA) or equivalent of 3.25 or higher to be considered for admission.
2. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
3. Official transcripts from all undergraduate and graduate institutions attended. Applicants to the Psy.D. Program must have obtained at least a bachelor's degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education. Consideration will also be given to applicants enrolled in an institution of higher education outside the United States whose standards of training are substantially equivalent to the standards of training of those institutions in the United States.
4. Three letters of recommendation preferably from current or past professors.
5. A current resume/vitae.
6. A Statement of Purpose which should be a double spaced, typed, and one to two pages in length articulating career goals.
7. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section entitled International Students for a detailed description of this requirement.
8. Completion with a grade of "B" or better the following prerequisites either at the undergraduate or graduate level:
 - Abnormal Psychology
 - Statistics
 - Research Design

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's file is forwarded to the Program. The file is first reviewed by faculty who determine if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance. After an interview is granted, the applicant will be evaluated by the faculty to determine if s/he meets criteria for admission. If the applicant is approved for admission, a letter of acceptance is issued by the Office of Admissions. Upon notification of acceptance, the University requires confirmation of acceptance by receipt of a non-refundable deposit towards fees and tuition. Ultimately, Carlos Albizu University reserves the right to reject any applicant.

Upon admission to the Program, the student must provide the Office of Admissions with one recent 2X2 photograph before the end of the first academic session following matriculation.

The Psy. D. Program also requires fingerprint analysis and background screening prior to receiving clearance to interview, evaluate, and/or treat clients at the Goodman Psychological Services Center.

ENROLLMENT REQUIREMENTS

In order to maintain full-time status, students in the Psy.D. Program must be enrolled for a minimum of six (6) credits per academic session. Students enrolled in Doctoral Project or Internship only, who began the Program prior to the Fall 2004 academic session, may enroll in three (3) credits per academic session and will maintain full-time status. Students who began the Program in the Fall 2004 academic session or later and are enrolled in Doctoral Project and/or Internship must pay the corresponding fee as stated in the Schedule of Tuition and Fees section on page 243.

PSY.D.PROGRAM MODEL CURRICULAR SEQUENCE

Session	Number	Course Title	Credits
1	PRAC701	Prepracticum, Interviewing, and Clinic Orientation	1
	PSYD734	Psychopathology I	3
	PSYD701	Cognitive-Affective Bases of Behavior	3
	PSYD715	Theories of Personality	3
	PSYD705	Ethics, Laws and Professional Conduct	3
2	PRAC702	Practicum II	1
	PSYD718	Case Conceptualization	3
	PSYD716	Techniques of Psychotherapy I	3
	PSYD740	Life Span and Human Development	3
	PSYD735	Psychopathology II	3
3	PRAC703	Practicum III	3
	PSYD717	Techniques of Psychotherapy II	3
	PSYD700	Theories of Learning and Motivation	3
	PSYD719	Fundamentals of Statistical Reasoning	3
	PSYD732	Personality, Culture and Social Structure	3
4	PRAC704	Practicum IV	3
	PSYD840	Group Psychotherapy	3
	PSYD746	Cognitive and Behavioral Therapy	3
	PSYD788	Theories of Test and Test Construction	3
	PSYD789	Cross-Cultural Psychotherapy	3
5	PRAC705	Practicum V	3
	PSYD862	Marital, Couple, and Family Therapy	3
	PSYD703	Assessment of Intelligence	3
	PSYL703	Assessment of Intelligence: Lab	0
	PSYD709	Assessment of Personality: Objective Techniques	3
	PSYL709	Assessment of Personality: Objective Techniques:Lab	0
PSYD733	Compulsive and Addictive Behaviors	3	
6	PRAC706	Practicum VI	3
	PSYD810	Quantitative Methods	3
	PSYD704	Rorschach Technique	3
	PSYL704	Rorschach Technique: Lab	0
	PSYD721	Personality Assessment: Projective Techniques	3
	PSYL721	Personality Assessment: Projective Techniques:Lab	0
	PSYD708	Physiological Psychology	3
7	PRAC707	Practicum VII	3
	PSYD816	Program Design and Evaluation	3
	PSYD817	Advanced Case Conceptualization	3
	CONC	Concentration Course I	3
	PSYD749	Psychopharmacology	3
8	PRAC708	Practicum VIII	3
	PSYD712	History and Systems of Psychology	3
	CONC	Concentration Course II	3
	CONC	Concentration Course III	3
	PSYD818	Health Psychology	3
	PSYD880	Clinical Supervision and Professional Consultation	3

9	PRAC709	Practicum IX	3
	PSYD777	Social Psychology	3
	PSYD845	Industrial/Organizational Psychology	3
	CONC	Concentration Course IV	3
	CONC	Concentration Course V	3
10	PSYD900	Doctoral Project	0
	PSYD901	Doctoral Project Seminar I	0
	PSYD902	Doctoral Project Seminar II	0
	PSYD890	Internship	0
Total Number of Credits:			134

Upon the satisfactory completion of all 47 credits in sessions 1 – 4 with the exception of PRAC704, PSYD789, and PSYD840, students may apply for an en-route Master of Science in General Psychology by completing an application form at the Registrar's Office along with payment of a processing fee.

CONCENTRATIONS

All students enrolled in the Psy.D. Program are required to complete a concentration. A concentration consists of five courses and is offered in four different areas: child psychology, clinical neuropsychology, forensic psychology, and general practice.

The course content for each of the concentrations is as follows:

Child Psychology Concentration:

CPSY700	–	Child Psychology	(3 cr.)
CPSY701	–	Child Psychopathology	(3 cr.)
CPSY702	–	Child Psychotherapy	(3 cr.)
CPSY703	–	Child and Adolescent Assessment	(3 cr.)
CPSL703	–	Child and Adolescent Assessment: Lab	(0 cr.)
CPSY704	–	Children at Risk	(3 cr.)

Clinical Neuropsychology Concentration:

NEUR700	–	Functional Neuroanatomy	(3 cr.)
NEUR701	–	Fundamentals of Neuropsychology	(3 cr.)
NEUR702	–	Neuropsychological Assessment	(3 cr.)
NEUL702	–	Neuropsychological Assessment: Lab	(3 cr.)
NEUR703	–	Advanced Neuropsychology	(0 cr.)
NEUR704	–	Neuropsychological Rehabilitation and Treatment	(3 cr.)

Forensic Psychology Concentration:

FORE700	–	Behavioral Science and the Law	(3 cr.)
FORE701	–	Forensic Psychology I (Criminal Law)	(3 cr.)
FORE702	–	Forensic Psychology II (Family and Juvenile Law)	(3 cr.)
FORE703	–	Police and Correctional Psychology	(3 cr.)
FORE704	–	Forensic Assessment	(3 cr.)

General Practice Concentration:

FORE700 –	Behavioral Science and the Law	(3 cr.)
CPSY700 –	Child Psychology	(3 cr.)
NEUR701 –	Fundamentals of Neuropsychology	(3 cr.)
GRAL702 –	Human Sexuality and Sexual Dysfunctions	(3 cr.)
GRAL703 –	Clinical Psychology: Practice and Management	(3 cr.)

TRANSFER OF CREDITS POLICY

Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at Carlos Albizu University. Only courses completed at an accredited institution of higher learning and passed with a grade of “B” or better (3.00 on a 4.00 scale) will be accepted for transfer.

The maximum number of credits that a student in the Psy.D. Program may transfer from another institution is twelve (12). Students who leave the Program to pursue a degree in CAU’s Terminal Master of Psychology Program may transfer a maximum of 30 credits upon admission to the Program. The total number of credits that students will be eligible to transfer will vary according to their intended concentration or program. These are as follows:

Mental Health Counseling Major:

Psy.D. Course(s)	Credits	Master’s in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD740 Life Span and Human Development	3	PSYM510 Human Growth and Development	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD734 Psychopathology I PSYD735 Psychopathology II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM569 Advanced Abnormal Psychology	3
PSYD716 Techniques of Psychotherapy I PSYD717 Techniques of Psychotherapy II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM501 Counseling Theories and Practice	3
PSYD789 Cross-Cultural Psychotherapy	3	PSYM523 Cross Cultural Counseling	3
GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration)	3	PSYM563 Human Sexuality and Sexual Dysfunctions	3
PSYD862 Marital, Couple, and Family Therapy	3	PSYM658 Theories & Techniques in Marital Therapy	3
Psy.D. course	3	Elective (1) as approved by the Program Director	3
Psy.D. course	3	Elective (2) as approved by the Program Director	3

Total Number of Credits: 27

Note: If GRAL702 – Human Sexuality and Sexual Dysfunctions is taken, a total of 30 credits may be transferred.

School Counseling Major:

Psy.D. Course(s)	Credits	Master's in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD740 Life Span and Human Development	3	PSYM510 Human Growth and Development	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD734 Psychopathology I PSYD735 Psychopathology II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM569 Advanced Abnormal Psychology	3
PSYD716 Techniques of Psychotherapy I PSYD717 Techniques of Psychotherapy II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM501 Counseling Theories and Practice	3
PSYD789 Cross-Cultural Psychotherapy	3	PSYM523 Cross Cultural Counseling	3

Total Number of Credits: 18

Marriage and Family Therapy Major:

Psy.D. Course(s)	Credits	Master's in Psychology Equivalent	Credits
PSYD715 Theories of Personality	3	PSYM541 Theories of Personality	3
PSYD840 Group Psychotherapy	3	PSYM520 Group Counseling	3
PSYD734 Psychopathology I PSYD735 Psychopathology II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM569 Advanced Abnormal Psychology	3
PSYD716 Techniques of Psychotherapy I PSYD717 Techniques of Psychotherapy II (Both courses must be taken to obtain credit for transfer)	3 3	PSYM501 Counseling Theories and Practice	3
PSYD789 Cross-Cultural Psychotherapy	3	PSYM523 Cross Cultural Counseling	3
GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration)	3	PSYM563 Human Sexuality and Sexual Dysfunctions	3
PSYD862 Marital, Couple, and Family Therapy	3	PSYM658 Theories & Techniques in Marital Therapy	3

Total Number of Credits: 18

Note: If GRAL702 – Human Sexuality and Sexual Dysfunctions is taken, a total of 21 credits may be transferred.

Master in Industrial/Organizational Psychology:

Psy.D. Course	Credits	Master's in I/O Equivalent	Credits
PSYD845 Industrial/Organizational Psychology	3	PYIO571 Foundations of Industrial/Organizational Psychology	3
Psy.D. course	3	Elective (1) as approved by the I/O Coordinator	3
Psy.D. course	3	Elective (2) as approved by the I/O Coordinator	3

Total Number of Credits: 9

Students who graduate from CAU's Terminal Master of Psychology Program who plan to pursue a Psy.D. degree may transfer a maximum of 15 credits upon admission to the Psy.D. Program. The total number of credits that students will be eligible to transfer will vary according to their declared concentration. These are as follows:

Mental Health Counseling Major:

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM541 Theories of Personality	3	PSYD715 Theories of Personality	3
PSYM562 Family Therapy: Theory & Practice PSYM658 Theories & Techniques in Marital Therapy (Both courses must be taken to obtain credit for transfer)	3 3	PSYD862 Marital, Couple, and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Psychotherapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span and Human Development	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration Only)	3

Total Number of Credits: 12

Note: Students who plan to pursue the General Practice Concentration may also transfer PSYM563 – Human Sexuality and Sexual Dysfunctions for a total of 15 credits.

Marriage and Family Therapy Major:

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM541 Theories of Personality	3	PSYD715 Theories of Personality	3
PSYM562 Family Therapy: Theory & Practice PSYM658 Theories & Techniques in Marital Therapy (Both courses must be taken to obtain credit for transfer)	3 3	PSYD862 Marital, Couple, and Family Therapy	3
PSYM520 Group Counseling	3	PSYD840 Group Psychotherapy	3
PSYM563 Human Sexuality and Sexual Dysfunctions	3	GRAL702 Human Sexuality and Sexual Dysfunctions (General Practice Concentration Only)	3

Total Number of Credits: 9

Note: Students who plan to pursue the General Practice Concentration may also Transfer PSYM563 – Human Sexuality and Sexual Dysfunctions for a total of 12 credits.

School Counseling Major:

Master's in Psychology Course	Credits	Psy.D. Equivalent	Credits
PSYM541 Theories of Personality	3	PSYD715 Theories of Personality	3
PSYM520 Group Counseling	3	PSYD840 Group Psychotherapy	3
PSYM510 Human Growth and Development	3	PSYD740 Life Span and Human Development	3

Total Number of Credits: 9

Master of Science in Industrial/Organizational Psychology:

Master's in I/O Psychology Course	Credits	Psy.D. Equivalent	Credits
PYO571 Foundations of Industrial/Organizational Psychology	3	PSYD845 Industrial/Organizational Psychology	3
PSYM541 Theories of Personality (if taken as an elective)	3	PSYD715 Theories of Personality	3

Total Number of Credits: 3

Note: If PSYM541 – Theories of Personality is taken, a total of 6 credits may be transferred.

Any credits transferred beyond twelve (12) credits will be assessed at the Psy.D. level fee and the student will be required to pay the difference.

CROSS REGISTRATION

Upon approval of the Program Director, students may enroll in another accredited institution of higher learning. The courses taken at other institutions must be at the doctoral level and not be offered at the Miami Campus. A maximum of nine (9) credit hours can be obtained.

DUAL DEGREE OPTION

Students enrolled in the Psy.D. Program who are in good academic standing may enroll in another distinct graduate program upon completion of all Psy.D. Program requirements, with the exception of the doctoral project and internship. Students must remain enrolled in the doctoral project and/or internship until the completion of these program requirements while concurrently enrolled in a second distinct graduate degree program. Enrollment in a second degree program must be approved by both Program Directors. Any Psy.D. student, who receives a grade of “No Pass” in the doctoral project, internship, or both and is placed on probation, will not be allowed to continue enrollment in a second distinct degree program until the probationary period is lifted.

Psy.D. students who wish to pursue a second concentration within the Psy.D. Program may do so by completing the appropriate form and obtaining the approval of the Program Director. Students may begin taking courses in a second concentration following the sequence described in the Program curriculum and with the approval of their advisor.

Students who wish to pursue a third concentration within the Psy.D. Program must submit a written request to the Program Director whose decision will be binding and cannot be appealed.

CHANGE OF PROGRAM

1. A change of program will be considered on a case-by-case basis. A form requesting a change must be obtained, completed by the student, and signed by both Program Directors. The form may be used only to transfer from the Psy.D. Program to other graduate programs within the University. A non-refundable fee is required for this process.
2. Students enrolled in other graduate programs in the University who wish to seek admission to the Psy.D. Program must do so through the regular process of admission as delineated in the sections entitled "Admission Requirements" and "Admission Procedures."

STUDENT ADVISEMENT

Upon admission to the Program, students are assigned a core faculty member who will serve as their advisor. Students must meet with their advisor prior to registering, and periodically throughout their course of study.

STUDENT EVALUATIONS

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

Students who enrolled in the Program in the Fall 2004 academic session and thereafter will be allowed to obtain no more than two grades of "C" in both **clinical and non-clinical** courses while enrolled in the Psy.D. Program. Any student who obtains a third grade of "C" or lower will be dismissed from the Program regardless of whether or not they have repeated previous courses and have obtained a better grade.

Students who obtain a grade of "C" or lower in any graduate-level clinical course must repeat the course the next session it is offered. Failure to obtain a grade of "B" or better during the second attempt at passing the course will result in academic dismissal.

Students will be allowed to graduate with two (2) grades of "C" in graduate-level non-clinical courses.

ACADEMIC PROBATION

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

Students in the Psy.D. Program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session G.P.A. of a minimum of 3.0 will result in academic probation.

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

1. The cumulative or session G.P.A. falls below 3.0. Grades accompanied by an Incomplete (“I”) will not be taken into consideration for the G.P.A. at any session in which an “I” is obtained.
2. Two (2) grades of “C” or lower are received in clinical coursework in a single session.
3. Three Incompletes (“I”) are received in one session.
4. A No Pass (“NP”) in PSYD900 Doctoral Project is received for the session. Students enrolled in the first two sessions of PSYD900 should note that a No Pass (“NP”) in either seminar I (PSYD901) or II (PSYD902) will result in a No Pass (“NP”) for that academic session.
5. A grade of No Pass (“NP”) in clinical practicum. Students will not be given any credit for clinical hours on a practicum session in which a No Pass (“NP”) was awarded.

PRACTICUM PROBATION

Failure to successfully complete Clinical Practicum requirements will result in probation or dismissal. Probationary conditions must be satisfied during the subsequent session. Students will not be given any credit for clinical hours on a practicum session in which a No Pass (NP) was awarded. Receipt of one NP in Clinical Practicum will automatically result in clinical probation, and two NPs in the Clinical Practicum will result in dismissal from the Program.

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal from the Program:

1. Failure to maintain a cumulative GPA of 3.0 for two (2) consecutive sessions in which the student registers.
2. Failure to maintain a session GPA of 3.0 for two (2) consecutive sessions in which the student registers, regardless of overall GPA.
3. Failure to obtain a grade of “B: or better in a clinical course that is being repeated.
4. A third grade of “C: or below in any clinical or non-clinical course regardless of whether or not the other two courses obtained with a “C” or lower were repeated.
5. Two (2) No Pass (“NP”) grades in PSYD900 Doctoral Project.
6. Two (2) No Pass (“NP”) grades in Clinical Practicum.

RESIDENCY REQUIREMENT

Full time residency of a minimum of one year is required of all students (full time and part time) enrolled in the Doctor of Psychology Program.

INSTITUTIONAL LEAVE

Institutional leave is an administrative status which permits students to interrupt their program of studies. Institutional leaves are granted by the Program Director upon completion of the required form. Please refer to the academic calendar for information on due dates and applicable fees. Detailed instructions and forms for applying for an institutional leave are available at the Registrar's Office.

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. Students will be required to apply for readmission under the newest catalog requirements. Institutional leaves may affect financial aid status as well as their date for degree completion. Time spent on a duly authorized leave of absence will be excluded from the time period allowed for degree completion.

READMISSION POLICY

Students dismissed for academic reasons are not eligible to apply for readmission to the same program, but may apply for admission into another academic program.

Students are eligible to apply for readmission into their original program at the Miami Campus only when either of the following two circumstances occurs:

1. When students interrupt their program of studies without an authorized leave of absence
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.

READMISSION PROCEDURES

Readmission applications must be requested from and returned to the Office of Recruitment and Admissions. Upon completion, the record will be forwarded to the Program for review by members of the faculty. Readmission is the sole province of the Faculty and, when granted, falls under the terms and conditions of the Catalog in effect at the time of the readmission.

CONDITIONS FOR READMISSION

Core faculty will participate in the decision-making process:

1. Faculty will evaluate the applicant's previous academic record. The process is highly selective, and takes into account the applicant's academic and clinical performance, any disciplinary measures taken, reasons for failing to re-enroll or obtain a leave of absence, potential for eventual completion of the Program, etc;

2. If readmission is granted, the faculty will be prescriptive in addressing prior weaknesses;
3. Students will be readmitted under the rules, regulations, and amendments contained within the Catalog in effect at the time of readmission;
4. Students who are readmitted must retake courses and or Doctoral Examinations (written and oral) if taken more than five (5) years prior to the readmission date as specified by the Director of Clinical Training;
5. Credits previously accepted for transfer that were earned more than five (5) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded or are approved by the Director of Clinical Training;
6. The number of times that Doctoral Examinations (written and oral) 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.

GENERAL REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY (PSY.D.) DEGREE

Carlos Albizu University, Miami Campus has established the following requisites for the awarding of the Psy.D. 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.
3. Satisfactory completion of academic credits, and laboratory credits as applicable.
4. "Pass" grades on a total of 23 credit hours of clinical practicum. This includes pre-practicum and 1035 hours of direct clinical services for an equivalent of 870 clock hours.
5. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examination, as well as a "Pass" score on the Doctoral Comprehensive Oral Examination.
6. Completion of a doctoral project. This study must be in a clinical area of psychology. In keeping with the practitioner-scholar model of the Program, this endeavor may be based upon empirical research or other forms of scholarly investigation or discourse.
7. Completion of a 2,000-hour pre-doctoral internship in clinical psychology.
8. Six (6) credits or its equivalent in a language other than English.
9. Good standing in the Program, i.e., no disciplinary action pending, or academic or clinical probation.

10. Recommendation from the faculty for the degree of Doctor of Psychology. Students seeking a Psy.D. degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

DOCTORAL EXAMINATIONS

All students enrolled in the Psy.D. Program must pass the Doctoral Comprehensive Examination. This examination is designed to measure the students' breadth and scope of knowledge in the field of psychology. The student applies for admission to these examinations during the regular registration period as indicated in the Academic Calendar. The student may obtain a copy of the guidelines and content areas for this examination from the Doctoral Program Office.

The Doctoral Comprehensive Examination process consists of a written, two-hundred multiple choice question examination, and an oral examination that is administered after the written portion of the examination is satisfactorily completed.

In order to sit for the written examination, the student must have successfully completed all courses and practica in blocks 1-6 of the curriculum. 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. Students will be eligible to take the oral portion of the examination upon completion of block 9 of the curriculum and passage of the written portion of the examination. Failure to pass either the written or oral portion of the examination on a third attempt will result in dismissal from the Program.

INTERNSHIP

Psy.D. students in clinical psychology must fulfill an internship of 2,000 hours. All students must have the prior written approval of the Director of Clinical Training before accepting or beginning a pre-doctoral internship, even if the training site itself does not require such an authorization. The Director of Clinical Training will endorse the application of students who have not yet attempted the Doctoral Comprehensive Examinations, provided that the student will have at least two opportunities to pass the entire test before the internship is scheduled to begin. Further, those students who have more than one section of the examination to pass at the time when they would be required to submit their site rankings will not be approved to go forward with the ranking process. The University reserves the right to deny credit for any internship which was entered into without prior approval from the Director of Clinical Training. The internship must be completed on a full-time basis (40 hours/week) over one calendar year or on a part-time basis (20 hours/week) over a two-year period. The student must be enrolled in P. 690 – Internship, every academic session until completion of this training requirement. Students enrolled for internship are considered full-time students. Application for internship must be coordinated through the Coordinator of Field Placement. Students are required to complete all academic and clinical requirements for the Psy.D. Program and pass the written and oral portion of the Doctoral Comprehensive Examination prior to commencing the internship. The Program shall be allowed the right to maintain free and open communication with field clinical supervisors at internship sites for the purpose of monitoring and facilitating CAU student progress. Please refer to the Internship Manual for more detailed information.

DOCTORAL PROJECT

All candidates for the Psy.D. degree must complete a doctoral project demonstrating a doctoral level of professional and scholarly sophistication in a topic related to the field of clinical psychology. A doctoral project may consist of a program proposal, a critical review of the life and work of a prominent contributor to the field, a single case study, an empirical study, etc.

Please refer to the Doctoral Project Handbook for a detailed description of this project.

The Doctoral Project Committee consists of a project director who serves as the student's chief advisor and mentor, and at least one committee member. The Doctoral Project Committee advises the student and monitors his/her progress. At the Miami Campus, the Project Director and the Project Member are normally members of the core doctoral faculty. However, with the consent of the Coordinator of Doctoral Projects, either the Project Director or Project Member may be an adjunct faculty member of the Psy.D. Program or a professional from another institution. At least one of the Committee members must be a core Miami Campus Psy.D. Program faculty member.

The Doctoral Project process includes a written paper and an oral presentation. Upon completion of the literature review for the Project, and its approval by the Committee, the student and the Committee will hold a formal meeting. This meeting may be conducted in person, or via phone conference or teleconference, to establish a plan for the completion of the Doctoral Project. An oral presentation of the completed Project, which is considered a formal evaluation, will be given by the student on campus upon final approval of the Project Committee and is open to the public. Completion of at least the literature review process for the Doctoral Project should be completed before commencing internship. Additional requirements and guidelines for the Doctoral Project are listed in the Doctoral Project Handbook.

Students may begin the Doctoral Project upon the completion of the sixth training block. The student is required to enroll for a minimum of two academic sessions for the Doctoral Project and complete two (2) on-line seminars during the first two (2) sessions that she/he is enrolled in this endeavor. Students enrolled in PSYD900 –Doctoral Project are considered full-time students.

Students receive a grade of Pass or No-Pass for each session they are enrolled in the Doctoral Project. If a student receives two grades of No Pass in the Doctoral Project at any time while enrolled in this process, s/he is subject to automatic dismissal from the Psy.D. Program. Students enrolled in the Doctoral Project are considered to be full time students up to a maximum of six sessions of enrollment. After the sixth session, students who are only enrolled in this process will be ineligible for financial aid as full time students.

In order to complete the Doctoral Project process, five bound copies of the final written project (one for the Miami Campus' Albizu Library, one for the CAU/San Juan Campus, one for each committee member, and one for the students' personal library) and two digital master copies of the final written project (one for the Chair and one for the Miami Campus' Albizu Library) are required. In addition, the student must complete and have approved by his/her Doctoral Project Committee a summary of the Project for posting in the Psy.D. Program web site. The actual posting of the summary in the Psy.D. Program web site must have the approval of the Chancellor or his designee. If the student fails to submit the bound and signed Doctoral Project during the session in which the oral presentation took place, the student is considered active and must

pay the Doctoral Project fee for each session until the Doctoral Project process is completed.

CLINICAL PRACTICA

All Psy.D. students are required to complete their clinical practicum training at the Goodman Psychological Services Center and/or at an external agency designated by the Coordinator of Field Placement. Clinical practicum is a supervised experiential training designed to enhance the student's clinical skills. Students must register for P.530 - Clinical Practicum every academic session until the completion of the Clinical Practicum requirements. All clinical practicum students are required to undergo fingerprint analysis and background screening prior to receiving clearance to interview, treat and/or evaluate clients. Upon first enrollment in clinical practicum (Pre-Practicum) all students are to contact the Goodman Center staff to complete this process.

Supervision of clinical practice is provided by licensed psychologists. All practicum students must be supervised a minimum of one hour per week either at the Goodman Psychological Services Center and/or the designated external agency.

Students must complete a total of 1035 clock hours of clinical practicum training. All requests for outside placement should be addressed to the Coordinator of Field Placement who, in consultation with the faculty, will arrange for the placement at an external designated agency. All students enrolled in external practicum will be required to participate in a Case Consultation Seminar that will allow them to discuss their clinical work with other students in external placements. Each student will be expected to attend three two-hour seminars to satisfy one condition for passing the practicum. The Case Consultation Seminars are considered an enrichment experience for students doing external practicum, are not to be regarded as an independent course, and require no separate tuition or fees.

The Program shall be allowed the right to maintain free and open communication with field clinical supervisors at the practicum sites for the purpose of monitoring and facilitating CAU student progress.

A student will not be allowed to enroll in more than the pre-assigned practicum hours per session unless authorized by the Director of Clinical Training. A maximum of 4 credits of clinical practicum per session beginning in the sixth practicum session is allowed.

The Clinical Practicum sequence is as follows:

CLINICAL PRACTICUM SEQUENCE

1 st Session	1 Credit	PRAC701	Pre-Practicum	2 Hours
2 nd Session	1 Credit	PRAC702	Clinical Practicum II Clinical Supervision	2 Hours 1 Hour
3 rd Session	3 Credits	PRAC703	Clinical Practicum III Clinical Supervision	6 Hours 1 Hour
4 th Session	3 Credits	PRAC704	Clinical Practicum IV Clinical Supervision	6Hours 1 Hour

5 th Session	3 Credits	PRAC705	Clinical Practicum V Clinical Supervision	6 Hours 1 Hour
6 th Session	3 Credits	PRAC706	Clinical Practicum VI Clinical Supervision	6 Hours 1 Hour
7 th Session	3 Credits	PRAC707	Clinical Practicum VII Clinical Supervision	6 Hours 1 Hour
8 th Session	3 Credits	PRAC708	Clinical Practicum VIII Clinical Supervision	6 Hours 1 Hour
9 th Session	3 Credits	PRAC709	Clinical Practicum IX Clinical Supervision	6 Hours 1 Hour

TIME LIMITATION

Students enrolled in the Psy.D. Program must complete the degree within seven (7) years from the date of admission into the Program. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Academic years completed	1	2	3	4	5	6	7
Number of credits successfully completed	18	45	72	102	134	--	--
Doctoral Project						X	
Internship							X

GRADUATION REQUIREMENTS

The University awards degrees three times each year, at the end of the Spring session, at the end of the Summer session (celebrated during Commencement Day), and at the end of the Fall session. Students applying for graduation after the deadline of a given session will be awarded their degree the following academic session. 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. Students may request written verification at the Registrar's Office that all degree requirements have been met. Once the degrees are conferred, each diploma and transcript will reflect the last date of the session in which all degree requirements were completed.

The commencement ceremony is held once a year. In order to be eligible to participate in the commencement exercises a student must:

1. Apply for graduation at the Registrar's Office during the session in which they plan to complete all degree requirements 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 the posting of degrees on transcripts and issuing diplomas.
2. Students who complete requirements after the end of the Summer session will not be permitted to participate in the commencement ceremony. They will have to wait until the following year's ceremony.
3. Students must complete an application form for graduation and comply with the time-line stipulated by the Registrar's Office.

SCHEDULE OF TUITION AND FEES

Tuition:	\$700.00 (per credit)
Course	\$700.00 (per credit)
Clinical Practicum	\$700.00 (per credit)
Independent Study	\$700.00 (per credit)
Special Projects	\$700.00 (per credit)
Training-Related Fees:	
Laboratory	\$700.00 (per laboratory session)
Internship Application	\$25.00
Internship	\$2,100.00 (per academic session)
Doctoral Project	\$2,100.00 (per academic session)
Course Audit	\$700.00 (per course)
Doctoral Comprehensive Examination if Enrolled in Other Courses for the Session	\$50.00 (per application)
Doctoral Comprehensive Examination (only)	\$700.00 (per application)
Background Check	Cost
Other Student Fees:	
Global Fees	\$298 (per academic session)
Global Fees (For Interns, Students Auditing One Credit or Taking the Doctoral Comprehensive Examination	\$50 (per academic session)
Diploma and Graduation Fee	\$150
Add/Drop Fee	\$10.00
Late Registration Fee	\$150 (per event)
Reinstatement of Registration	\$25.00
Evaluation of Transfer of Credits from Outside Institutions	\$15.00 (per credit transferred)
Readmission Application Fee	\$50.00
Returned Check Fee	\$25.00 (per check)
Transcript Fee	\$5.00 (per transcript)
Transcript Fee (Next Day Service)	\$10.00 (per transcript)
Change of Incomplete Grade	\$25.00 (per grade)
Change of Program and/or Concentration	\$25.00 (per change)
Leave of Absence	\$150.00 (per leave)

Leave of Absence (Late Payment)	\$35.00 (additional fee per leave)
Inter Campus Transfer	\$200.00
Photo ID	Cost
Certifications	\$10.00 (per certification)
Replacement Diploma	\$25.00 (per replacement)
Deferment Fee	\$50.00 (per deferment)
Spanish Proficiency Examination	\$150.00
Late Payment (Short Term Loan)	\$100.00 (per violation)
Issuance of Duplicate Documents	\$0.10 (per page)
Seat Reservation	\$200.00
Application Fee	\$50.00
Microfilm Dissertation Fee	Cost

The above fees have been approved by the Board of Trustees of CAU and are subject to change without prior notice.

DOCTORAL COURSE DESCRIPTIONS

PSYD700 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

This course will cover contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neuropsychological areas will be discussed. Implications of studies in the field of learning and motivation for psychological interventions will be stressed. The impact of culture on conditioning experiences and reinforcement contingencies will be discussed.

PSYD701 COGNITIVE-AFFECTIVE BASES OF BEHAVIOR (3 cr.)

This course will examine the cognitive and affective processes that influence human behavior and how abnormalities in these processes can lead to psychopathology. Particular emphasis is placed on the connection between cognition and emotion and how these two areas of human functioning influence one another. Selected key topics will include the influence of emotion on memory formation, attention, judgment, decision making, information processing, and the self-regulation of behavior. We will also discuss how cognitive factors such as memory and cognitive bias modulate the experience of emotion and influence behavior. The interface of cognition and affect will be examined in relation to normal and abnormal human behavior and clinical disorders

PSYD702 INTRODUCTION TO CLINICAL PSYCHOLOGY (3 cr.)

Introduction to the breadth and scope of the field of clinical psychology. Emphasis will be placed in discussing the history and evolution and the current status of the field of clinical psychology. Specialized areas within the field (e.g., child psychology, clinical neuropsychology, community psychology, forensic psychology, health psychology) will be discussed. The application of clinical psychology to diverse populations will also be considered. Future areas of development in the field of clinical psychology will also be discussed.

PSYD703 ASSESSMENT OF INTELLIGENCE (3 cr.)

Prerequisites: PSYD719 or PSYD788

Clinical course

Laboratory course

The course will cover the principal cognitive theories and their application to measurement of intelligence. The student will be expected to develop skills in the administration, interpretation, and communication of findings of the Wechsler Scales and other major cognitive tests. Diversity factors influencing psychological assessment and the utilization of these instruments with these populations will be emphasized.

PSYD704 RORSCHACH TECHNIQUE (3 cr.)

Prerequisites: PSYD715, PSYD734

Clinical course

Laboratory course

The administration and clinical interpretation of the Rorschach using the Exner scoring system. A critical discussion of the utility of psychodiagnosis in clinical practice, including reference to cross-cultural research and its application to diverse populations will be considered.

PSYD705 ETHICS, LAWS, AND PROFESSIONAL CONDUCT (3 cr.)

Clinical Course

Topics related to ethical issues, laws, and professional conduct in the practice of psychology will be considered. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of professional standards, confidentiality, and standards for human research, are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements will be reviewed.

PSYD708 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

Introduction to the physiological basis of behavior. This course will cover structure and function of cells and cellular communication, sensory systems, control of movement, sleep, psychiatric disorders, learning and memory, and human communication.

PSYD709 ASSESSMENT OF PERSONALITY: OBJECTIVE TECHNIQUES (3 cr.)

Prerequisites: PSYD788, PSYD734, PSYD715.

Clinical course

Laboratory course

This course will cover the administration, interpretation, and reporting of findings of the MMPI-2, MMPI-A, MCMI III, and 16 PF. The student will learn the use and applicability of objective tests in clinical and non-clinical settings. Emphasis will also be placed on the use of these tests with diverse populations.

PSYD712 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

This course will offer a comprehensive review of the systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

PSYD715 THEORIES OF PERSONALITY (3 cr.)

Clinical course

This course will consider both classic and modern theories of personality. The student will review readings of the original writings of the major personality theorists. The empirical foundations related to the major personality theories will be discussed. The role of cultural influences on personality development and expression will also be discussed.

PSYD721 PERSONALITY ASSESSMENT: PROJECTIVE TECHNIQUES (3 cr.)
 Prerequisites: PSYD715, PSYD734
 Clinical course
 Laboratory course

This course covers the administration and interpretation of projective techniques and tests commonly utilized in current clinical practice, including projective drawings (House-Tree-Person, Kinetic Family Drawing), Thematic Apperception Test (TAT), Roberts Apperception Test, and the Bender Visual-Motor Gestalt Test as a projective tool. A critical review of the theoretical foundations of these techniques/tests and their utility in clinical practice, including reference to their applicability and effectiveness with diverse populations will be considered.

PRAC701 PRE-PRACTICUM, INTERVIEWING, AND CLINIC ORIENTATION (1 cr.)

This seminar will cover interviewing techniques, including structured and unstructured interviews, will allow for the students to engage in a process of self-exploration with their peers as to their choice of psychology as a career, and will provide an orientation to the Clinic.

PRAC CLINICAL PRACTICUM PRACTICUMS II-IX PRAC702 Practicum II – 1 cr.
 PRAC702-PRAC709 Practicum III - IX – (3 cr. each)

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings, including several sessions with clients from culturally and individually diverse populations.

PSYD732 PERSONALITY, CULTURE, AND SOCIAL STRUCTURE (3 cr.)
 Clinical course

This course studies the foundations and ramifications of cultural and individual differences. The literature, research methodology, and psychological aspects of human behavior within a cultural context will be considered. Emphasis will be placed on preparing students for working with diverse populations in psychotherapy.

PSYD733 COMPULSIVE AND ADDICTIVE BEHAVIOR (3 cr.)
 Clinical Course

An overview of behaviors that are repetitive and self-damaging. Such behaviors would include the abuse of psychoactive substances, such as alcohol and drugs, as well as habits such as uncontrolled, problematic smoking, gambling or sexual behavior. Biological factors underlying these behaviors will be examined. The critical role that culture plays in the choice, formation, or prevention of these behaviors will be emphasized. The major forms of treatment in current use and emerging developments in addiction research will also be discussed.

PSYD734 PSYCHOPATHOLOGY I (3 cr.)
Clinical course

This course is an introduction to theories of psychopathology and their application to clinical conditions. Diversity issues and their implications for intervention will be discussed. The course will focus on the study of the method of classifying behavioral disorders according to the multi-axial system of the prevailing Diagnostic and Statistical Manual of Mental Disorders (DSM).

PSYD735 PSYCHOPATHOLOGY II (3 cr.)
Clinical Course

This course will study personality disorders and their classification according to the multi-axial system of the prevailing Diagnostic and Statistical Manual of Mental Disorders. The biological foundations of psychopathological disorders will be addressed. Advanced issues in psycho-diagnostics will be reviewed, including co-morbid conditions.

PSYD740 LIFE-SPAN AND HUMAN DEVELOPMENT (3 cr.)

A review of theory and research of human development across the life span. Focus on psychosocial, cognitive, moral and intellectual development. The identification of factors in developmental disorders, and cross-cultural and individual differences in life context and worldview will be critically reviewed.

PSYD746 COGNITIVE AND BEHAVIORAL THERAPY (3 cr.)
Prerequisite: PSYD700
Clinical course

Review of the basic principles of behavior modification and behavior therapy, with emphasis on theoretical and practical applications. Neobehavioristic S-R, applied behavioral analysis, social learning theory, and cognitive-behavior therapy will be discussed within the context of their applications to normal and abnormal behavior within a cultural framework. Empirically supported interventions will be emphasized.

PSYD749 PSYCHOPHARMACOLOGY (3 cr.)
Prerequisites: PSYD708, PSYD734, PSYD735
Clinical course

This course will cover the pharmacological treatment of the major psychological disturbances. The scientific bases for this treatment modality as well as the rationale for treatment strategies will be reviewed and discussed. Attitudes and compliance with this treatment modality among diverse populations will be considered.

PSYD777 SOCIAL PSYCHOLOGY (3 cr.)

This course addresses the impact of the real or imagined pressure of others on individuals, their cultures, their attitudes, behaviors, and perceptions. Issues of cultural forces and factors in these areas will be considered. A review of theory and research, social cognition, attitude structure and change, and interpersonal and group processes will be conducted.

PSYD788 THEORIES OF TESTS AND TEST CONSTRUCTION (3 cr.)
Prerequisite: PSYD719

Review of the major principles of test construction in the area of psychological measurement. Methods for determining validity and reliability will be examined. The content will include 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. The construction and validation of psychological tests from both classical and modern perspectives will also be covered. Statistical methodology will be included. The impact of standardized tests on minority populations will be considered.

PSYD789 CROSS - CULTURAL PSYCHOTHERAPY (3 cr.)
Clinical Course

This course will examine the various theoretical and practical therapeutic approaches and identify techniques that are culturally sensitive to the major ethnic groups in the United States, including Hispanics, African Americans, Asians, and American Indians. A critical review of the relevant research in the area will be conducted.

PSYD817 ADVANCED CASE CONCEPTUALIZATION (3 cr.)
Prerequisites: PSYD718, PSYD734, PSYD735, PSYD703,
PSYD709, PSYD704, PSYD721
Clinical course

This course is designed to refine three interrelated skills required of clinical psychologists: (1) the ability to design a battery of evaluative procedures (interviewing, testing, informant data collection, etc), appropriate to address the referral questions, (2) the interpretation of the data and its integration into a coherent conceptualization of the relevant characteristics of the client, and (3) the crafting of the conceptualization and recommendations into a written report which is clear, precise, and maximally useful. Samples of full battery reports will be collectively analyzed. Individually, students will design, administer, interpret, integrate, and write up at least two full battery assessments to be presented in class. Emphasis will be placed on the need to base assessments on the best possible data as provided by the most modern, culturally appropriate, and scientifically validated instruments and procedures. Students will be expected to defend choices of assessment procedures through reference to empirical studies.

PSYD818 HEALTH PSYCHOLOGY (3 cr.)

Review of the various manifestations of the mind-body relationship. The range of conditions considered to be psychogenic or the product of a habit disorder (e.g., smoking), the psychological consequences of various diseases and conditions, and organic conditions, especially brain injury, that are manifested predictably in part through psychological changes will be covered. The role of psychological states and structures in relation to prognosis, treatment, and recovery will also be addressed. Special attention will be paid to cultural variables, such as stigma attached to certain diseases that may affect the psychological correlates or consequences of illness.

GRAL702 HUMAN SEXUALITY AND SEXUAL DYSFUNCTIONS (3 cr.)

The anatomy and physiology of sex and psychosexual development from infancy through old age will be reviewed. The biological and psychological determinants of psychosexual dysfunction will be covered with an emphasis in the assessment and treatment of sexual disorders. Topics such as the cultural and individual variations in sexual beliefs, practices, homosexuality, heterosexuality, bisexuality, trans-sexuality, AIDS, and other sexually transmitted diseases will be discussed.

GRAL703 CLINICAL PSYCHOLOGY PRACTICE AND MANAGEMENT (3 cr.)

The fundamentals of psychological practice management in private, public and managed care settings will be reviewed. Emphasis will be placed upon accounting, budgeting, financial, staffing, and management practices in light of statutory regulations, state law, and marketplace trends. Cultural factors will be considered in relation to their role in designing, locating, and managing a private practice.

PSYD840 GROUP PSYCHOTHERAPY (3 cr.)

Prerequisite: PSYD715
Clinical course

Discussion of the essential theories of group dynamics and review of the relevant literature. The various types of groups such as closed and open-ended groups, family groups, and special purpose groups as well as the various techniques that may be employed in group psychotherapy will be explored. Diversity factors that may play a part in determining the acceptability and effectiveness of this treatment approach and its implications for treatment planning will be discussed. Experiential exercises will be conducted.

PSYD845 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 cr.)

This course surveys current theory and research regarding human behavior in industrial and organizational settings. Key psychological principles as applied to business and organizational settings will be emphasized. Topics that will be addressed includes personnel selection and placement, training and development, job performance and satisfaction, leadership, types of work environments, and cultural and individual differences in the work setting.

PSYD862 COUPLE, MARITAL, AND FAMILY THERAPY (3 cr.)

The paradigm of intervention with family social systems will be examined, using general systems theory. Specific philosophies and models of treatment will also be studied and compared. Family social systems will be considered within the context of culture. The course will also offer an introduction to the actual intervention methodologies employed by the specific treatment models.

PSYD890 CLINICAL INTERNSHIP

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to predoctoral psychology students. Interns are expected to complete a one calendar year full-time internship. In exceptional cases two years of half-time internship may be approved. Completion of the internship requires a minimum of two thousand (2,000) hours of supervised clinical experience.

PSYD900 DOCTORAL PROJECT

This process entails the preparation and completion of a study or project in the field of clinical psychology under the supervision of a faculty committee. A minimum of two academic sessions of enrollment is required. During the first two sessions, students must complete P.901 S- On-line Seminar in conjunction with P.901.

NEUR700 FUNCTIONAL NEUROANATOMY (3 cr.)
Prerequisite: PSYD708

An in-depth review of the anatomical structures and the physiological substrata of neuropsychological functioning. Central nervous system activity will be emphasized.

NEUR701 FUNDAMENTALS OF NEUROPSYCHOLOGY (3 cr.)
Prerequisite: PSYD708, NEUR700

This course will cover central nervous system disorders and their behavioral manifestations. It will focus on cerebral organization, cerebral asymmetry and language function, and assessment of language disorders. Problems associated with the assessment of minority populations will also be reviewed.

NEUR703 ADVANCED NEUROPSYCHOLOGY (3 cr.)
Prerequisites: PSYD708, NEUR700, NEUR701

This comprehensive course will cover behavioral and neuropsychological manifestations of neurological disorders. It will focus on vascular diseases, dementias, language disorders, movement disorders, and frontal lobe disorders. Cross-cultural issues in neuropsychology will be addressed.

NEUR702 NEUROPSYCHOLOGICAL ASSESSMENT (3 cr.)
Prerequisites: PSYD708, NEUR700, NEUR701, NEUR703
Clinical course
Laboratory course

This course will review the administration and scoring of neuropsychological instruments and will focus on the integration, summary, and interpretation of neuropsychological test results. Additionally, report writing skills will be developed. The use of these instruments with minority populations and the lack of available instruments standardized with these populations will be discussed.

NEUR704 NEUROPSYCHOLOGICAL REHABILITATION & TREATMENT (3 cr.)
 Prerequisites: PSYD708, NEUR700, NEUR701
 Clinical course

Introduction of the philosophy and rationale of neuropsychological rehabilitation and treatment of a variety of brain disorders. Training in development and application of cognitive rehabilitation programs for various types of patients. Cultural factors and biases in the care and treatment of neuropsychological conditions will be reviewed.

FORE700 BEHAVIORAL SCIENCE AND THE LAW (3 cr.)

This course will focus on the general issues as they relate to the interface of behavioral sciences and the law. The course will focus on the uses of behavioral sciences in the legal context, with attention to the usefulness of applied psychology research. The law will also be examined in relationship to social science research concerning cross-cultural issues.

FORE701 FORENSIC PSYCHOLOGY I (CRIMINAL LAW) (3 cr.)
 Prerequisite: FORE700

This course will focus on the interaction between psychology and criminal law. Emphasis will be placed on the issues of dangerousness and competence. A critical review of the pertinent literature with attention to criminal law and legal ethical issues in evaluation, treatment, and research will be conducted. Issues related to minorities in the legal system will be addressed.

FORE702 FORENSIC PSYCHOLOGY II (3 cr.)
 Prerequisite: FORE700

This course will cover principles and concepts related to juvenile and family law and the scientific study of human behavior. Specific emphasis will be placed on child abuse, domestic violence, and the legal-ethical issues involved in evaluation and treatment.

FORE703 POLICE AND CORRECTIONAL PSYCHOLOGY (3 cr.)
 Prerequisite: FORE700

This course will analyze the principal problems related to correctional and police psychology. Critical discussions of topics such as theories that explain rehabilitation of criminals, risk assessment and recidivism, as well as the overrepresentation of minorities in prison will be conducted. The roles of the psychologist within the police setting, e.g., police screening, hostage negotiations, and treatment issues with police officers, will be explored.

FORE704 FORENSIC PSYCHOLOGICAL ASSESSMENT (3 cr.)
 Clinical Course

This course will cover the unique relationship between forensic psychology and assessment. The basic areas of forensic assessment, including specific procedures to be followed and tools to be utilized, the ethical and legal guidelines associated with conducting the assessment, and the use of assessment in the forensic setting with diverse populations will be reviewed.

CPSY700 CHILD PSYCHOLOGY (3 cr.)
Prerequisite: PSYD740

This course will distinguish between normal and abnormal development in children and adolescents and will be useful in the application of developmental knowledge in assessment and treatment of children and adolescents. Heredity, environment, and culture in relation to the development of children will be discussed.

CPSY701 CHILD PSYCHOPATHOLOGY (3 cr.)
Prerequisites: PSYD740, CPSY700
Clinical course

A thorough review of childhood psychopathology, with an emphasis on the most current research in the area of etiology identification. The course will cover scientifically-grounded theoretical and conceptual models of psychopathology. Epidemiological factors such as prevalence rates, gender distribution, and ethnic, cultural, and co-morbidity associated with each disorder will also be covered. Each disorder will be examined in terms of related behaviors, symptoms, and/or cognitive and emotional deficits.

CPSY702 CHILD PSYCHOTHERAPY (3 cr.)
Prerequisites: PSYD740, CPSY700
Clinical course

An overview of psychosocial treatments for child and adolescent disorders, including empirically supported strategies and other therapeutic techniques that have been used successfully with children will be covered. Psychotherapeutic treatments for culturally diverse children and adolescents will also be examined, taking into account the psychological needs of children at different developmental levels.

CPSY703 CHILD AND ADOLESCENT ASSESSMENT (4 cr.)
Prerequisites: PSYD740, CPSY700
Clinical course
Laboratory course

This course will cover the developmental and psychological characteristics of children and adolescents using a comprehensive framework that examines child and adolescent psychological functioning. Students will learn to administer and interpret, and integrate various procedures and tools to assess child psychological functioning. These will include screening, testing, observation and interviewing strategies to derive diagnoses, plan interventions, monitor progress, or evaluate outcomes. Special emphasis on the assessment of children and adolescents of diverse backgrounds will be addressed.

CPSY704 CHILDREN AT RISK (3 cr.)
Prerequisites: PSYD740, CPSY700

This course will review problems that affect children and adolescents in the areas of discrimination, health problems, poverty, abuse and neglect, domestic violence, and social rejection. These problems will be discussed within the context of primary and secondary intervention.

PSYD8610 QUANTITATIVE METHODS IN PSYCHOLOGY (3 cr.)
Prerequisite: PSYD719

Inferential and non-parametric statistics will be discussed. Emphasis is given to statistical decision-making, research design, interpretation and analysis of test results as well as the fundamentals of analysis of variance, multiple correlation and regression models.

PSYD816 PROGRAM DESIGN AND EVALUATION (3 cr.)

This course covers the tasks involved in designing and evaluating a program. The relationship between community and mental health services and the importance of the administrative process in the field will be discussed. Emphasis will be placed on the need for developing specific programs and procedures for the under-served minority population. Research strategies and methods used in evaluating the effectiveness of human services programs and other organizations will be discussed.

PSYD880 SEMINAR ON CLINICAL SUPERVISION AND PROFESSIONAL CONSULTATION (3 cr.)

The theory and practice of the supervision of psychotherapy and mental health consultation will be discussed. Methods to improve the supervisory process will be considered. Various forms of mental health consultation, including case-centered and program consultation.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS**DOCTORAL PROGRAM FACULTY**

- Alonso, Evangelina
 A.S. 1992, Miami Dade College, Psychology;
 B.S. 1994, Miami Institute of Psychology,
 Psychology;
 Psy.D. 1999, Carlos Albizu University,
 Clinical Psychology.
 Director of the Goodman Psychological
 Services Center,
 RESEARCH INTERESTS: Multicultural psychology;
 physiological psychology; neuropsychology;
 forensic psychology; child and adolescent
 psychology.
- Alonso-Mahoney, Maria
 B.A. 1987, Florida International University,
 Psychology;
 M.S. 1995, Caribbean Center for Advanced
 Studies, Miami Institute of Psychology,
 General Psychology;
 Psy.D. 1999, Caribbean Center for Advanced
 Studies, Miami Institute of Psychology,
 Clinical Psychology.
 Chief Psychologist
 RESEARCH INTERESTS: Psychological
 assessment; testing; learning disorders.
- Alvarez-Jimenez, Anabel
 B.A. 2000, Florida International University,
 Psychology;
 M.A. 2001, Georgia State University,
 Clinical Psychology;
 Ph.D. 2008, Georgia State University,
 Clinical Psychology.
 Assistant Professor
 RESEARCH INTERESTS: Positive and negative
 implications of filial responsibility;
 multiculturalism; resiliency.
- Behbahani, Samantha
 B.A. 2002, American University, Psychology;
 M.S. 2005, Nova Southeastern University,
 Clinical Psychology;
 Psy.D. 2008, Nova Southeastern University,
 Clinical Psychology.
 Assistant Professor
 RESEARCH INTERESTS: Psychodynamic
 implications of medical illness; health
 psychology; organ transplant; neuropsychological
 implications of cardiac and renal disease;
 psychopharmacology.

- Blanco, Susana
 B.A. 1995, Towson State University, Psychology;
 M.S.Ed. 2003, University of Miami, Marriage
 and Family Therapy;
 Ph.D. 2010, University at Albany/SUNY,
 Counseling Psychology.
 Assistant Professor
 RESEARCH INTERESTS: Family violence; social
 justice in mental health counseling; supervision.
- Bravo, Irene M.
 B.A. 1990, Florida International University,
 Psychology;
 M.S. 1994, Florida International University,
 Psychology;
 Ph.D. 1998, Florida International University,
 Developmental and Clinical Psychology
 Professor
 RESEARCH INTERESTS: Anxiety and depression,
 family dynamics, anxiety disorders in childhood,
 anxiety sensitivity in the elderly and
 hypochondriasis in the elderly, loss and
 depression in the elderly.
- Buigas, Rodolfo
 M.A. 1993, University of Tulsa, Clinical Psychology;
 Ph.D. 1995, University of Tulsa, Clinical
 Psychology;
 M.S. 2006, Nova Southeastern University, Clinical
 Psychopharmacology.
 Adjunct Professor
 RESEARCH INTERESTS: Forensic psychology;
 neuropsychology.
- Calderon, Eileen
 B.S. 1995, University of Havana, Psychology;
 M.S. 2000, Carlos Albizu University, General
 Psychology;
 Psy.D. 2003, Carlos Albizu University, Clinical
 Psychology
 Clinical Supervisor
 RESEARCH INTERESTS: Health Psychology;
 learning disabilities assessment;
 neuropsychological assessment.
- Cunliffe, Edward
 B.A. 1991, University of Victoria, Child and
 Youth Care;
 Ph.D. 1995, University of Tulsa, Clinical
 Psychology;
 M.S. 2007, Pacific Graduate School of Psychology,
 Clinical Psychology;
 Ph.D. 2002, Pacific Graduate School of Psychology,
 Clinical Psychology.
 Assistant Professor
 RESEARCH INTERESTS: Malingering, Rorschach;
 forensic assessment; forensic psychology;
 psychopathology.

- Diaz-Machado, Carmen
 B.S. 1978, University of Havana, Physics;
 M.S. 1978, University of Havana, Solid State
 Physics;
 M.S. 1985, Caribbean Center for Advanced
 Studies, Psychology;
 Ph.D. 1987, Caribbean Center for Advanced
 Studies, Clinical Psychology
 Adjunct Professor
 RESEARCH INTERESTS: Neuropsychology;
 social psychology.
- Fernandez, Elias
 B.A. 1990, Rutgers University College,
 Psychology;
 M.A. 1993, Alliant International University,
 Clinical Psychology;
 Ph.D. 1997, Alliant International University,
 Clinical Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Psychopharmacology;
 psychiatric disability; neuropsychological
 disorders; psychotic and affective disorders.
- García, Manny
 A.A. 1985, Miami-Dade Community
 College, Psychology;
 B.A. 1988, Florida International
 University, Psychology;
 M.S. 1991, Nova Southeastern
 University, Counseling
 Psychology;
 Psy.D. 1999, Caribbean Center for
 Advanced Studies, Clinical
 Psychology.
 Clinical Supervisor
 RESEARCH INTERESTS: Bereavement
 issues in child development.
- Gomez, Carlos
 B.S. 1995, Cornell University, Industrial and
 Labor Relations;
 M.S. 2000, Florida State University, Counseling
 and Human Systems, Mental Health
 Counseling;
 Ph.D. 2004, Florida State University, Counseling
 Psychology and School Psychology.
 Adjunct Professor
 RESEARCH INTERESTS: Psychological
 evaluations; anxiety and trauma-based disorders;
 coping with chronic illness.
- Guerrero, Johanna, W.
 B.A. 1997, St. Thomas University, Psychology
 M.A. 2000, Columbia University, Applied
 Psychology
 Ph.D. 2006, Fairleigh Dickinson University,
 Clinical Psychology
 Assistant Professor

RESEARCH INTERESTS: Forensic Psychology,
Child Mistreatment, Domestic Violence

Hall, Lena

B.A. 1975, York University, Psychology;
M.Ed. 1979, Columbia University, Psychological
Counseling & Rehabilitation;
Ph.D. 1984, University of Florida, Counseling
Psychology.

Adjunct Professor

RESEARCH INTERESTS: Multicultural therapy;
marital and couple counseling; human sexuality.

Heyden, Edward B.

B.A. 1972, University of Delaware,
Psychology;
M.Ed. 1974, University of Delaware,
College Counseling and Student
Personnel;

Ed.D. 1977, University of Virginia,
Counselor Education.

Clinical Supervisor

RESEARCH INTERESTS: Police psychology,
forensic issues, Critical Incident Stress
Debriefing (CISD), Stress Management

Hyman, Scott

B.A. 1998, Binghamton University, Psychology;
M.S. 2000, Nova Southeastern University,
Clinical Psychology;
Ph.D. 2003, Nova Southeastern University,
Clinical Psychology.

Assistant Professor

RESEARCH INTERESTS: Substance abuse; effects
of stress, trauma, social support, and coping on
the course of psychiatric disorders.

Jimenez, Monique

B.A. 1992, University of Puerto Rico, Psychology;
M.S. 1995, Carlos Albizu University,
School Counseling;

Psy.D. 2001, Carlos Albizu University, Clinical
Psychology, General Practice

Associate Professor

RESEARCH INTERESTS: Child and adolescent;
cross cultural issues; attachment theory; gay,
lesbian, bisexual and transgender (GLBT)
issues; family therapy; and cognitive behavioral
therapy.

Levermore, Monique

B.A. 1988, University of Miami,
Psychology and Communications;

M.S. Ed. 1990, University of Miami,
Counseling Psychology and Marriage
& Family;

M.S. 1993, Howard University, Clinical
Psychology;

Ph.D. 1995, Howard University, Clinical
Psychology and Neuropsychology.

Associate Professor.
RESEARCH INTERESTS: Forensic psychology;
health psychology.

Luis, Jorge

M.S. 1987, Caribbean Center for Advanced
Studies, General Psychology;
Psy.D. 2001, Carlos Albizu University, Clinical
Psychology, Forensic Psychology Concentration.
Adjunct Professor
RESEARCH INTERESTS: Forensic psychology;
ethics.

Martínez, Rafael

B.A. 1972, University of Florida,
Anthropology/Psychology;
M.A. 1979, University of Florida,
Psychological Anthropology;
M.S. 1990, Florida International
University, Adult Education and
Human Resources Development;
Ed.D. 1996, Florida International
University, Adult Education and
Human Resources Development.
Adjunct Professor
RESEARCH INTERESTS: Cross-cultural issues

Miller, Christina N.

B.A. 1977, University of Miami, Psychology;
M.S. 1978, University of Miami, Counseling;
Psy.D. 1997, Caribbean Center for Advanced
Studies, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Forensic assessment;
juvenile law.

Misdraji, Esther

B.A. 1994, University of Miami;
M.S. 2003, Carlos Albizu University, General
Psychology;
Psy.D. 2007, Carlos Albizu University, Clinical
Psychology.
Adjunct Professor
RESEARCH INTERESTS: Neuropsychology.

Nogues, Christine

B.M. 1987, Queens College, Music Therapy and
Psychology;
M.S. 1992, Florida Institute of Technology,
Psychology;
Psy.D. 1994, Florida Institute of Technology,
Clinical Psychology
Assistant Professor
RESEARCH INTERESTS: Forensic assessment;
neuropsychological assessment.

Olavarria, Mario

B.S. 1991, Parks College of St. Louis
University, Aviation Business
Psy.D. 1998, California School of
Professional Psychology (Fresno),

- Clinical Psychology
Adjunct Professor
RESEARCH INTERESTS: Health psychology;
cross-cultural psychology.
- Orozco, Marele
B.A. 1991, Florida International University,
Psychology;
M.S. 2002, Carlos Albizu University,
Psychology;
Psy.D. 2005, Carlos Albizu University,
Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Clinical Psychology;
personality theories, family therapy.
- Palmer, Larisa
B.S. 1999, Stetson University, Sociology;
B.A. 1999, Stetson University, Psychology;
M.S. 2003, Nova Southeastern University,
Clinical Psychology;
Psy.D. 2006, Nova Southeastern University,
Clinical Psychology.
Adjunct Professor.
RESEARCH INTERESTS: Assessment issues,
TBI and the school system, child sexual abuse,
bereavement, play therapy.
- Pi, Ana María
B.A. 1976, Catholic University of Puerto Rico,
General Science;
M.S. 1983, Caribbean Center for Advanced
Studies, Clinical Psychology;
Ph.D. 1986, Caribbean Center for Advanced
Studies, Clinical Psychology.
Professor
RESEARCH INTERESTS: Suicide, crisis
intervention, cultural differences and
clinical psychopathology
- Raffo, José A.
B.B.A. 1971, University of Puerto Rico;
M.S. 1971, Caribbean Center for Advanced
Studies, Clinical Psychology;
Ph.D. 1977, Caribbean Center for Advanced
Studies, Psychology.
Professor
RESEARCH INTERESTS: Community mental
health.
- Roca, Carmen S.
B.A. 1968, University of Miami,
Psychology and Sociology;
M.A. 1973, University of Southern
Mississippi, Psychology;
Ph.D. 1976, University of Southern
Mississippi, Clinical Psychology.
Professor and Chancellor
RESEARCH INTERESTS: Personality assessment;
positive psychology; depression.

- Roca, Eddie E. B.A. 1970, University of Miami, Psychology
M.A. 1973, University of Southern Mississippi, Psychology
Ph.D. 1976, University of Southern Mississippi, Clinical Psychology
Clinical Supervisor
RESEARCH INTERESTS: Clinical assessment
- Santana, Niurka A.A. 1989, Miami-Dade Community College;
B.A. 1991, Florida International University, Psychology;
M.S. 1994, Caribbean Center for Advanced Studies, Mental Health Counseling;
Psy.D. 2000, Carlos Albizu University, Clinical Psychology;
Ph.D. 2000, Carlos Albizu University, Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Neuropsychological rehabilitation and treatment,
- Shehniyilagh, Eshagh B.S. 1979, University of Science and Arts of Oklahoma, Chemistry;
M.S. 1991, Tennessee State University, General Psychology;
Ph.D. 2000, Tennessee State University, Psychology.
Adjunct Professor
RESEARCH INTERESTS: Test construction; multiculturalism in psychology.
- Spina Taylor, Elise B.S. 1994, Florida International University, Education;
M.S. 1995, Florida International University, Education;
M.S. 1999, Florida International University, Education Counselor;
Psy.D. 2006, Carlos Albizu University, Clinical Psychology, Forensic Psychology Concentration.
Adjunct Professor
RESEARCH INTERESTS: Stress in law enforcement personnel; police and correctional psychology; forensic assessment; compulsive and addictive behaviors.

ACADEMIC CALENDAR

The academic calendar is available at the Registrar's Office upon request of the student.

It is the responsibility of the student to obtain a copy of the academic calendar at the beginning of each academic session.

CARLOS ALBIZU UNIVERSITY
MIAMI CAMPUS
ACADEMIC CALENDAR
2013 - 2014

Revised: 7/16/13

		SPRING 2013	SUMMER 2013	FALL 2013	SPRING 2014	SUMMER 2014	FALL 2014
1	Deadline for Financial Aid Application	Oct. 1, 2012	Mar. 1	Jun. 1	Oct. 1, 2013	Mar. 1	Jun. 1
2	Registration	Nov. 5-Dec. 7, 2012	Mar. 25-Apr. 26	Jul. 1-Aug. 2	Nov. 4-Dec. 6	Mar. 24-Apr. 25	Jul. 7-Aug. 8
3	New Student Orientation	Dec. 5, 2012	May 1	Aug. 21	Dec. 4, 2013	Apr. 23	Aug. 20
4	Add/Drop Period--Late Registration - fee will apply	Dec. 17-20, 2012 Jan. 7-11	April 29-May 10	Aug. 26-Sep. 6	Dec.16-19, 2013 Jan. 6-10	Apr. 28-May 9	Aug. 25-Sep. 5
5	Classes and Practicum begin	Jan. 7	May 6	Sep. 3	Jan. 6	May 5	Sep. 2
6	Last day to pay registration fees before late payment fee is assessed	Jan. 11	May 10	Sep. 6	Jan. 10	May 9	Sep. 5
7	Financial Aid Appeal Deadline	Jan. 11	May 10	Sep. 6	Jan. 10	May 9	Sep. 5
8	Last day for dropping with 100% refund	Jan. 11	May 10	Sep. 9	Jan. 10	May 9	Sep. 8
9	Masters Practicum Orientation	Jan. 22	May 21	Sep. 17	Jan. 21	May 20	Sep. 16
10	Last day to apply for a Leave of Absence (LOA) - fee will apply	Jan. 18	May 17	Sep. 13	Jan. 17	May 16	Sep. 12
11	Mid-Term Exams	Feb. 19-Mar. 2	Jun. 17-28	Oct. 15-26	Feb. 17-Mar. 1	Jun. 16-28	Oct. 13-25
12	Mid-Term Student Evaluations	Mar. 4-6	Jul. 1-3	Oct. 28-30	Mar. 3-5	Jun. 30-Jul. 2	Oct. 27-29
13	Deadline to submit mid-term grades to the Registrar's Office	Mar. 4	Jul. 1	Oct. 28	Mar. 3	Jun. 30	Oct. 27
14	Deadline to apply for Masters Comprehensive Exams	Mar. 6	Jul. 2	Oct. 30	Mar. 5	Jul. 1	Nov. 5
15	Deadline to apply for Doctoral Comprehensive Exams	Mar. 1	Jul. 5	Nov. 8	Feb. 28	Jun. 27	Nov. 7
16	*Last day to withdraw without Academic penalty	Mar. 15	Jul. 12	Nov. 8	Mar. 14	Jul. 11	Nov. 7
17	Doctoral Comprehensive Examinations	Mar. 12	Jul. 16	Nov. 19	Mar. 11	Jul. 15	Nov. 18
18	Masters Comprehensive Examinations	Mar. 21	Jul. 17	Nov. 13	Mar. 20	Jul. 16	Nov. 19
19	**Deadline to apply for graduation/degree conferment	Mar. 8	Jul. 5	Nov. 1	Mar. 7	Jul. 3	Oct. 31
20	Final Exams	Apr. 15-20	Aug. 12-17	Dec. 10-16	Apr. 10-16	Aug. 11-16	Dec. 8-13
21	Dissertation/Doctoral Project Deadline	Apr. 19	Aug. 16	Dec. 16	Apr. 16	Aug. 15	Dec. 12
22	Last day of Session	Apr. 20	Aug. 17	Dec. 16	Apr. 16	Aug. 16	Dec. 13
23	Final Student Evaluations	Apr. 22-23	Aug. 19-20	Dec. 17-18	Apr. 21-23	Aug. 18-19	Dec. 15-16
24	Deadline to submit final grades to the Registrar's Office	Apr. 22	Aug. 19	Dec. 17	Apr. 21	Aug. 18	Dec. 15
25	Faculty Recess	N/A	Aug. 26-31	Dec. 23-Jan. 4, 2014	N/A	Aug. 25-30	Dec. 22-Jan.3, 2015
26	Institutional Recess	Mar. 28-30	N/A	Nov. 28-30 Dec. 23-Jan. 4, 2014	Apr. 17-19	N/A	Nov. 27-29 Dec. 22-Jan.3, 2015
27	Holidays	Jan. 21 Feb. 18	May 25-27 Jul 4	Sep. 2 Oct. 14 Nov. 11	Jan. 20 Feb. 17	May 24-26 Jul. 4	Sep. 1 Oct. 13 Nov. 11
28	Commencement Exercises	N/A	N/A	Oct.11	N/A	N/A	Oct. 10

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

**Students that expect to complete all requirements by the end of each session must apply for degree conferment by the given deadlines mentioned above. Any application brought in after the above mentioned deadline will automatically be processed for the next session's degree conferment.

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



ERRATA TO THE CATALOG

July 3, 2012

The information included in the Errata replaces the Tuition and Fees Policy section contained in pages 30 to 37 of this Catalog.

CARLOS ALBIZU UNIVERSITY

Miami Campus

2173 NW 99 Avenue
Miami, Florida 33172
Tel: (305) 593-1223 - 1-800-672-3246 - Facsimile: (305) 592-7930

TUITION AND FEES POLICY

Carlos Albizu University (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 fees policy available from the Finance Office.

PAYMENT & REGISTRATION TERMS:

1. All balances due from (a) prior term(s) must be paid in full before a student may select courses for a given academic session.
2. Registration must be accompanied by a cashier's check, money order, or personal check, payable to: Carlos Albizu University. Personal checks are accepted up to the amount of \$500. CAU, Miami Campus does not accept cash payments. MasterCard, Discover, American Express and Visa credit cards are accepted.
3. Once a student selects courses for a particular session at the Registrar's Office during the prescribed registration period, the student must finalize his/her registration procedure in the Finance Office where the student registration statement is signed and dated. If the student does not have financial aid in the system for the current session, the student must furnish a copy of the financial aid award letter indicating eligible aid. If expected financial aid is less than tuition and fees, the student must pay the balance or enroll in a payment plan. A student is not considered registered until he/she has contacted the Finance Office and made the corresponding payments or payment arrangements for the session; thus, receiving a financial clearance notation on the student record. Failure to complete this step may result in the cancellation of all selected classes, and the student will be subject to the applicable registration procedures, should the student re-initiate the registration process during the regular registration period. Should a student not complete the registration process during the registration period, an administrative withdrawal action from the University may occur. Withdrawn students are subject to the re-admission policy.
4. Tuition fees are due in full at the time of registration or no later than the first day of classes to avoid applicable late fees. This obligation may be satisfied by making a payment arrangement at the Finance Office and/or having a documented Financial Aid award.
5. Students who do not comply with the registration policy and applicable payment terms during the regular registration period, as stipulated above, will be assessed a late registration fee.

6. Out of pocket tuition fees not covered by financial aid or paid no later than the first day of classes may be satisfied by a university payment arrangement. Payment arrangements are typically structured to cover current semester charges that must be paid prior to commencing a new semester (contact the Finance Office for more details).
 - a. Failure to make a documented payment arrangement by the first week of the session may result in the student being administratively withdrawn from all classes. Students that are administratively withdrawn for not having completed the registration process by the late registration period shall be subject to the re-admission policy.

7. Financial Aid Recipients, who applied by the established deadlines and have official notification of the forthcoming disbursement amount, will not be required to make out-of-pocket payments. If the total amount of aid reported by the Financial Aid Office does not cover a student's full tuition fees, the student will be required to make full payment or payment arrangement for the difference at the time of registration. If the student does not cover said difference in accordance with the payment schedule, a late payment fee will be assessed per violation. Financial Aid recipients who do not comply with this payment policy are subject to the same conditions stated earlier for non-financial aid recipients.
 - a. Short-term loan agreement must be executed by all Financial Aid recipients as a customary practice, which affirms the students' obligation to pay all tuition charges regardless of the whether aid is secured or not. The short-term loan agreement will be nullified upon the actual applying of financial aid. The short-term loan agreement will be for an amount equivalent to tuition fees while allowing sufficient time for receiving financial aid awards. Financial Aid applicants who did not apply for aid by the established deadlines, are required to make full payment of tuition and fees at the time of registration and are subject to all the conditions stated above for non-financial aid recipients.
 - b. A late financial aid applicant may request a short-term loan due two weeks prior to the next registration period with applicable interest, when financial aid has not been approved for the student by the first day of the session. Any amount not covered by expected financial aid as reported by the Financial Aid Office clearance form will still be covered under the short-term loan agreement. Thus, any amounts due for tuition and fees to CAU above the financial aid award must be paid by the student at the time the short-term loan is approved or it is determined that a out of pocket balance exist. If the student is unable to satisfy a shortfall amount under the short-term loan agreement, a payment arrangement under a promissory note maybe considered under the university discretion.
 - c. The short-term loan is not automatically guaranteed. The Finance Office reserves the right to offer a student a short-term loan taking into consideration a series of factors, including but not limited to, prior payment history of the student. The conditions that will trigger the principal (or a portion of the principal) amount of the student's short-term loan to become due are as follows:
 - a) Receipt of financial aid by CAU after the end of the second month of the session.
 - b) Receipt of an insufficient amount of financial aid to liquidate the entire balance due on the student's account. The Finance Office may opt to issue a promissory note for the outstanding balance in the student account.
 - c) Rejection of financial aid by, and/or appeals to, a lending institution for financial aid.
 - d) Failure of the student to complete all documents required for certification, or to submit required documents on a timely basis for certification, the necessary documentation as required for financial aid, so that the institution will not receive the financial aid payment.

- e) Voluntary withdrawal or administrative withdrawal from CAU will cause the entire balance to become immediately due and payable. If withdrawals are done after the drop/add period, then the entire tuition amount is due.

Mail in Registration does not ensure enrollment.

8. Promissory Note (to cover out-of-pocket payments for the current session). A student, who makes payment of tuition fees from their own funds, may request a promissory note that is payable in full prior to the next registration period with applicable interest. These students must have completed the registration process during the established registration period. The promissory note is not automatically guaranteed. The Finance Office reserves the right to offer a student a promissory note taking into consideration a series of factors, including but not limited to, prior payment history of the student.
9. Employer Tuition Assistance Plans- A student who is receiving the benefit of tuition assistance from their employer must submit a letter of eligibility from their Human Resources Department. In addition, the student must sign a payment agreement for the amount of tuition. This agreement will become due 5 weeks after the completion of the course. Students under this agreement may be assessed a finance fee, which is payable during registration.
10. A student is not considered registered until he/she has contacted the Finance Office and made the corresponding payments or payment arrangements for the session. Should a student not complete the registration process during the registration period, he/she is subject to an administrative withdrawal from the University. Withdrawn students are subject to the re-admissions policy.

PERSONAL CHECK POLICY

Payment by way of personal check is limited to \$500. The balance of payments due over \$500 must be made with cashier's check, credit card or money order. For security reasons, cash payments will not be accepted.

GLOBAL FEES

Global fees must be paid at the time of registration. If a student elects to defer payment of global fees until financial aid is received, a late registration fee may be assessed. A student can elect to defer an amount of current aid to satisfy a succeeding semester's global fee to avoid any late registration fees pertaining to global fees. All students on dissertation/doctoral project must pay the full global fee. Doctoral students on internship only must pay an adjusted global fee. CAU students taking only one credit for audit or solely to take the Comprehensive and/or Qualifying Exam must also pay an adjusted Global Fee. Global fees are not refundable.

PAYMENT COMPLIANCE

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

DROP AND ADD

It is the student's responsibility to verify the drop/ add period for each academic session in the Academic Calendar. A fee is required for each class dropped or added. Courses added after the first day of class must be paid in full.

Please be advised that the drop/add process is not complete until payment arrangements have been made at the Finance Office. Drop/add conducted only at the Registrar's Office 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.

REFUND POLICY

When a student officially drops from any course or courses by filing a formal drop or withdrawal notice with the Registrar's Office 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 the first week of classes	100%
During and after the second week of classes	<u>NO REFUND</u>

The refund policy provides for cancellation of any obligation within three working days from the date a student signs an enrollment contract or financial agreement, pursuant to s.246.041 (1) (n) 3.e., Florida Statutes. Any applicable refunds shall be made within thirty days of the date that the University determines that the student has withdrawn or cancelled their contract according to CAU's attendance and withdrawal policies.

The University adheres to the Federal guidelines governing refunds to Title IV Programs. For more details, please contact the Financial Aid Office.

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 to complete the add/drop procedure during the first week of classes and to plan your 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. Be advised that if the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for said charges.

RETURN OF TITLE IV FUNDS

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

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

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

- a) Unsubsidized Direct Loans (other than PLUS loans)
- b) Subsidized Direct Loans
- c) Federal Perkins Loans
- d) Direct PLUS Loans
- e) Federal Pell Grants for which a Return of Funds is required
- f) Federal Supplemental Opportunity Grants for which a Return of Funds is required
- g) Other assistance under this Title for which a Return of Funds is required (e.g., Pell, FSEOG, and others)

If the total amount of the Title IV grant or loan assistance, or both, that the student earned is greater than the total amount of Title IV funds disbursed to the student, as of the date of the institution's determination that the student withdrew, the difference between these amounts must be treated as a post-withdrawal disbursement. If outstanding charges exist on the student's account, the institution may credit the student's account with all or a portion of the post-withdrawal disbursement. The student will be advised if eligible for a post-withdrawal disbursement within 30 days of the withdrawal date. The student has 14 days to accept or refuse the funds. If the student does not respond within the allowable time, the post-withdrawal disbursement does not proceed. The calculation of Title IV funds earned by the student has no relationship to the student's incurred institutional charges.

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

WITHDRAWAL

Tuition and fees shall also be refunded in full under the following circumstances: (i) courses canceled by the University, (ii) involuntary call to active military duty, (iii) documented death of the student, (iv) exceptional circumstances, with approval of the Chancellor of the University.

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

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

DEFAULTED BORROWERS

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

RETURNED CHECK SERVICE FEE

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

FRAUDULENT ACTIVITY

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

- Embezzlement, misappropriation, theft or other financial irregularities
- Forgery or alteration of documents (checks, time sheets, financial documents, electronic files, etc.)
- Misappropriation of funds, securities, supplies, inventory, or any other asset (including furniture, fixtures and equipment)
- Authorizing or receiving payments for hours not worked

In addition, Federal regulations (34 CFR 668.16(g) require a school to refer to the Department's Office of Inspector General (OIG) any credible information indicating that an applicant for Federal Student aid may have engaged in fraud or other criminal misconduct in connection with his or her application. Commonly falsified items include false claims of independent student status, false claims of citizenship, use of false identities, forgery of signatures of certifications, and false statements of income.

FINANCIAL HOLDS

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

SPECIFIC FEES

Carlos Albizu University (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 fees policy available from the Finance Office.

Mail in Registration does not ensure enrollment.

CARLOS ALBIZU UNIVERSITY
Miami Campus

TUITION AND FEES

Revised: 07/07/2010

TUITION (per credit):

Undergraduate.....	\$314.00 per credit
Undergraduate Lower Division Business	\$314.00 per credit
Undergraduate Business.....	\$397.00 per credit
ESOL	\$123.00 per credit
Master of Psychology and/or Business	\$520.00 per credit
Master in Exceptional Student Education.....	\$520.00 per credit
Master in TESOL.....	\$520.00 per credit
Doctoral	\$700.00 per credit

*Tuition Rates are charged according to the Program/Concentration of the student. Only in the case of pre-requisite courses are charges based on the Program/Concentration of the course.

GLOBAL FEES PAYABLE EACH TERM

Undergraduate Program	\$ 248.00
Graduate Program	\$ 298.00
Doctoral Internship Students (only registered in internship).	\$ 50.00
One credit for exams.....	\$ 50.00
Audit courses only.....	\$ 50.00

NON-REFUNDABLE FEES

ALL PROGRAMS:

Certifications.....	10.00
Change of Incomplete Grade	25.00
Change of program and/or concentration.....	25.00
Copy of transcript	5.00
Transcript (next day service).....	10.00
Diploma and graduation.....	150.00
Replacement Diploma.....	25.00
Drop or Add.....	10.00
Independent Study	Cost per credit
Inter Campus Transfer	200.00
Issuance of duplicate documents.....	.10
Late payment (promissory loan)	25.00 per violation
Late payment (without promissory loan).....	100.00
Late registration.....	150.00
Leave of absence.....	150.00
Photo ID	Cost
Reinstatement of registration	25.00
Readmission.....	50.00
Returned check.....	29.00
Seat reservation.....	200.00
Language Proficiency Test	150.00
Deferment Fee.....	50.00
Late payment fee.....	100.00

UNDERGRADUATE PROGRAM:

Application for Admission fee.....	25.00
Audit (each course)	314.00
Course tuition.....	314.00 per credit
Course tuition (BBA fast-track only)	397.00 per credit
Evaluation of transfer credits	25.00
Global fees	248.00
Language Examination	150.00
Prior Learning Credit Portfolio Evaluation.....	50.00 per credit
Readmission Fee	50.00

MASTER'S PROGRAMS:

Application Comprehensive Examinations.....	25.00
Application for Admission fee.....	50.00
Audit (each)	520.00
Clinical Practicum.....	520.00 per credit
Course tuition	520.00 per credit
Evaluation of transfer credits	15.00 per credit
Global fees	298.00
Readmission fee	50.00
Registration for MS Comprehensive Examinations (only).....	520.00

DOCTORAL PROGRAM:

Application for Admission fee.....	50.00
Doctoral Comprehensive Examination	50.00
Audit (each)	700.00
Background check.....	Cost
Clinical Practicum.....	700.00 per credit
Course tuition.....	700.00 per credit
Doctoral Project	2,100.00 per session
Evaluation of transfer credits	15.00 per credit
Global Fees	298.00
Internship application.....	25.00
Internship registration	2,100.00 per session
Laboratory.....	700.00 per credit
Readmission Fee	50.00
Special Projects.....	700.00 per credit
Registration for Doctoral Comprehensive Examinations (only).....	700.00

LIBRARY DUES:

Penalty for Overdue Books:	
Books in general circulation (per book per day)	.25
Reserve books (per book per day)	10.00
Lost or damaged books or materials	Cost
REPLACEMENT plus 20% processing fee (if applicable)	
Microfilm of Doctoral Project	Cost
Copyright for Doctoral Project	Cost
Test Materials (per test/per day)	10.00
Audiovisual Materials (per item/per day)	10.00

For further information, please contact the Finance Office.

ADDENDA TO THE CATALOG
ONLINE PROGRAMS

**Carlos Albizu University
Miami Campus**

**Master of Science in
Industrial and Organizational Psychology**

Online Program

GENERAL DESCRIPTION OF THE MASTER OF SCIENCE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY-ONLINE PROGRAM

Carlos Albizu University, Miami Campus, offers a Master of Science in Industrial and Organizational Psychology degree fully online in addition to a live program on campus. This program is designed to train culturally versatile I/O practitioners who develop and apply scientific knowledge to the solutions of problems at work, and who are capable of working within a variety of applied settings. The curriculum is designed to provide practical training in the areas of selection and placement, training and development, performance measurement and management, and organizational development, as well as opportunities for applied research.

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

PROGRAM OBJECTIVES

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

ADMISSION REQUIREMENTS

Applicants must have earned a bachelor degree with a cumulative grade point average (GPA) of 3.0 or above from an accredited institution of higher learning. Completed applications may be reviewed on a case-by-case basis if the academic credentials of the applicant do not meet the minimum requirement, but his or her cumulative GPA was at least 2.50. Enrollment may be recommended at the discretion of the Master's Admissions Committee. In those cases, a GPA of 3.00 must be maintained in the first session in order to retain matriculation status.

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

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

ADMISSION PREREQUISITE

Applicants to the online Master of Science in Industrial and Organizational Psychology program must have taken and passed at least one upper division Statistics course prior to their application to the program. If applicants do not meet this prerequisite, but meet all other admission requirements and are accepted into the program, they will be permitted to complete the required Statistics course prior to enrolling in PYIO596 I/O Statistics.

ADMISSION PROCEDURES

After the Office of Admissions has received all documentation and credentials, the applicant's file is forwarded to the academic department. The file is then reviewed by faculty who determines if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance of a candidate. If

an interview is granted, the applicant will be evaluated by the faculty to determine his/her qualifications for admission into the program requested. If the applicant is approved for admission, the Office of Admissions will issue a letter of acceptance. Upon notification of acceptance, the University requires confirmation by receipt of a non-refundable deposit, which is applicable towards fees and tuition. Ultimately, Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program, the prospective student must provide the Office of Admissions with one recent 2 x 2 photograph before the end of the first academic session following matriculation. The admission file will not be considered complete until such requisite has been met.

TRANSFER OF CREDITS

A maximum of six (6) transfer credits may be applied towards the Master of Science in Industrial and Organizational Psychology degree after an evaluation of content equivalency. Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at CAU or other accredited institutions. Only graduate level courses completed at an accredited institution of higher learning with a grade of "B" or better (3.0 on a 4.0 scale) will be eligible for transfer.

ACADEMIC PROBATION

Students in the online M.S. in Industrial and Organizational Psychology program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session or cumulative G.P.A. of 3.0 will result in academic probation.

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

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

ACADEMIC DISMISSAL

The following conditions will result in academic dismissal of students:

1. Failure to maintain a cumulative GPA of 3.0 for two consecutive sessions in which the student registers.

2. Failure to comply with academic probation conditions set by the Program Director.
3. Two grades of No Pass (“NP”) in Final Projects courses.

INSTITUTIONAL LEAVE

Institutional leave is an administrative status, which permits students to interrupt their program of studies. Institutional leaves are granted by the Program Director upon completion of the required forms. Please refer to the academic calendar for information on due dates and applicable fees. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar’s Office.

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. Students will be required to apply for readmission under the new catalog requirements in effect at the time of their readmission. Students should be aware of the fact that institutional leaves may affect their financial aid status as well as their date for degree completion. Time spent on a duly authorized leave of absence will be excluded from the term for date for degree completion. As a general rule, time limit for degree completion will not be extended beyond the maximum degree completion term stipulated. (Please refer to Time Limitation under each program or diploma.)

Please refer to the general section of this catalog for additional information.

READMISSION

Students are eligible to apply for readmission to the Miami Campus when one of the following occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. When students fail to re-enroll at the Miami Campus after expiration of an approved leave of absence; or
3. When students are dismissed from the program for academic reasons.

Readmission into a program is the sole province of the faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date.

Students who fail to meet minimum academic requirements of the program in which they are enrolled will be subject to Academic Dismissal. They would be permitted to apply for readmission to the same program only after one year from the date of the

dismissal. Reapplication would require completion of the prevailing application materials and, in addition, a “Justification for Readmission Statement” demonstrating why the applicant could be expected to succeed if given a second opportunity. This statement may offer evidence that earlier impediments to academic success, such as health or financial difficulties, had been remedied. The justification could also document efforts by the former student to overcome any academic deficiencies that contributed to the original dismissal. Such efforts might include courses taken from other programs, tutoring, or supervised experiential training.

Readmission would require consideration and endorsement by a faculty committee formed for that purpose. Rejection for readmission would not be subject to appeal, but applicants may be allowed one further reapplication based on new evidence of readiness to rejoin and complete the program.

STUDENT EVALUATIONS

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

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

STUDENT ADVISEMENT

Upon admission to the program, students are assigned a Faculty member who will serve as their advisor. Students are expected to contact their advisor before registering, and periodically throughout the student’s course of studies, as determined by the student and the advisor.

RESIDENCY REQUIREMENTS

Full time residency of at least one year enrolled in the program is required of all Master’s Programs students.

TIME LIMITATION

While most students are expected to complete the degree within two years, every candidate for the Master’s degree must complete it within four years from the date of admission. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President’s approval. Under no circumstances will an extension exceeding a two-year period be granted for completion of Master's degree requirements. Subsequent readmission into the program may be granted under the terms and conditions of the Catalog in effect at the time of readmission.

SCHEDULE OF INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Master of Science in Industrial/Organizational Psychology-online

Academic years completed	1	2	3	4
Number of credits successfully completed	12	24	36	48

At the end of each academic year, the Miami Campus will certify the student’s successful completion of the required number of earned credits according to the above schedule.

GENERAL DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY-ONLINE PROGRAM

The Miami Campus has established the following requisites, which must be completed before the Master’s degree can be awarded:

1. A grade point average of 3.00 or higher on a 4.00 scale. No more than two (2) standing grades of “C” are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic courses.
4. Satisfactory completion of the required final projects courses.

GRADUATION REQUIREMENTS

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

The commencement ceremony is held once a year in the Fall session. In order to be eligible to participate in the commencement exercises a student must:

1. Apply at the Office of the Registrar, including fee payment, during the session in which they plan to complete the degree, 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 degrees.
2. Students who complete requirements after the end of the Summer session will not be allowed to participate in the commencement ceremony. They will have to wait until the following year's ceremony

The following conditions should be met before the degree is conferred:

1. Application for graduation must be completed and the corresponding fee paid.
2. Once the student's record is reviewed by the Office of the Registrar for completion, and the paid application is received, it is subsequently forwarded to the Faculty and Program Directors for their recommendation for degree conferment, and to the Chancellor for approval.
3. Once conferred, the student will receive a letter from the Office of the Registrar announcing the date of degree conferment, and the date the diploma will be available for pick-up or mailing.

CHANGE OF PROGRAM

While students enrolled in the M.S. in I/O Psychology program in live format may be allowed to take some courses from the online program and viceversa as approved by the I/O Program Coordinator, requests to change from one program to the other will be evaluated on a case by case basis. Change of programs will require the approval of both the I/O Program Coordinator and the Program Director.

MASTER OF SCIENCE IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY-ONLINE

Requirements for this degree include 42 academic credits, 6 Final Projects credits, and a cumulative G.P.A. of 3.00.

AREA I: Foundation Courses 18 cr.

- PYIO571 Foundations of I/O Psychology3 cr.
- PYIO594 Small Group Theory and Process3 cr.
- PYIO500 Research Methods3 cr.
- PYIO596 I/O Statistics3 cr.
- PYIO595 Advanced Research Methods3 cr.
- PYIO502 Attitude Theory3 cr.

AREA II. Core I/O Courses24 cr.

- PYIO689 Work Motivation.....3 cr.
- PYIO698 Organizational Psychology3 cr.
- PYIO672 Employment Law.....3 cr.
- PYIO674 Personnel Psychology3 cr.
- PYIO676 Organizational Training & Development 3 cr.
- PYIO683 Psychological Assessment
Techniques in the Organization.....3 cr.
- PYIO686 Performance and Talent Management 3 cr.
- PYIO688 Organizational Development & Change.....3 cr.

AREA III. Final Projects Courses6 cr.

- PYIO696 Applied Research and Capstone Project I ..3 cr.
- PYIO697 Applied Research and Capstone Project II .3 cr.

TOTAL DEGREE REQUIREMENTS 48 cr.

M.S. IN INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY SEQUENCE TABLE-**ONLINE**

BLOCK	RECOMMENDED NUMBER OF ACADEMIC CREDITS	ACADEMIC PREREQUISITES FOR FINAL PROJECT COURSES	FINAL PROJECTS COURSES
1	6 Academic Credits	PYIO689 Work Motivation PYIO571 Foundations of I/O Psychology	
2	6 Academic Credits	PYIO500 Research Methods PYIO698 Organizational Psychology	
3	9 Academic Credits	PYIO 672 Employment Law PYIO596 I/O Statistics PYIO674 Personnel Psychology	
4	9 Academic Credits	PYIO 676 Organizational Training and Development PYIO595 Advanced Research Methods PYIO683 Psychological Assessment Techniques in the Organization	
5	6 Academic Credits <u>3 Final Projects Credits</u> 9 Total Credits	PYIO 686 Performance and Talent Management PYIO594 Small Group Theory & Process	PYIO696 Applied Research and Capstone Project I (3 credits)
6	6 Academic Credits <u>3 Final Projects Credits</u> 9 Total Credits	PYIO502 Attitude Theory PYIO688 Organizational Development and Change	PYIO697 Applied Research and Capstone Project II (3 credits)
Total	42 Academic Credits <u>6 Final Projects Credits</u> 48 Credits		

- Note:**
1. All courses in blocks 1-4 must be completed before enrolling in the final projects courses, or a minimum of 30 credits including PYIO500, PYIO596 and PYIO595 as approved by the I/O Coordinator.
 2. PYIO500 is a pre-requisite of PYIO596, and PYIO596 is a prerequisite of PYIO595.
 3. PYIO595 is a prerequisite of PYIO696, and PYIO696 is a prerequisite of PYIO697.
 4. Grades of “Incomplete” in Blocks 1-4 courses or the minimum 30-credit sequence approved by the I/O Coordinator must be removed before enrolling in final projects courses.

MASTER OF SCIENCE IN I/O PSYCHOLOGY-ONLINE COURSE DESCRIPTIONS

PYIO 571 FOUNDATIONS OF INDUSTRIAL/
ORGANIZATIONAL PSYCHOLOGY (3 cr.)

This course is an introduction to Industrial and Organizational Psychology. It provides an overview of the major findings and methods I/O psychologists use in understanding and solving problems in organizational settings.

PYIO 674 PERSONNEL PSYCHOLOGY (3 cr.)

This course provides an overview of the theories, methods, and practices of personnel psychology with culturally diverse populations, including job analysis, recruitment, selection, performance appraisal, and training. Particular emphasis is given to legal issues.

PYIO 683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES
IN THE ORGANIZATION (3 cr.)

This course presents an analysis of methods used in personnel decision-making with culturally diverse populations; in particular, the assessment methods used in organizations and the social and legal environment in which I/O psychologists must work.

PYIO 594 SMALL GROUP THEORY AND PROCESS (3 cr.)

This course draws upon theory and research from social psychology, organizational psychology, sociology, and organization behavior in exploring the behavior of people from culturally diverse backgrounds in social groups. The course will provide a review of theories in leadership and power, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PYIO 500 RESEARCH METHODS (3 cr.)

This course is a pre-requisite of PYIO596 I/O Statistics with Laboratory. This course provides the student with an overview of the fundamental concepts that are necessary to critically analyze research and begin their understanding of statistical methods and more advanced research methodology. Topics include: scientific method, independent and dependent variables, ethics in research, validity, reliability, measurement reliability, qualitative and quantitative methodologies, and cross sectional and longitudinal methodologies.

PYIO 595 ADVANCED RESEARCH METHODS (3 cr.)

This course provides an overview of the methods, procedures, and techniques used in the conduct of empirical research on issues of interest in I/O psychology. Topics will include: the scientific method, problem statements and research questions, hypotheses, study designs, the nature and definition of constructs, the manipulation of variables, the concepts underlying and methods used for the assessment of the reliability and validity of measures, the use of various ethical standards that govern the conduct of all research involving human participants.

PYIO 596 I/O STATISTICS (3 cr.)

This is an applied course. This course is a prerequisite for PYIO 595 Advanced Research Methods. The student will become familiar with various statistical techniques. Topics include: measures of central tendency; measures of variability; sampling distributions; inferences about the differences between means, proportions, etc.; univariate analysis of variance; linear regression and correlation. The course includes an introduction to and use of the statistical software program, SPSS as well as Excel.

PYIO 698 ORGANIZATIONAL PSYCHOLOGY (3 cr.)

This course provides an overview of topics in organizational psychology including: theories of organization; organizational behavior; stress and well-being at work; work motivation; and leadership. The focus is on both classical and contemporary theories of organizations and organization behavior.

PYIO 676 ORGANIZATIONAL TRAINING AND DEVELOPMENT (3 cr.)

This course will provide students with training tools to promote learning in organizational settings. Training is a process of continuous development for individuals, groups, and organizations. The functions of training and the ways in which industrial and organizational psychology practitioners may contribute to the achievement of organizational goals through this process will be discussed. The students will also learn about the five training phases: assessment, design, development, instruction, and evaluation.

PYIO 672 EMPLOYMENT LAW

(3 cr.)

This I course will provide an overview of the major federal, state, and local laws that regulate fair employment practices in the United States. Workplace decisions such as hiring, promotion, and termination practices will be examined from such perspective. Security and privacy issues, labor relations, and other related subjects will also be discussed

PYIO 502 ATTITUDE THEORY

(3 cr.)

This course provides an overview of the role of attitudes, opinions and beliefs in organizational settings with a culturally diverse population; and their importance in diagnosing organizational problems, with an emphasis on theory and research.

PYIO 689 WORK MOTIVATION

(3 cr.)

This course surveys theories and research in motivation and in particular, the central issues in motivation in a work environment with a culturally diverse population. Students are provided with an understanding of the general applications of motivational perspectives, for example, job design, goal setting, and incentive systems.

PYIO 686 PERFORMANCE AND TALENT MANAGEMENT (3 cr.)

This course will cover effective performance and talent management practices, and psychological theories regarding job performance. The performance management system, including planning, development, and monitoring, will be discussed as well as the various components of the performance appraisal process, including job analysis, performance standards, evaluation, and feedback tools. The strategic management of reward systems for the recruitment and retention of talent to maximize organizational effectiveness will also be examined.

PYIO 688 ORGANIZATIONAL DEVELOPMENT AND CHANGE

(3 cr.)

This course will review organizational development and change theories, models, methods, and strategies. Various approaches and methods of intervention utilized in the process of assessing, planning, implementing, and evaluating development and change within organizations to increase organizational effectiveness will be presented. Ethical, legal, and professional practice issues, as well as the role of organizational culture and diverse workforce considerations, will also be discussed.

FINAL PROJECT COURSES DESCRIPTIONS-ONLINE

PYIO 696 APPLIED RESEARCH AND CAPSTONE PROJECT I (3 cr.)

Students will apply theoretical knowledge to address professional practice issues in the field of industrial and organizational psychology through an applied research or capstone project. Students who choose an applied research project will work on the application of psychological research and will be responsible for the planning, implementation of the research, and dissemination of the findings. Students who choose a capstone project will develop or improve a system or product relevant to I/O practice. Students may continue to work on their projects, as approved by their professor, in the following course, Applied Research and Capstone Project II.

PYIO 697 APPLIED RESEARCH AND CAPSTONE PROJECT II (3 cr.)

Students will continue their work in the project that they selected in Applied Research and Capstone Project I, or pursue a project in a related or new area as approved by their professor. Students may be enrolled in this course in subsequent sessions to complete their projects within their degree time limitation terms. Continuous enrollment is required until all requirements have been met.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

MASTER OF SCIENCE IN I/O PROGRAM FACULTY

Barroso, Diana	A.A. 1988, Miami Dade College, Liberal Arts; B.A. 1990, Florida International University, Psychology; M.S. 1992, Nova Southeastern University, Mental Health Counseling; M.S. 2007, Carlos Albizu University, TESOL (Teaching English for Speakers of Other Languages). Ed.D. 2011; Nova Southeastern University, Education with majors in Organizational and Higher Education Leadership. Director of the Master's in Psychology Programs/Professor RESEARCH INTERESTS: Leadership, mentoring, professional development, academic resilience, psychotherapy outcomes; trauma-based disorders. cross- cultural and minorities' issues;
DiDona, Toni	B.S. 1987, University of Miami; Psychology M.S.W. 1999; Florida International University, Social Work Ph.D. 1994, Florida International University, Social Welfare Associate Professor and Practicum Coordinator RESEARCH INTERESTS: Assessment centers, selection, legal issues, leadership, teams/work groups.
Cook, Leslie	B.S. 1981, College of Charleston, Biology M.A. 1997, Webster University, Human Resource Development Adjunct Professor RESEARCH INTERESTS: Performance excellence and organizational management.
Jones, Loretta	B.A. 1981, University of Florida, Psychology; M.A. 1991, University of West Florida, Industrial / Organizational Psychology; Ph.D. 1996, Florida International University, Applied Psychology. Adjunct Professor RESEARCH INTERESTS: Valid selection and training programs, organizational development.

Carlos Albizu University (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 fees policy available from the Finance Office.

TUITION (per credit):

Master of Science in
Industrial and Organizational Psychology (Online).....\$520.00

GLOBAL FEES PAYABLE EACH TERM

Graduate Programs\$298.00
Comprehensive Exam\$25.00

NON-REFUNDABLE FEES FOR ALL PROGRAMS:

Certifications.....\$10.00
Change of Incomplete Grade\$25.00
Copy of transcript.....\$5.00
Transcript (Next Day Service).....\$10.00
Diploma and Graduation\$150.00
Replacement Diploma.....\$25.00
Drop or Add – One Course\$10.00
Issuance of duplicate documents\$0.10 (per page)
Late Payment (Promissory Loan)\$25.00 per violation
Late Payment (without promissory loan).....\$100.00
Late registration\$150.00
Leave of absence\$150.00
Photo ID..... Free
Reinstatement of registration\$25.00
Readmission\$50.00
Returned check\$29.00
Seat reservation\$200.00
Deferment Fee..... \$50.00 (per credit)
Late payment fee\$100.00

**Carlos Albizu University
Miami Campus**

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

Online Program

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

The On-line Master of Science in Teaching English to Speakers of Other Languages (TESOL) is designed to prepare graduates to teach English to speakers of other languages in any instructional environment. The purpose of the program is to prepare culturally sensitive educators to respond to the unique language needs of English Language Learners (ELLs). Our online program provides the practical tools needed to reach students who do not use English as their primary language in a variety of settings and educational levels.

The program consists of 30 credits of coursework. CAU's unique program design integrates into the field of language acquisition and education the overall understanding of student behavior and sensitivity towards culturally diverse populations. The curriculum prepares students in the following areas of TESOL education: instructional strategies, language education methodologies, curriculum development, ESOL educational technology, remediation of communication disorders and assessment.

Students must enter the program with a cumulative grade point average (GPA) of 3.0 or above (on 4.0 scale) in undergraduate studies. Students applying with a GPA of at least 2.50 may be granted provisional acceptance into the degree program, contingent upon completing the provisional acceptance period in the program with a GPA of 3.0 or above. Under these circumstances, students will meet on a monthly basis with their academic advisors to assess academic progress. A maximum of 6 graduate level credits from an accredited institution may be transferred at the discretion of the Program Director. Only courses with a grade of B or higher can be accepted for transferred coursework.

A grade point average of 3.00 or higher must be maintained in the degree program in order for a student to meet graduation requirements. A maximum of 3 years will be granted for the completion of the degree. A faculty advisor/on-line degree coordinator will be available to help in planning students' academic progress and selecting courses. However, it is the students' responsibility to be familiar with their academic requirements and curriculum.

This fully-online program is designed to fit the busy schedule of working adults. Students may choose the pace and place that is convenient for them. To pursue the degree, Internet access is required and a broadband connection is highly recommended. By enrolling an online degree, students can set their own schedule and complete the program from anywhere. This flexibility means students can continue to pursue their career while earning their degree.

Faculty and participants will engage in authentic learning activities that incorporate emerging technologies, while at the same time basing their research on sound pedagogy, practice and research methods that inform this expanding, interdisciplinary field.

GOALS AND OBJECTIVES

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

1. Provide a quality educational opportunity in graduate pedagogic training for its students.
2. Conduct an academic program in Teaching English to Speakers of Other Languages (TESOL) in such a manner that students acquire theoretical and practical knowledge as well as the attitudes necessary to effectively apply their training in the classroom setting.
3. Provide students with the skills needed for effective teaching in ESOL education programs that include students of various cultural backgrounds.
4. Identify and remediate language deficiencies in ESOL learners.
5. Incorporate special methodologies and interventions for the enhancement of English language learning based on the fundamental concepts of ESOL education.
6. Expose students to a variety of curriculum development and enhancement strategies within the context of ESOL education.
7. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.
8. Identify acculturation issues for students immigrating to the United States that are placed in ESOL courses and foster cultural sensitivity towards those of diverse cultural backgrounds.
9. Perceive patterns of social, emotional, and cognitive development in students with limited English proficiency.
10. Infuse psychological theories and principles within the ESOL curriculum so that they may be generalized to the academic setting with students.
11. Provide students with the fundamental knowledge and skills needed to interpret research in education.
12. Foster the development of advanced communication skills, despite possible language barriers, thereby leading to improved teacher-student and teacher-parent relationships.

13. Provide students with TESOL principles needed for competent ESOL course development with emphasis on linguistic strategies that are appropriate across cultural groups and which incorporate advanced educational technology.
14. Provide a framework of ethical principles and decision-making to foster appropriate professional conduct in teaching.

ADMISSION REQUIREMENTS

Students who are applying for admission to the Master of Science in Teaching English to Speakers of Other Languages (TESOL) Program must follow the procedures and requirements as set forth in the University Catalog. As soon as the application process is complete, students will be notified of their acceptance and assigned a faculty advisor who will assist them in understanding their course transfer (if applicable), program requirements and registration needs.

All applicants are required to meet the following criteria:

1. A completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
2. A cumulative grade point average (GPA) of 3.0 or above (on 4.0 scale) in undergraduate studies. Students applying with a GPA of at least 2.50 may be granted acceptance under the Conditional Acceptance into the degree program, contingent upon completing the Admission's stipulation and maintaining a GPA of 3.0 or above. Under these circumstances, students will meet on a monthly basis with their academic advisor to assess academic progress.
3. Official transcripts from all undergraduate and graduate institutions attended. Applicants to a Master's level program must have obtained a Bachelor's degree from an institution accredited by a national or regional accrediting body recognized by the United States Department of Education or an institution of higher education located outside the United States, which at the time the applicant was enrolled maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
4. A maximum of 6 graduate level credits from an accredited institution may be transferred at the discretion of the Program Director. Only courses with a grade of B or better will be accepted for transferred coursework.
5. Three letters of recommendation, preferably from past professors.
6. A current curriculum vitae.
7. A Statement of Purpose which provides a clear indication of the applicant's interest in the field, short and long-term career goals, and how the applicant expects CAU to

contribute to such goals. The statement should be double-spaced, typed, one page in length.

8. All candidates must submit one, recent 2 X 2 photograph subsequent to admission.
9. International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section titled International Students for a detailed description of this requirement.
10. Applicants whose native language is not English are required to demonstrate English proficiency. Official scores on the Test of English as a Foreign Language (TOEFL) are required for applicants from countries where English is not the primary language. A minimum score of 550 (paper-based), 213 (computer-based), or 79 (Internet-based) is required on the TOEFL. This requirement will be waived for applicants who successfully completed a degree at an approved U.S. institution of higher education.

Upon completion of initial requirements, an appointment will be scheduled for the Admissions committee to interview the candidate in order to evaluate his/her potential for becoming a successful graduate student.

ADMISSION PROCEDURES

After all documentation and credentials have been received by the Office of Admissions, the applicant's completed file is then forwarded to the Education Programs and reviewed by a faculty member.

At the discretion of the Director of the Education Programs, the applicant will be scheduled for an interview. The decision of the Director to interview a prospective student does not indicate or imply acceptance of the candidate.

If the applicant is accepted to the M.S. in TESOL Program, a letter of acceptance will be issued by the Office of Admissions. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program:

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

NON-EDUCATION MAJORS

The Education Programs Department highly recommends (but does not require) that students with undergraduate degrees in fields other than K-12 education complete coursework in the following areas:

1. Psychological Foundations of Education (3 credits)
2. Introduction to Education (3 credits)
3. Elementary Teaching Methods (3 credits)
4. Curriculum Development (3 credits)

Full-time teaching experience in an elementary or secondary school might also fulfill this requirement for possible Teacher Certification in various States.

TRANSFER OF CREDIT POLICY AND PROCEDURES

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

ACADEMIC PROBATION

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

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

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete (“I”) will not be taken into consideration for the G.P.A. during any session in which an (“I”) is obtained.
2. Three incompletes (“I”) are received in one session
3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

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

INSTITUTIONAL LEAVE

On-line M.S. in TESOL students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire On-line M.S. in TESOL course of studies (capitation can be limited by accrediting agencies). Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. It is the student's responsibility to assess any impact on his/her financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of the CAU catalog, and consult with the Financial Aid Office.

READMISSION

Students must request readmission to the Program when either of the following circumstances occurs:

1. When a student interrupts his/her program of studies, without an authorized institutional leave of absence.
2. Failure to re-enroll at the Miami Campus after the expiration of an approved leave of absence.

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student's prior performance, space availability, and assessment of the student's potential to continue studies.

TUITION AND FEES

All applicable fees for the On-line Master of Science in Teaching English to Speakers of Other Languages (TESOL) will follow the current fee schedule, as listed in

the General Information Section of the CAU Catalog. These fees are subject to change without prior notice.

STUDENT EVALUATION

The On-line Master of Science in Teaching English to Speakers of Other Languages (TESOL) faculty evaluates the students' progress on academic and professional development matters on a case by case basis. The Program Director informs the students of any recommendations made by the faculty.

Graduate students can only carry two grades of "C" in all On-line MSTESOL courses. Students are permitted to retake a maximum of three different courses. The student must retake the course the next session it is offered. Students who do not obtain a minimum grade of "C" or better when repeating a course may be dismissed from the program.

ACADEMIC ADVISEMENT

Upon admission to the On-line M.S. in TESOL Program, the Program Director will assign a Faculty member who will serve as the student's advisor. It is the student's responsibility to meet with this advisor before registering and periodically throughout the student's academic career, as determined by the student and the advisor. It is the student's responsibility to seek advisement pursuant to the envisioned academic goals. In case of any conflicting issues, the student must present written notification of the advisement complaint at issue to the Program Director, within 20 working days.

RESIDENCY REQUIREMENT

Students enrolled in the On-line Master of Science in Teaching English to Speakers of Other Languages (TESOL) must complete one full year of residency (8 courses minimum) in order to meet graduation requirements.

TIME LIMITATION

Every candidate for the On-line M.S. in TESOL degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

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

GRADUATION REQUIREMENTS

All students who seek a Master of Science in Teaching English to Speakers of Other Languages must comply with the following degree requirements:

1. The satisfactory completion of all required credits.
2. A grade point average of 3.0 or higher on a 4.0 scale with no more than two (2) standing grades of "C" in major concentration area courses is allowed.
3. At least one full year of academic residency (8 courses minimum).
4. Submission of a completed graduation application form and payment of the appropriate fees.
5. Fulfillment of all financial, academic and library obligations.

GRADUATION PROCEDURES AND COMMENCEMENT

(Refer to the General Information Section of CAU Catalog.)

**M. S. in Teaching English to Speakers of Other Languages (TESOL)
Curriculum Requirements**

Core Area

I. Foundation Courses

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

Core Area

II. Major Concentration

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

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



July 31, 2013

DISCLOSURE NOTICE

This is a notification from the President's Office to the Institutional Community under the Disclosure Policy established at CAU

POLICIES APPROVED BY THE BOARD OF TRUSTEES

The following policies have been revised and approved by the Board of Trustees and are effective immediately.

- 1) Academic Dismissal Policy
- 2) Add-Drop and Refund Policy
- 3) Administrative Withdrawal Policy (AW)
- 4) Change of Grades
- 5) Compliance with CAU Attendance Policy
- 6) Comprehensive Examination Requirements
- 7) Degree Requirements
- 8) Extension for Degree Completion – Time Limitation
- 9) Graduate Program Readmission
- 10) Intercampus Transfer
- 11) Leave of Absence
- 12) No Show
- 13) Non-Degree Requirements
- 14) Official Transcripts
- 15) Policy of Admission to CAU
- 16) Policy for Incomplete Grades
- 17) Policy for No Grade
- 18) Standards for Satisfactory Academic Progress
- 19) Undergraduate Program Readmission

POLICIES THAT HAVE BEEN REPEALED

The following policy has been repealed:

- Extended Leave Policy

MANUALS APPROVED BY THE BOARD OF TRUSTEES

The following Manuals have been revised and approved by the Board of Trustees and supersede any previous versions.

- 1) General Policies and Disciplinary Procedures Manual
- 2) Student Council and Student Associations Manual

The new policies will be included in the current Catalog as Addenda.

The approved manuals will be available on the website and in the Albizu Library.

This Disclosure Notice is being distributed to all the students and will also be available in the Albizu Library.



Ileana Rodriguez Garcia, Ed.D
President

DISCLOSURE STATEMENT:

This document is intended to serve as a repository for University policies. A policy is defined as a normative document with broad application throughout the University, that helps ensure coordinated compliance with applicable laws and regulations; promotes operational efficiencies, enhances the University's mission; and minimizes misunderstandings. All Faculty members, students, and employees are required to comply with these University policies. These general policies will prevail over any other unit or department specific policy, manual or normative document.

ACADEMIC DISMISSAL POLICY

The current policy (Institutional Dismissal on p. 17 of the current Catalog) reads:

The Miami Campus reserves the right, in accordance with the applicable grievance procedure, to dismiss a student at any time whose conduct has been proven to be in violation of: a) institutional norms and procedures, b) acceptable standards of ethical and/or professional conduct, and c) maintaining the required academic standards for the student's academic program. (Please refer to the General Policies and Disciplinary Procedures Manual and other relevant institutional documents for detailed information.)

The new policy reads:

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

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

ADD-DROP AND REFUND POLICY

The current Drop and Add Policy on pp. 11 and 33 of the current Catalog reads:

It is the student’s responsibility to verify the drop/add period for each academic session in the Academic Calendar. A fee is required for each class dropped or added. Courses added after the first day of class must be paid in full.

Please be advised that the drop/add process is not complete until payment arrangements have been made at the Finance Office. Drop/add conducted only at the Registrar’s Office 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.

The current Refund Policy (Errata to the Catalog of July 3, 2012) reads:

When a student officially drops from any course or courses by filling a formal drop or withdrawal notice with the Registrar’s Office 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 the first week of classes	100%
During and after the second week of classes	<u>NO REFUND</u>

The refund policy provides for cancellation of any obligation within three working days from the date a student signs an enrollment contract or financial agreement, pursuant to s.246.041 (1) (n) 3.e., Florida Statutes. Any applicable refunds shall be made within thirty days of the date that the University determines that the student has withdrawn or cancelled their contract according to CAU’s attendance and withdrawal policies.

The University adheres to the Federal guidelines governing refunds to Title IV Programs. For more details, please contact the Financial Aid Office.

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 to complete the add/drop procedure during the first week of classes and to plan your 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. Be advised that if the process is not properly completed, the charges will remain on the student's account and the student will be financially liable for said charges.

The new Add-Drop and Refund Policy reads:

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 filling a formal drop or withdrawal notice with the Office of the Registrar and completing the process with the Finance Office, a refund of tuition will be made according to the following schedule:

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

REMINDER:

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

ADMINISTRATIVE WITHDRAWAL POLICY (AW)

The current Administrative Withdrawal policy (pp. 13-14 of the current Catalog) reads:

Administrative withdrawal may occur when the student is not in compliance with the attendance policy. Administrative withdrawal will also apply to students who 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. If the student does not officially withdraw after the period of the midterm evaluation, the student will receive a failing grade and must retake the course in its entirety. An administrative withdrawal does not exempt the student from any financial obligations incurred (please see refund policies).

The new policy reads:

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).

CHANGE OF GRADES

The current Policy for Change of Grades (p. 16 of the current Catalog) reads:

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. A faculty member may submit a change of grade anytime during the subsequent session in which the grade is received. The only reasons for a change of grade are the following: a) a clerical error made by the professor or Registrar; b) when fraud or unethical conduct by the student or professor has been proven in the obtainment of the grade; and c) when a resolution under the current General Policies and Disciplinary Procedures Manual has an impact on the grade. A student who wishes to contest a grade must initiate the grade grievance process in writing within thirty (30) calendar days of the date of the grade notification, only if the grievance is based on the above specified conditions. Once adjudicated by the Program Faculty and Program Director, the final grade obtained is decisive and may not be appealed to a higher channel, unless the prior criteria are met. At the end of each

session, a copy of the student's grades will be sent to the address indicated on the student's registration form. Please refer to the General Policies and Disciplinary Procedures Manual for more information.

The new policy reads:

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 WebAdvisor.

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.

COMPLIANCE WITH CAU ATTENDANCE POLICY

The current policy (Class Attendance, p. 18 of the current Catalog) reads:

Class attendance is mandatory. After two (2) unexcused absences, a student may be administratively withdrawn from the class. Students enrolled in the fast track portion of a Business Program will be administratively withdrawn following two absences (whether excused or unexcused). It will be the professor's responsibility to complete an Absence Report and forward it to the Office of the Registrar.

The new policy reads:

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.

GRADUATE LEVEL COMPREHENSIVE EXAMINATIONS

The current policy for the master's level (Comprehensive Examination on pp. 250 and 277 of the current Catalog) reads:

Students enrolled in this Master degree program must successfully complete the Comprehensive Examination before the Master's Degree can be awarded. The Comprehensive Examination is administered three times per calendar year during the Spring, Summer and Fall sessions. An outline of topic areas to be covered on the examination can be obtained in the Master's Programs Office. Students are permitted four (4) attempts to successfully complete the examination in order to receive their degree or remain in the program. Students who fail the examination must retake the exam each consecutive session until it is passed unless they are on an authorized leave of absence for that session. Students who are not enrolled in courses at the time they take this examination must register for one (1) academic credit, and pay the corresponding exam and global fees. Students who are unsuccessful in completing the Comprehensive Examination requirement within the specified time limits will be dismissed from the program.

The current policy for the doctoral level (Doctoral Examinations on p. 319 of the current Catalog reads:

All students enrolled in the Psy.D. Program must pass the Doctoral Comprehensive Examination. This examination is designed to measure the students' breadth and scope of knowledge in the field of psychology. The student applies for admission to these examinations during the regular registration period as indicated in the Academic Calendar. The student may obtain a copy of the guidelines and content areas for this examination from the Doctoral Program Office.

The Doctoral Comprehensive Examination process consists of a written, two-hundred multiple choice question examination, and an oral examination that is administered after the written portion of the examination is satisfactorily completed.

In order to sit for the written examination, the student must have successfully completed all courses and practica in blocks 1-6 of the curriculum. 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 sitting for the examination. Students will be eligible to take the oral portion of the examination upon completion of block 9 of the curriculum and passage of the written portion of the examination. Failure to pass either the written or oral portion of the examination on a third attempt will result in dismissal from the Program.

The new policy reads:

MASTER'S 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.

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

Specific requirements can be found under each academic program.

DOCTORAL COMPREHENSIVE EXAMINATIONS

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 required core courses of the Program. The student is also required to comply with the following:

1. satisfactory completion of the required doctoral level academic courses
2. overall GPA of 3.00
3. good standing*
4. grades of "B" or above in core (foundation) courses

*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.

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 examinations, the student must have successfully completed the academic credit hours of the core courses stipulated by each academic program.

Students are permitted a maximum of three (3) attempts at passing 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.

DEGREE REQUIREMENTS

The current policy on Graduation Requirements and Commencement (pp. 19-20, 249-250, 278-279, and 322-323 of the current Catalog reads:

GRADUATION REQUIREMENTS AND COMMENCEMENT

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

In order to be eligible to participate in the commencement exercises a student must:

- Apply at the Office of the Registrar 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.

- 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 CAU's General Policies and Disciplinary Procedures Manual.

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

1. Application for graduation must be completed and the corresponding fee paid.
2. The student's record is reviewed by the Office of the Registrar for completion.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment. The conferment of academic degrees is the sole province of the Board of Trustees.
4. The Office of the President will forward a copy of the final approval to the Registrar's Office to proceed with ordering the diploma.
5. Once conferred, the student will receive from the Office of the Registrar a letter announcing the date of degree conferment by the Board of Trustees, and the date on which the diploma will be available for pick-up.

The new policy reads:

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

1. The student must complete an application for graduation and pay the corresponding fee. The fee is non-refundable and is required to process the application for graduation. This fee is mandatory whether or not the candidate will attend the Commencement Ceremony.
2. The student's record is reviewed by the Office of the Registrar for completion.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the record and requests approval from the Board of Trustees for degree conferment. The conferment of academic degrees is the sole province of the Board of Trustees.
4. The Office of the President will forward a copy of the final approval to the Office of the Registrar.

5. Once conferred, the Office of the Registrar will send the student a letter informing him/her of the date of degree conferment and the date on which the diploma will be available for pick-up.

The following information pertains to participation in the Commencement Exercises:

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

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

- 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.

The current policies for degree requirements for the associate, bachelor's, master's, and doctoral degrees (pp. 63, 88, 131, 165, 203, 225, 249, 278-279, 318, and 322-323 of the current Catalog read as follows:

GENERAL DEGREE REQUIREMENTS FOR THE ASSOCIATE OF ARTS IN GENERAL EDUCATION DEGREE

The Miami Campus has established the following general degree requirements for the Associate of Arts in General Education Degree:

1. The satisfactory completion of the required credits
2. A cumulative grade point average of no less than 2.0
3. Successful completion of all degree coursework with a grade of "C" or higher in the concentration area courses.
4. Successful completion of all other program stipulations

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN PSYCHOLOGY

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

1. The satisfactory completion of the required credits
2. A grade point average of no less than 2.00 and 2.25 in the major area
3. A student must pass all coursework in their concentration with a grade of "C" or higher
4. Six credits or its equivalent in a language other than English, or have passed a language proficiency examination.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF ARTS

The Miami Campus has established the following general degree requirements for the Bachelor of Arts Degree:

1. The satisfactory completion of the required credits.
2. A cumulative grade point average of no less than 2.50.
3. A student must pass all coursework in their concentration and their specialization and endorsement core areas with a grade of "C" or higher.
4. Six credits or its equivalent in a language other than English, or have passed a language proficiency examination.

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

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

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

A revised curriculum will be in effect for new and readmitted students starting in the Fall 2008 session. Under this revised version of the curriculum, the course requirements for the Bachelor of Business Administration degree with major in Organizational Management are as follows:

- Lower Division foundation credits..... 60 credit hours
- Upper Division core credits.....45 credit hours
- General elective credits.....15 credit hours
- Total.....120 credit hours

2. A cumulative grade point average of no less than 2.0
3. One full year of residence at the University
4. Fulfillment of the foreign language requirement (See Foreign Language Proficiency)

GRADUATION REQUIREMENTS (M.S. in ESE)

All students who seek a Master of Science in Exceptional Student Education must comply with the following degree requirements:

1. The satisfactory completion of all required credits.
2. Satisfactory completion of the Graduate Portfolio within the Research: Methods, Design and Analysis course. (Please refer to the course description section of this course for additional information.)
3. A grade point average of 3.0 or higher on a 4.0 scale with no more than two (2) standing grades of "C".
4. At least one full year of academic residency (10 courses minimum).
5. Six (6) credits or its equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)
6. Submission of a completed graduation application form and payment of appropriate fees.
7. Fulfillment of all financial, academic and library obligations.

GRADUATION REQUIREMENTS (M.S. in TESOL)

All students who seek a Master of Science in Teaching English to Speakers of Other Languages must comply with the following degree requirements:

1. The satisfactory completion of all required credits.
2. Satisfactory completion of the Graduate Portfolio within the TESOL Research Project: Instructional Design and Analysis course. (Please refer to the Course Descriptions section of this course for additional information.)

3. A grade point average of 3.0 or higher on a 4.0 scale with no more than two (2) standing grades of "C" in major concentration area courses are allowed.
4. At least one full year of academic residency (8 courses minimum).
5. Six (6) credits or its equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)
6. Submission of a completed graduation application form and payment of the appropriate fees.
7. Fulfillment of all financial, academic and library obligations.

GENERAL DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN PSYCHOLOGY

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

1. A grade point average of 3.0 or higher on a 4.0 scale with a grade of "B" or better in all clinical courses. No more than two (2) standing grades of "C" in non-clinical courses are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic and clinical courses.
4. Satisfactory completion of the required hours of practicum.
5. Satisfactory completion of the Master Comprehensive Examination. (Please refer to the section below for additional information.)
6. Six (6) credits or their equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)

GENERAL DEGREE REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

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

1. A grade point average of 3.00 or higher on a 4.00 scale. No more than two (2) standing grades of "C" are allowed.
2. At least one full year of academic residency.
3. Satisfactory completion of all required academic courses.
4. Satisfactory completion of the required hours of practicum.
5. Satisfactory completion of the Master Comprehensive Examination. (Please refer to the section below for additional information.)
6. Six (6) credits or its equivalent in a language other than English. (Please refer to the Foreign Language Proficiency section of the Catalog for additional information.)

GENERAL REQUIREMENTS FOR THE DOCTOR OF PSYCHOLOGY (PSY.D.) DEGREE

Carlos Albizu University, Miami Campus has established the following requisites for the awarding of the Psy.D. 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.
3. Satisfactory completion of academic credits, and laboratory credits as applicable.
4. "Pass" grades on a total of 23 credit hours of clinical practicum. This includes pre-practicum and 1035 hours of direct clinical services for an equivalent of 870 clock hours.
5. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examination, as well as a "Pass" score on the Doctoral Comprehensive Oral Examination.
6. Completion of a doctoral project. This study must be in a clinical area of psychology. In keeping with the practitioner-scholar model of the Program, this endeavor may be based upon empirical research or other forms of scholarly investigation or discourse.
7. Completion of a 2,000-hour pre-doctoral internship in clinical psychology.
8. Six (6) credits of its equivalent in a language other than English.
9. Good standing in the Program, i.e., no disciplinary action pending, or academic or clinical probation.
10. Recommendation from the faculty for the degree of Doctor of Psychology. Students seeking a Psy.D. degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

The new policies for degree requirements for the associate, bachelor's, master's, and doctoral degrees read as follows:

GENERAL REQUIREMENTS FOR THE ASSOCIATE OF ARTS (A.A.) AND THE ASSOCIATE OF SCIENCE (A.S.)

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

1. A grade point average (GPA) of 2.00 or higher on a 4.00 scale
2. Completion of a minimum of one (1) year of full-time residency in the Program
3. Satisfactory completion of all academic courses and laboratories, as applicable
4. Demonstrated competence in computer literacy (Windows and Word or Word Perfect)
5. Good standing in the Program, i.e., no disciplinary action pending or academic probation
6. Recommendation from the program faculty for the associate 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

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE (B.S.), BACHELOR OF ARTS (B.A.), AND BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.) 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 2.00 or higher. Note: For the upper division Bachelor of Science (B.S.) in Psychology (San Juan) and upper division Bachelor of Science (B.S.) in Speech and Language Therapy and the Bachelor of Arts (B.A.) in Elementary Education a cumulative GPA of 2.25 or higher on a 4.00 scale is required
2. Completion of a minimum of one year of full-time residency in the Program
3. Satisfactory completion of the required academic courses and laboratories or practica, as applicable
4. A grade of "C" or higher in all major courses. Note: For the bachelor's degree in Speech and Language Therapy a grade of "B" or higher is required for all major courses.
5. Good standing in the Program, i.e., no disciplinary action pending or academic probation
6. Recommendation from the program faculty for the bachelor's degree. Students seeking the bachelor's degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual

GENERAL REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

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

1. A grade point average (GPA) of 3.00 or higher on a 4.00 scale.

Note:

For Master of Science in Exceptional Student Education: No more than two (2) standing grades of 'C' in major concentration area.

For Master of Science in TESOL: No more than two (2) standing grades of "C" in major concentration area.

For Master of Science in Psychology: No more than two (2) standing grades of "C" in non-clinical courses.

For Master of Science in Industrial/Organizational Psychology (Miami): No more than two (2) standing grades of "C".

For Master in Business Administration: No more than two (2) grades of "C" in any course.

For Master of Science in Clinical, Counseling, and Industrial/Organizational Psychology:
No grades of "C" or lower in concentration courses and a maximum of two "C" in the foundation and/or elective courses.

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. Demonstrated competence in APA style for publications and computer literacy (Windows and Word or Word Perfect)
6. Good standing in the Program, i.e., no disciplinary action pending or academic or practicum probation
7. Recommendation from the program faculty for the master's degree. Students seeking this degree must demonstrate to the satisfaction of the Faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE

The University has established the following requisites for the awarding of the doctoral degree:

1. Grade point average (GPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of three years of full time residency in the Program
3. Satisfactory completion of all academic courses and laboratories, as applicable
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 Examination 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 or Word Perfect)
7. Satisfactory completion and approval of a Doctoral Project or Dissertation
8. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours/week) during a one-year period or part-time (20 hours/week) during a two-year period in a facility approved by the Program, if applicable
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.

EXTENSION FOR DEGREE COMPLETION - TIME LIMITATION

The current policies for Time Limitation (pp. 63, 88, 130, 169, 203, 224, 248, 277, 290, and 322 of the current Catalog) read:

TIME LIMITATION (Associate of Arts in General Education)

Every candidate for the A.A. degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

TIME LIMITATION (B.S. in Psychology)

Every candidate for the B.S. degree must complete the degree requirements within a period of six years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

TIME LIMITATION (B.A. in Elementary Education)

Every candidate for the B.A. degree must complete the degree requirements within a period of six years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

TIME LIMITATION (B.B.A.)

Every candidate for the degree of Bachelor of Business Administration must complete the degree within a period of six years from the date of admission. A one-year extension may be obtained with approval of the Chancellor. An additional year may be obtained with the President's approval.

TIME LIMITATION (M.S. in ESE)

Every candidate for the M.S. in Exceptional Student Education degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the

Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

TIME LIMITATION (M.S. in TESOL)

Every candidate for the M.S. in TESOL degree must complete the degree requirements within a period of three years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

TIME LIMITATION (M.S. in Psychology)

Every candidate for the Master's Degree must complete the degree within four years from the date of admission. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will an extension exceeding a two-year period be granted for completion of Master's degree requirements. Subsequent readmission into the program may be granted under the terms and conditions of the Catalog in effect at the time of readmission.

TIME LIMITATION (M.S. in Industrial/Organizational Psychology)

Every candidate for the Master's Degree must complete the degree within four years from the date of admission. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will an extension exceeding a two-year period be granted for completion of Master's degree requirements. Subsequent readmission into the program may be granted under the terms and conditions of the Catalog in effect at the time of readmission.

TIME LIMITATION (M.B.A.)

Every candidate for the degree of Master of Business Administration must complete the degree within a period of two years from the date of initial enrollment into the MBA degree. A one-year extension may be obtained with approval of the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted for the completion of MBA degree requirements. Subsequent readmission into the program is granted under the terms and conditions of the Catalog in effect at the time of readmission.

TIME LIMITATION (Psy.D. Program)

Students enrolled in the Psy.D. Program must complete the degree within seven (7) years from the date of admission into the Program. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval.

The new policies for Time Limitation read:

TIME LIMITATION FOR ASSOCIATE OF SCIENCE (A.S.) OR ASSOCIATE OF ARTS (A.A.) DEGREE

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

TIME LIMITATION FOR BACHELOR OF SCIENCE (B.S.), BACHELOR OF ARTS (B.A.) OR BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.) DEGREE

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

TIME LIMITATION FOR MASTER OF SCIENCE (M.S.), MASTER OF ARTS (M.A.) OR MASTER OF BUSINESS ADMINISTRATION (M.B.A.) DEGREE

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

NOTE:

Time limitation for the M.S. in Exceptional Student Education (M.S. in ESE) and the M.S. in Teaching English to Speakers of Other Languages (M.S. in TESOL) is three years from the date of admission for the anticipated degree, and two years for the Master of Business Administration (M.B.A.). A one-year extension may be obtained upon the recommendation of the Chancellor and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

TIME LIMITATION FOR DOCTOR OF PSYCHOLOGY (PsyD) AND DOCTOR OF PHILOSOPHY (PhD) IN CLINICAL PSYCHOLOGY

Every candidate for the PsyD or PhD in Clinical Psychology degree must complete the degree requirements within a period of seven (7) years from the date of admission for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor 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 (PhD) IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY AND GENERAL PSYCHOLOGY

Every candidate for the PhD 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 admission for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor and approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

GRADUATE PROGRAM READMISSION

The current Readmission Policies (pp. 14, 201-202, 223, 246, 276, 289-290, and 317 of the Catalog) read:

READMISSION (General Section)

Students are eligible to apply for readmission to the Miami Campus when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Students dismissed from a program for academic reasons may apply for admission into another program. (Students dismissed for academic reasons are not eligible to apply for readmission in the same program.) Students who have been administratively dismissed due to nonattendance in a given program are not guaranteed

automatic readmission. Specific readmission policies and requirements for the different programs are covered in the appropriate section of this catalog.

READMISSION (M.S. in ESE and M.S. in TESOL)

Students must request readmission to the Program when either of the following circumstances occurs:

1. When a student interrupts his/her program of studies, without an authorized institutional leave of absence.
2. Failure to re-enroll at the Miami Campus after the expiration of an approved leave of absence.

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student's prior performance, space availability, and assessment of the student's potential to continue studies.

READMISSION (M.S. in Psychology and M.S. in Industrial/Organizational Psychology)

Students dismissed for academic reasons are not eligible to apply for readmission.

Students are eligible to apply for readmission to the Miami Campus when one of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.
3. Students dismissed from a program for academic reasons may apply for admission into another program.

Readmission or admission into a program is the sole province of the faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Specific readmission policies and requirements for the different programs are covered in the appropriate section of this catalog.

READMISSION (M.B.A.)

Students must request readmission into the MBA degree program when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll in the Program after expiration of an approved leave of absence.

Students admitted prior to the Summer 2008 academic session who have been dismissed from the MBA program for lack of registration may apply for readmission and transfer their successfully completed courses to satisfy the new degree requirements.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Readmission applications must be requested from and returned to the Admissions Office when completed. Once the reapplication package is completed, a member of the Faculty will review the record. Upon review, the Faculty member will notify the Office of Admissions whether the applicant is found suitable for readmission or not. The Office of Admissions will notify the applicant of the decision, and will issue a letter of admission if the applicant is accepted for readmission. 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 studies.

READMISSION POLICY (Psy.D. Program)

Students dismissed for academic reasons are not eligible to apply for readmission to the same program, but may apply for admission into another academic program.

Students are eligible to apply for readmission into their original program at the Miami Campus only when either of the following two circumstances occurs:

1. When students interrupt their program of studies without an authorized leave of absence
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.

READMISSION PROCEDURES (Psy.D. Program)

Readmission applications must be requested from and returned to the Office of Recruitment and Admissions. Upon completion, the record will be forwarded to the Program for review by members of the faculty. Readmission is the sole province of the Faculty and, when granted, falls under the terms and conditions of the Catalog in effect at the time of readmission.

The new Graduate Program Readmission policy reads:

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 whether to readmit students. 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, practica, and exams.
5. Credits previously accepted for transfer that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.
6. The total number of times that a readmitted student can take either the Master's or the Doctoral Comprehensive Examination is 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.

INTERCAMPUS TRANSFER

The current Intercampus Transfer policy (p. 12 of the Catalog) reads:

The request for an intercampus transfer must be approved by the Chancellor of the original campus and be accepted by the counterpart at the receiving campus. Courses and residency requirements shall be transferred to the receiving campus. Please consult the Admissions and/or Registrar's office for the established procedures for Intercampus transfers.

The new policy reads:

The request for an intercampus transfer must be approved by the Chancellor 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.

LEAVE OF ABSENCE (LOA)

The current policy (Institutional Leave on p. 13 of the Catalog) reads:

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 forms. A non-refundable fee per academic session is required, according to the established deadlines in the academic calendar. Detailed instructions and forms for applying for an institutional leave must be obtained at the Registrar's Office. 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 this catalog. Undergraduate students are allowed a maximum of 4 institutional leaves of absence. Graduate students are allowed a maximum of 3 institutional leaves of absence during their course of study. (Please refer to Time Limitation under each program or diploma.)

Students should be aware of the fact that institutional leaves of absence may affect their financial aid and immigration status as well as their date for degree completion.

See the applicable program or diploma section for specific information regarding leaves of absence.

The new policy reads:

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.

NO SHOW

The following policy has been approved by the Board of Trustees. This policy reads:

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.

NON-DEGREE REQUIREMENTS

The current policy (Non-Degree Students on p. 22 of the Catalog) reads:

As a general rule, persons desiring to study at the Miami Campus 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. 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. Non-degree seeking students at the graduate level may not enroll in any clinical courses or clinical practica without the approval of the corresponding Program Director. Students wishing to change from non-degree to degree-seeking status must formally apply and meet all admission requirements for the program to which they are applying.

Non-degree applicants will follow the established admission procedures for non-degree students and registration procedures of the Institution, and pay the applicable fees. Non-degree students are subject to the same academic standards and disciplinary procedures as any other student, as established in the institutional documents and manuals.

The new policy reads:

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

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

Registration fees and institutional policies apply to non-degree seeking students. According to Federal guidelines, non-degree seeking students are not eligible for financial aid.

Students wishing to change from non-degree to degree-seeking status must formally apply and meet all admission requirements for the Program for which they apply.

OFFICIAL TRANSCRIPTS

The following policy has been approved by the Board of Trustees. This policy reads:

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.

POLICY OF ADMISSION TO CAU

This new policy replaces the sections on General Admissions Procedures and the Admissions Procedures included in each program in the current Catalog.

The new policy reads:

I. Purpose

The main purpose of this policy is to establish uniform parameters for the admission of students in both campuses of Carlos Albizu University (CAU).

II. Criteria

Following are the minimum admission requirements of the Institution and the formula that establishes the weight of each criterion. Establishing the criteria and the relative

values for each requirement was based on the review of external literature, the Puerto Rico and Miami CAU Catalogs, available interview forms and on recommendations from the Academic and Student Affairs Committee of the Board of Trustees, as well as from the Directors of Admissions, Academic Directors, Chancellors and other related personnel from both campuses.

III. Institutional Admission Index

The institutional admission index will be measured based on the relative values reached utilizing the following criteria.

Criteria	Bachelor's (%)	Master's and Doctorate (%)
1. Graduation Index (GPA)	60	45
2. Standardized Tests: <ul style="list-style-type: none"> • College Board of SAT scores (associate and bachelor's degrees) • GRE or EXADEP scores (master's, postmaster's and doctorate Certification) 	10	10
3. Letter of intention written during the interview (It will determine his/her Degree of interest in the program, in the institution, his/her short term, medium term and long term goals, his/her written communication skills and other general composition skills, among others)	N/A	10
4. Two (2) letters of recommendations from a professor, employer or community leader. (It will allow the evaluation of abilities such as: initiative, leadership, critical thinking, teamwork, conflict management, among others)	20	10
5. Interview (It will allow the corroborate of his/her interest in the program, in the institution, his/her short term, medium term and long term goals, his/her experience in the investigation field, in public speaking, in voluntary services or in community services, his/her oral communication skills and general interview abilities, as well as his/her perseverance in general life affairs, among others)	N/A	15
6. Additional specific requirements of the Academic Program	10	10
Total	100	100

IV. Minimum Requirements

The minimum requirements for admission to Carlos Albizu University are:

Bachelor's Degree

Evidence of having completed high school or an equivalent.

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

Master's Degree

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

- Bachelor's degree graduation index of **2.50**
- *Compliance with additional requirements, as established by the program that the student wishes to pursue (See the corresponding section of the Catalog).*

Post-master and Doctorate Certifications

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

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

PsyD and PhD in Clinical Psychology Programs

- A bachelor's degree graduation index of 2.75 will be used.

We urge students who wish to be admitted at the University to apply for admission and to submit every required document (as established in Section V of this policy), as well as any additional document requested by the program the student wishes to pursue (as established by the corresponding section of the Catalog), even if he/she does not comply with the minimum requirements. The Institution reserves the right to admit candidates who do not comply with the minimum requirements. The Institution will take into consideration candidates who do not comply with the minimum requirements once the list of candidates that comply with the requirements is finished, if there are spaces available in the program the student wishes to pursue. Every completed application will be included on a waiting list and will be evaluated in order (from highest to lowest), according to the score obtained during the evaluation.

V. Documentation Requirements

Every applicant will present the following documents:

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

Applicants for the **associate degree level** and for the **bachelor's degree level** must also submit:

1. College Board or SAT scores

Applicants for the **master's degree, post-master's degree** and **doctorate degree levels** will also:

1. Submit the EXADEP or GRE scores
2. Be interviewed by the Evaluating Committee, during which a letter of intention will also be composed by the student

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

1. A Negative Criminal Record Certificate
2. Health Certificate
3. Proof of Hepatitis-B Vaccination
4. Copy of the PVAC Form with an original signature (under 21 years)

VI.Procedure for Admission to the associate and bachelor's degrees

1. Candidates will submit all the documents required, according to the level and program he/she is interested in (as established in Section V of this policy), as well as any additional document requested by the academic program the student is applying for (as established in the corresponding section of the Catalog)
2. The Evaluating Committee will evaluate every application and assign each one a score based on the criteria and relative values established in each level and program (institutional admission index).
3. Due to a limited quota, only candidates with best scores will be admitted (those with the highest indexes).
4. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.
5. Applicants who do not agree with the determination of the Evaluating Committee can appeal the decision in writing.

VII.Procedure for Admission to the master's, post-master's and doctorate degree levels

1. Candidates will submit all the documents required, according to the level and program to which he/she is interested in (as established in Section V of this policy) as well as any other additional document requested by the academic program he/she is applying for (as established in the corresponding section of the Catalog).
2. The Evaluating Committee will prepare an initial evaluation for every applicant, will assign a preliminary score to every candidate based on the criteria and relative values established in each level and program, and will interview the candidates with the highest scores.

3. Selected applicants will be informed of the place, time and day in which they will be interviewed.
4. The Evaluating Committee will finish the evaluation process of each candidate that has been interviewed and assign a final score based on every criterion and relative values established in each level and program (Institutional Admission Index).
5. Due to a limited quota, only candidates with the best scores will be admitted (those with the highest indexes).
6. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.
7. Applicants who do not agree with the determination of the Evaluating Committee can appeal the decision in writing.

VIII. Prohibition of Discrimination

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

IX. Amendments

The disposition of this admission policy may be amended at any moment by the Board of Trustees, as recommended by the President's Office of Carlos Albizu University.

POLICY FOR INCOMPLETE GRADES

The current policy (pp. 15-16 of the Catalog) reads:

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 Chancellor. Written proof of evidence is required in all cases except for natural disasters. 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 take the necessary action to have an "I" grade removed by processing the appropriate change of grade form through the Registrar's Office. 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 (GPA) during any session in which an "I" is obtained. Students are not required to repeat the registration process for the courses in which an "I" grade is awarded.

Any student who in a given session receives two or more grades of Incomplete may register for no more than 6 credit hours during the following session, unless authorized by the Program Director.

The new policy reads:

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 mobilizations, or a court ordered appearance. Any other hardship circumstances must be approved by the Chancellor. Written proof of evidence is required in all cases except for natural disasters.

An Incomplete has to be removed by the due date for midterm grade submission of the following academic session. 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 Chancellor by the student in writing with the supporting documentation included.

POLICY FOR NO GRADE (NG)

The current policy (p. 16 of the Catalog) reads:

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 student. 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. It is the faculty member's responsibility to take the necessary steps to remove a grade of "NG" no later than 30 working 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.

The new policy reads:

No grade reported (NG) is an administrative mechanism used by the Registrar to denote that a letter grade has not been reported by a faculty member for a particular class. A grade of NG can only be used in circumstances where the faculty member experiences a documented hardship that prevents him/her from submitting the corresponding grade. Hardship is defined as serious illness, accident or hospitalization of the faculty, his/her dependents, spouse or significant other, natural disasters, military mobilization, court ordered appearance or any other circumstances approved by the Chancellor. It is the faculty member's responsibility to take the necessary steps to remove a grade of "NG" no later than 30 calendar days after final grades are submitted.

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

STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS

This new policy also contains the Schedule of Minimum Incremental Progress for each program (pp. 63, 88, 131, 170, 203, 225, 248-249, 277, 291, and 322 of the current Catalog) which have not been modified. The new policy reads:

All students including those who wish to be considered for financial aid must maintain satisfactory academic progress (SAP) in their selected course of study as set forth in this policy.

STANDARDS FOR SATISFACTORY ACADEMIC 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 Elementary 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 150% 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 Student 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 are granted a maximum of two years).
- Ph.D. Industrial/Organizational doctoral students are permitted a maximum of seven (7) 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 I, 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 Elementary Education 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:

Associate of Arts (A.A.) in General Education

Academic years completed

1 2 3

Number of credits successfully completed

20 40 60

Upper Division 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 Psychology

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

Upper Division 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

Bachelor of Arts in Elementary Education

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

Bachelor of Business Administration (B.B.A.)

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

Master of Science (M.S.) in Exceptional Student Education

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

Master of Science (M.S.) in Teaching English to Speakers of Other Languages (TESOL)

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

Master of Science (M.S.) in Psychology

Mental Health Counseling Major

Academic years completed

1 2 3 4

Number of credits successfully completed

15 30 48 61

Marriage and Family Therapy Major

Academic year completed

1 2 3 4

Number of credits successfully completed

12 27 42 52

School Counseling Major

Academic years completed

1 2 3 4

Number of credits successfully completed

12 24 39 49

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
(Terminal Degree)

Academic years completed

1 2 3 4

Number of credits successfully completed

12 24 36 48

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

Academic year 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

Master in Business Administration (M.B.A.)

Academic years completed

1 2

Number of credits successfully completed

18 36

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

Academic years completed

1 2 3 4 5 6 7

Number of credits successfully completed

18 45 72 102 134 X* X**

*Doctoral Project

**Internship

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

Academic years completed

1 2 3 4 5 6 7

Number of credits successfully completed

221 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
21	42	73	85	96	X*	X**

*Doctoral Dissertation

**Internship

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

Academic years completed

1	2	3	4	5	6	7
18	36	54	69	X*	X*	X**

*Doctoral Dissertation

**Internship

UNDERGRADUATE PROGRAM READMISSION

The current Readmission Policies (pp. 14, 58, 87, 129, and 168 of the Catalog) read:

READMISSION (General Section)

Students are eligible to apply for readmission to the Miami Campus when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave; or,
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Students dismissed from a program for academic reasons may apply for admission into another program. (Students dismissed for academic reasons are not eligible to apply for readmission in the same program.) Students who have been administratively dismissed due to nonattendance in a given program are not guaranteed automatic readmission. Specific readmission policies and requirements for the different programs are covered in the appropriate section of this catalog.

READMISSION (Associate of Arts in General Education)

Students must request readmission to the Program when either of the following circumstances occurs:

1. When a student interrupts his/her program of study without an authorized institutional leave.
2. When a student fails to re-enroll in the Program after the expiration of an approved leave of absence.

Readmission applications must be requested from, and returned to, the Admissions Office when completed. The student's record will then be reviewed by the faculty. CAU, Miami Campus 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 studies successfully.

READMISSION (B.S. in Psychology)

Students must request readmission to the Miami Campus when either of the following circumstances occurs:

1. When a student interrupts their program of studies, without an authorized institutional leave
2. Failure to re-enroll at the Miami campus after expiration of an approved leave of absence

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student's prior performance, space availability, and assessment of the student's potential to continue studies.

READMISSION (B.A. in Elementary Education)

Students must request readmission to the Miami Campus when either of the following circumstances occurs:

1. When a student interrupts their program of studies, without an authorized institutional leave
2. Failure to re-enroll at the Miami campus after expiration of an approved leave of absence

Readmission applications must be requested and returned to the Admissions Office when completed. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, 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 studies successfully.

READMISSION (B.B.A.)

Students must request readmission to the Program when either of the following circumstances occurs:

1. When students interrupt their program of studies without an authorized institutional leave
2. Failure to re-enroll in the Program after expiration of an approved leave of absence.

Admission or readmission into a program is the sole province of the Faculty and is granted under the terms and conditions of the catalog in effect on the admission or readmission date. Readmission applications must be requested from and returned to the Admissions Office when completed. Once the reapplication package is completed, the record will be reviewed by members of the Faculty. CAU, Miami Campus 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 studies.

The new policy reads:

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. Once the readmission package is completed, the Program Director and program faculty will review the record. The University reserves the right whether to readmit students.

All the policies contained herein may be amended at any time by the Board of Trustees.

CATALOG SECTIONS FOR THE
BACHELOR OF SCIENCE IN CRIMINAL JUSTICE
AND THE
DOCTOR OF PHILOSOPHY IN HUMAN SERVICES

Undergraduate Program

**Bachelor of Science in
Criminal Justice**

GENERAL DESCRIPTION OF THE BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

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

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

Students must enter the program with a cumulative grade point average (GPA) of 2.0 (on 4.0 scale) or above from previous institutions. Students applying with a GPA lower than 2.0 will be granted provisional acceptance into the degree program, contingent upon completing the provisional acceptance period in the program with a GPA of 2.0 or above. Under these circumstances, students will meet on a monthly basis with their academic advisor to assess academic progress.

A maximum of sixty credits (60 cr.) from a two-year accredited program, or a maximum of ninety credits (90 cr.) from a four-year accredited program may be transferred toward the Bachelor of Science. Students who are transferring must have an overall grade point average of 2.0 on a scale of four points. Only courses, which have been passed with a grade of "C" or above will be transferred.

A cumulative grade point average of 2.00 or higher must be maintained in the degree program. Additionally an average GPA of 2.25 or higher in the major is required in order for a student to be eligible for graduation. A maximum of 5 years will be granted for completion of the degree.

A faculty advisor will be available to help in planning each student's academic progress and selecting courses, however, it is the student's responsibility to be familiar with all their academic requirements and curriculum.

BACHELOR OF SCIENCE PROGRAM GOALS AND OBJECTIVES:

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

1. Provide a quality educational opportunity in undergraduate criminal justice training for its students.
2. Conduct an academic program in criminal justice that will allow for the acquisition of theoretical and applied knowledge as well as the attitudes necessary to assist in the solution of forensic problems.
3. Provide training in criminal justice in a professional atmosphere, with actualized research and practical experiences that will be applicable to students in their future professions.

4. Perceive the biological, social, and emotional precursors to criminal behavior and crimes.
5. Identify both civil and criminal laws in the United States and how they are associated to immigrant populations.
6. Provide students with a foundation in behavioral sciences, including integral components of physical, emotional and social processes.
7. Identify a variety of community service resources that can be applicable when working with individuals in forensic and mental health settings.
8. Expose students to the nature of working in a group setting with both professionals and individuals with behavioral health issues.
9. Provide a forum for the debate of psychological issues with forensic populations, particularly substance abuse and recidivism.
10. Instill in students those skills, attitudes and values necessary to be successful in forensic work.
11. Provide students with current issues in criminology including violence, HIV/AIDS, substance abuse and crisis intervention skills needed for competent practice in criminal justice settings.
12. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their background, origin and life circumstances.

MINOR IN BEHAVIORAL SCIENCES

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

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

ADMISSION REQUIREMENTS:

Applicants must have a grade point average (G.P.A.) or equivalent of 2.0 or higher to be considered for admission unless the applicant is admitted under the provision of the Challenge Criteria (see below). The Applicant must provide the following to the Admissions Office:

- 1 A completed and signed application form accompanied by the appropriate fee, within the established deadline. (See the Tuition and Fees Policy.)
- 2 Official transcripts from all high schools, colleges, universities or other post-secondary educational institutions. Students with dual enrollment, Advanced Placement or International Baccalaureate credits must submit them for evaluation. Failure to report previous college work attempted constitutes a falsification of the application and subjects applicants to a loss of all credits earned and may result in dismissal.
- 3 International students applying for admission must submit their academic records to the appropriate agencies for verification of their equivalency to coursework offered in the United States. They must demonstrate the ability to meet the cost of their educational needs without financial assistance from the University. International students must comply with INS regulations and the procedures established under the International Students section of this catalog.
- 4 Transfer students may transfer 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 training was accredited by an accrediting organization recognized by the U.S. Department of Education.

The following admission criteria will be applied to all applicants for the Bachelor of Science (BS) in Criminal Justice:

1. Graduation Index (GPA):	60%
2. Standardized Test (i.e., College Board of SAT scores):	10%
3. Two (2) letters of recommendations from a professor, employer or community leader. (It will allow the evaluation of abilities such as: initiative, leadership, critical thinking, teamwork, conflict management, among others):	20%
4. Additional specific requirements of the Academic Program:	10%
Total:	100%

CHALLENGE CRITERIA ADMISSION

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

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

1. Less than a 2.0 grade point average.

2. Students with a cumulative GPA of 1.5 or less, must submit both high school and college level transcripts of all prior attended educational institutions.
3. Submit a letter to the Program Director explaining the reason(s) for the low G.P.A.

Additionally, the following policies and procedures must be followed:

1. Students will be admitted into the program as degree seeking, with conditional acceptance
2. Upon admission, the student will receive a letter informing him/her of the conditional acceptance status
3. The student must meet with Student Support Services before the beginning of the session to assign a mentor to work with them on a regular basis.
4. An assessment questionnaire will be administered to determine the student's needs and areas of risk to academic achievement
5. The student will be allowed to enroll in a maximum of three courses or nine credits per session, and must complete foundation courses before continuing with concentration courses
6. It is the student's responsibility to make an appointment with their assigned academic advisor within the first week of class to develop a "Progress Plan" for the session.
13. The student must achieve a cumulative 2.0 grade point average by the end of first academic year, and be in good standing as evaluated by the Program Faculty.

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

ADMISSION PROCEDURES:

After all documentation and credentials have been received by the Office of Admissions, the applicant's completed file is then forwarded to the Undergraduate Program and reviewed by a faculty member.

At the discretion of the Director of the Undergraduate Programs, the applicant will be scheduled for an interview. The decision of the Director to interview a prospective student does not indicate or imply acceptance of a candidate.

If the applicant is accepted to the Undergraduate Program, a letter of acceptance will be issued by the Office of Admissions. Carlos Albizu University, Miami Campus reserves the right to reject any applicant.

Upon admission to the program:

1. A faculty advisor will be assigned to the prospective student.

2. The admitted student must provide one (1) recent 2 x 2 photograph before the end of the first session in which he/she is matriculated.

TRANSFER OF CREDIT POLICY AND PROCEDURES:

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

ACADEMIC PROBATION:

Undergraduate students must maintain a minimum cumulative and session grade point average (GPA) of 2.0, and maintain a 2.25 GPA in their major area of study. Failure to maintain the minimum GPA will result in academic probation. Students will be notified by mail and an appointment will be made to meet with an undergraduate advisor. Students on academic probation must meet with his/her advisor and commit to a Progress Plan. The student must enroll in the Mentoring Program and meet with his/her advisor on a regular basis to monitor the student’s progress. Failure to maintain a session or cumulative GPA of 2.0 for two consecutive sessions will result in academic dismissal, regardless of overall GPA.

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

1. The cumulative or session grade point average falls below the minimum level allowed. Grades accompanied by an incomplete (“I”) will not be taken in consideration for the G.P.A. during any session in which an “I” is obtained.
2. Three incompletes (“I”) are received in one session
3. Student violation of institutional disciplinary policies and procedures and/or ethical/professional guidelines. (See the General Policies and Disciplinary Procedures Manual for complete guidelines.)

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

INSTITUTIONAL LEAVE:

Undergraduate students are permitted to interrupt their program of studies for a period of one session per academic year. To obtain a leave of absence, students must submit a request for an institutional leave. Students are permitted a maximum of four (4) sessions of academic leave during their entire undergraduate course of studies (capitation can be limited by accrediting agencies). Institutional leaves are granted by the Program Director upon completion of the required forms. A non-refundable fee per session is required (see the Tuition and Fees Policy). Detailed instructions and forms

for applying for an institutional leave must be obtained at the Registrar's Office. It is the student's responsibility to assess any impact on financial aid status that may result as a consequence of taking a leave of absence.

For additional information, refer to the Academic Policies section of this catalog, and consult with the Financial Aid Office.

READMISSION:

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

Readmission must be requested through the Office of Recruitment and Admissions. The University reserves the right whether to readmit students.

Students may request readmission to the Miami Campus when either of the following circumstances occurs:

1. When a student interrupts their program of studies, without an authorized institutional leave
2. Failure to re-enroll at the Miami campus after expiration of an approved leave of absence

Readmission applications must be requested and returned to the Admissions Office when completed, accompanied by verification of payment of the corresponding fee. Once completed, the student's record will be reviewed by a member of the Faculty. CAU, Miami Campus, reserves the right to readmit students utilizing criteria based on, but not limited to, the student's prior performance, space availability, and assessment of the student's potential to continue studies.

STUDENT EVALUATION:

Undergraduate Students are evaluated on a regular basis by the faculty. Students must maintain a cumulative Grade Point Average (GPA) of 2.0 or higher, and a minimum GPA of 2.25 in their major area. In order to graduate from the Miami Campus, students must be in good academic standing.

ACADEMIC ADVISEMENT:

(Refer to the General Information section of this CAU Catalog.)

CHANGE OF PROGRAM/CONCENTRATION:

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

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

RESIDENCY REQUIREMENT:

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

TIME LIMITATION:

Every candidate for the B.S. degree must complete the degree requirements within a period of five years from the date of admission for the anticipated degree. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval. Under no circumstances will a degree extension petition of more than two years be granted.

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS:

The Miami Campus establishes the following schedule designating the minimum percentage or amount of work that the student must successfully complete at the end of each year in order to complete the educational degree within the established maximum time frame.

Academic years completed	1	2	3	4	5
Number of credits successfully completed	24	24	24	24	24

GENERAL DEGREE REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN CRIMINAL JUSTICE:

The Miami Campus has established the following general degree requirements for the Bachelor of Science Degree:

1. The satisfactory completion of the required credits.
2. A grade point average of no less than 2.00 and 2.25 in the major area.
3. A student must pass all coursework in their concentration with a grade of "C" or higher.
4. Six credits or its equivalent in a language other than English, or have passed a language proficiency examination.

(For additional information, please refer to the section on Foreign Language Proficiency in the General Student Information section of this catalog).

GRADUATION PROCEDURES AND COMMENCEMENT:

(Refer to General Section of CAU Catalog.)

INDEPENDENT STUDY COURSES:

Undergraduate students may, with the professor's and the Program Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed eighteen (18) credits before requesting independent studies.

(Please refer to the General Information section of this catalog for additional information.)

CROSS REGISTRATION

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

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

Name _____ Student ID _____ Date _____

CORE AREA I. FOUNDATION COURSES (45 Credits)

Course Code	Course Title	Ses. Crs.	Course Title	Institution/Term	Grade
1	English Composition I	3	_____	_____	_____
2	English Composition II	3	_____	_____	_____
3	Oral Communication	3	_____	_____	_____
4	Introductory Algebra/Math	3	_____	_____	_____
5	Introductory Behavioral Science	3	_____	_____	_____
6	Introduction to Psychology	3	_____	_____	_____
7	Introductory Life/Physical Science I	3	_____	_____	_____
8	Introductory Life/Physical Science II	3	_____	_____	_____
9	Humanities I	3	_____	_____	_____
10	Humanities II	3	_____	_____	_____
11	Cross Cultural Studies I	3	_____	_____	_____
12	Cross Cultural Studies II	3	_____	_____	_____
13	Literature	3	_____	_____	_____
14	PHI300 Critical Thinking	3	_____	_____	_____
15	*CGS200 Intro to Computers	3	_____	_____	_____

CORE AREA II. MAJOR CONCENTRATION (45 Credits)

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

CORE AREA III. MINOR (15 Credits)

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

CORE AREA III. ELECTIVES (15 Credits)

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

121

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

Faculty / Undergraduate Program / Date

Director of Undergraduate Programs / Date

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

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

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE COURSE DESCRIPTIONS

Core Area I: Foundation Courses (45 credits)

Written Communication

ENC101 ENGLISH COMPOSITION I (3 cr.)

Course emphasizes the composition of expository, argumentative, descriptive, and narrative essays, as well as the analysis of research-based papers. Composition topics will include cultural awareness and cultural diversity to help students to broaden their multicultural views.

ENC102 ENGLISH COMPOSITION II (3 cr.)

Composition of structural, and analytical informative papers, as well as the composition of research based documentation and techniques. Selected readings in poetry, drama, and prose from different cultural perspectives are included in discussion to help students to broaden their multicultural views. (Prerequisite ENC101)

Oral Communication

SPC102 PROFESSIONAL SPEAKING (3 cr.)

A speech course designed to enhance the student's professional speaking skills. Topic selection, organization, and presentation skills are highlighted with an emphasis on creativity, cultural sensitivity, cultural diversity, and individual style. Focus on experiential learning. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

SPC103 PUBLIC SPEAKING (3 cr.)

Application of current global concepts in oral expression and persuasion in public forums. Students will learn to reason logically, present their ideas in a coherent and organized fashion, and learn the basics of informative and persuasive speaking. Cultural sensitivity and cultural diversity shall be emphasized to help students to develop speaking skills oriented to a multicultural audience.

PSY341 INTERPERSONAL COMMUNICATION (3 cr.)

This course introduces the student to effective interpersonal communication. This course will explore issues of communication between the self and others in small and large groups; emphasis is placed on the effects of cultural differences in communication practices.

Introductory Algebra/Math

MAT200 MATHEMATICS FOR HEALTH PROFESSIONALS (3 cr.)

An integrated course that reviews basic concepts of math, algebra, graphs, equations, geometry, probability, and statistics used in today's health care professions worldwide. Topics in Health Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT102 INTERMEDIATE ALGEBRA (3 cr.)

Course covers expressions, linear equations, systems of linear equations, inequalities, quadratic equations, exponential equations, radical equations, fractional equations, graphing, introduction to functions, and applications. Topics in Mathematics, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

MAT103 BASIC ALGEBRA & ARITHMETIC (3 cr.)

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

Introductory Behavioral Science

PSY203 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

Review of the major theories and approaches to an understanding of the life span. Factors such as cognitive development, neurological development, social, cultural and intellectual influences are explored. Topics in Developmental Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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

Experimental analysis of the theories and literature pertaining to social influences on individual behavior, family, group and interpersonal dynamics. Readings, demonstrations on methodology, design implementation and interpretation of research will define the approach. Topics in Social Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

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

An examination of theory and psychological research in motivation and emotion is presented. A multicultural approach to the role of motivation and human emotion as a mechanism for understanding human behavior is the focus of this course.

SYG101 INTRODUCTION TO SOCIOLOGY (3 cr.)

Survey of the scientific study of society. This course stresses societal structure, the role of the individual within society, and the ramifications of social change. Obstacles encountered by minority groups in the United States will also be discussed in regard to housing, unemployment, education, crime and access to mental health and medical services. Cultural sensitivity and cultural diversity discussions designed to broaden students' multicultural views will be provided.

SYG102 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.

PSY451 COGNITIVE PSYCHOLOGY (3 cr.)

This course will introduce current views of cognitive psychology and will examine theoretical models explaining cognition and its developmental and social aspects. Topics include attention, human learning, organization of knowledge, perception, problem solving, and decision making. Special emphasis will be placed on memory processes and cognitive mapping. The course will also analyze various models of the information processing and will include the development of artificial intelligence. The effects of cultural and ethnic differences will be discussed.

PSY406 ABNORMAL PSYCHOLOGY (3 cr.)

Theories, classifications, and research issues relevant to understanding human Psychopathology, including clinical syndromes and theories of pathology. Topics in Abnormal Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Introduction to Psychology

PSY200 FOUNDATIONS OF PSYCHOLOGY (3 cr.)

Advanced level integration of historical of both western and eastern theoretical principles of psychology as a social and behavioral science. Conflicting views on methodology and practice will be considered as well as the implications on the multicultural educational setting.

Introductory Life/Physical Science I & II

BSC100 INDIVIDUAL AND ENVIRONMENTAL INTERACTIONS (3 cr.)

Relationship of the individual to the biosphere. Discussions, and demonstrations, and films on the relationship of the individual, and different cultures to the ecology, resource use, and environmental impact. Topics in Environmental Science, 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.

BSC303 FUNCTIONAL HUMAN ANATOMY (3 cr.)

This course presents functional anatomy of the human body and its relation to disease process. Inter-relationships of body organ systems and regulatory mechanisms will be discussed in relation to human anatomy and physiology. Culture specific disease processes will also be a topic of focus.

BSC201 GENERAL EDUCATION EARTH SCIENCE (3 cr.)

This course will survey principles of earth science taken from selected concepts in astronomy, geology, meteorology, and oceanography, and their impact on multicultural societies. Topics in Earth Science, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

CHM101 CHEMISTRY FOR HEALTH SCIENCES (3 cr.)

This course presents basic principles of general chemistry that include concepts of atomic and molecular structure, properties of gases and solutions, acid base theory, and nuclear chemistry. Concepts of chemistry, and the interrelationship with psychopharmacology will be emphasized. Topics in Chemistry for Health Sciences, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

HUN101 FOCUS ON NUTRITION AND WELLNESS (3 cr.)

This course examines concepts of nutritional science, provides criteria for choosing foods, and presents techniques for sifting through marketing propaganda and terms inundating health conscious individuals. The course will also examine non-western views on nutrition and wellness. Topics in Nutrition and Wellness, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY419 INTRODUCTION TO NEUROPSYCHOLOGY (3 cr.)

This course serves to introduce the student to the field of Neuropsychology. Neuroanatomy, structure and function are reviewed. Emphasis on higher cortical functions.

PSY447 HUMAN PERCEPTION AND SENSATION (3 cr.)

This course examines present theoretical models of human perception and sensation. Topics will include visual sensory systems, perceptual learning, and information processing. Topics in Human Perception and Sensation, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

Humanities I & II

HUM200 HUMANITIES (3 cr.)

This course presents an integrated approach to the major contributions of various cultures around the world in the areas of art, architecture, literature, music, and philosophy, and the impact on modern day society.

AMH200 AMERICAN HISTORY

(3 cr.)

This course presents a history of the founding and development of the United States from Colonial Era to the present with special emphasis on the social, economic and political impact on the US culture of WWI, WWII, the cold war, the Civil Rights Movement, and the Korean and Vietnam wars. A particular emphasis will be to discuss the roles and contributions of ethnic minorities in the development of the United States. Topics in American History, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

ART201 INTRODUCTION TO ART HISTORY

(3 cr.)

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

MUH201 HISTORY OF MUSIC

(3 cr.)

The development of musical compositions, from classical to current times will be the focus of this course. Students will learn to critically analyze masterpieces of music through interpretive and hands on activities. The changing global perspective of music and the impact of cultural musical works on today's society will also be discussed.

PHI101 INTRODUCTION TO PHILOSOPHY

(3 cr.)

An introduction to basic concepts, methods and issues in philosophy, and a consideration of representative types of philosophical thought concerning human nature, the world, knowledge, and value. In addition to Western Philosophy, readings from the Middle East, Asia, Africa and Latin America will also be presented.

REL101 INTRODUCTION TO WORLD RELIGIONS

(3 cr.)

Investigates the associated traditions, customs and ceremonies of world acknowledged religions. Judaism, Christianity, Hinduism, Buddhism and Islam are among the major religions that will be surveyed in this reading intensive course.

SPN101 ELEMENTARY SPANISH I

(3 cr.)

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

SPN102 ELEMENTARY SPANISH II

(3 cr.)

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

Cross Cultural Studies I & II

PSY330 MENTAL HEALTH IN AMERICAN MINORITIES (3 cr.)

A cross-cultural perspective in mental health issues is presented. This course is designed to introduce mental health needs and utilization of mental health services in ethnic minorities. African American, Native American, Latino/Hispanic and Asian American minorities are included.

AMH201 THE AFRICAN AMERICAN EXPERIENCE (3 cr.)

This course presents the historical, social, political and economic factors affecting individuals of African descent living in America as well as the impact on the development and growth of the United States. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

AMH202 MULTI-CULTURAL AMERICA (3 cr.)

This course presents types of cultural and racial groups, causes and consequences of prejudice and discrimination, and suggests approaches to resolving conflicts that arise due to the inter-group differences. African-American, Hispanic/Latino, Asian American, and Native American are some of the minority groups included.

AMH203 LATIN AMERICAN CULTURES (3 cr.)

This course examines the major social, economic and political development of Latin American history. Internal problems of these nations and the role in the Pan American movement will be discussed. The influence Latin American immigrants have had on the growth and development of the United States is emphasized. This course is designed to raise students' awareness and sensitivity of the multicultural composition of American culture.

PSY102 THE ACCULTURATION PROCESS (3 cr.)

The students in this course will be exposed to the acculturation process of immigrants in the United States. The different acculturation stages of children, adolescents, adults and families will be analyzed and discussed. The students will study the emotional conflicts, traumas and the process of acceptance into a new culture experienced by immigrants of different ethnicities and cultures after their arrival to the USA.

ASN100 ASIAN CULTURES (3cr.)

This course presents an overview of the history, social, political and cultural customs of Asian cultures. This course is designed to provide students with cultural overviews, cross cultural communication skills, business, and social protocols when dealing with Asians and Asian Americans, both locally and abroad, in order to prepare the student to address the needs of a global market place. Cultural sensitivity is emphasized.

Literature

PSY250 PSYCHOLOGY AS LITERATURE (3 cr.)

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

LIT200 INTRODUCTION TO LITERATURE (3 cr.)

This course shows the general student how to understand the distinctive forms and meanings of poems, plays, and fiction, and key notions such as character, plot, and imagery. Works illustrate individual and social experiences at different places and times in the global community. This course develops and reinforces written communication skills. Topics in Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT202 CONTEMPORARY LITERATURE (3 cr.)

Offers an examination of the major developments and changes in modern literature around the world. The course will specifically focus on present day literary masterpieces as well as a general overview of recent poetic works. The social and philosophical values of literature will be examined as well as the impact and influence that writers have on individuals and the global community. Topics in Contemporary Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

LIT303 A SURVEY OF WORLD LITERATURE (3 cr.)

This course is geared towards a review of the major masterpieces in world literature. Works surveyed will begin with pieces from the Renaissance and conclude with present day literature. Discussions on character descriptions, plot interpretations and overall literature analyses will be an essential part of the course. Topics in World Literature, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

**PHI300 CRITICAL THINKING (3 cr.)

This is an analytically centered course that will focus on improving and advancing logical reasoning skills and argument structure. The concepts of truth, verification, and knowledge as well as deductive and inductive reasoning will be discussed through formal and informal arguments. Through this course, students will also become aware of common errors in informal reasoning and learn to them.

**CGS200 INTRODUCTION TO COMPUTERS (3 cr.)

Students will learn the theory and practice of computer and printer maintenance, operating systems skills, keyboarding, word processing, spreadsheets, databases, multimedia, communication, and socio-cultural and ethical issues involved in the use of the Internet. Special attention will be given to websites and on-line academic databases for use in academic and multicultural research.

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

Core Area II: Major Concentration (45 credits)

FOR200 INTRODUCTION TO CRIMINOLOGY

(3 cr.)

This course presents a comprehensive survey of the world of criminology. It will introduce the student to the field of criminology: its nature, area of study, methodologies, and historical development. It will define crime, its prevalence, and its trends and patterns in the crime rate. It will discuss how people fall victim to crime and who is likely to become a crime victim. It will review how our system of criminal law developed and describe the basic elements of crimes. It will introduce the student to the science of criminology by reviewing the theories of crime to include theories based on individual traits, which holds that crime is either a free-will choice made by an individual, a function of personal psychological, or biological abnormality, or both, and theories based on sociology and political economy. The course will present an overview of crime patterns that will be clustered into four typologies: violent crime, common theft offenses, enterprise crimes, and public order crimes.

FOR201 JUVENILE DELINQUENCY

(3 cr.)

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

FOR400 CRIMINAL JUSTICE

(3 cr.)

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

POS300 AMERICAN GOVERNMENT

(3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied, and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

PSY408 STATISTICS IN PSYCHOLOGY (3 cr.)

Review of the application of statistical concepts to psychological investigation. Basic descriptive and inferential statistics are reviewed. Topics in Statistics in Psychology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. (Prerequisite any algebra/mathematics course: e.g., MAT200 – Mathematics for Health Professionals; MAT102 – Intermediate Algebra, etc.)

PSY409 RESEARCH METHODOLOGY (3 cr.)

Introduction to the principles, practices and procedures in the conduct of scientific research. Statistics is recommended as a pre-requisite. Topics in Research Methodology, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views. (Prerequisite PSY408 – Statistics in Psychology)

POS300 AMERICAN GOVERNMENT (3 cr.)

The government of the United States and its structure will be the emphasis of this course. Central agencies of authority in the American government system will be studied, and a full review of administrative and political practices will supplement the course. Emphasis is placed on facilitating the acculturation process of non-native Americans. In addition, information regarding immigration laws and obstacles encountered by minorities will also be covered.

CCJ301 POLICING & LAW ENFORCEMENT (3 cr.)

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

CCJ302 CRIME CONTROL IN AMERICA (3 cr.)

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

CCJ401 CYBERCRIME & CRIMINALISTICS (3 cr.)

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

CCJ405 CRIMINAL INVESTIGATION

(3 cr.)

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

CCJ402 CRIME SCENE INVESTIGATION

(3 cr.)

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

CCJ300 CRIMINAL LAW

(3 cr.)

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

CCJ403 INTERVIEW & INTERROGATION

(3 cr.)

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

CCJ404 CORRECTIONAL INSTITUTIONS

(3 cr.)

Correctional Institutions is a multidisciplinary study of corrections from the early 1800's to the present. Significant studies relating to the role of corrections and the methods of community treatment and analysis of current models and practices will be presented.

This course focuses on the roles of corrections and offenders within society. The course presents a philosophical and historical view of the development of corrections (post-adjudication processing of criminal offenders) focusing on adult offenders. The course will present topics that include administrative and operational components of corrections, criminals in confinement, post-adjudication procedures and problems, and community corrections.

CCJ400 RITUALISTIC CRIME INVESTIGATION

(3 cr.)

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

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

PSY313 PRINCIPLES OF BEHAVIOR

(3 cr.)

This course reviews the basic principles, practices and procedures of behavior theory and therapy, as well as their applications to the improvement and remediation of adaptive and maladaptive behaviors. Special emphasis will be placed on culturally sensitive behavioral themes.

PSY314 COMMUNITY SERVICE SYSTEMS

(3 cr.)

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

PSY327 SUBSTANCE USE, ABUSE, AND DEPENDENCE

(3 cr.)

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

PSY418 INTRODUCTION TO FORENSIC PSYCHOLOGY

(3 cr.)

This course serves to introduce the student to the field of forensic psychology. Topics include a review of the relationship between the legal and psychological professions, theories of criminality, corrections, and the etiogenesis of criminal behavior from a familial, environmental, and genetic standpoint. Cultural stigmas in psychology and the law will be discussed.

PSY310 GROUP DYNAMICS

(3 cr.)

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

Core Area IV: Electives (15 credits)

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

PSY202 PSYCHOLOGY OF PERSONALITY (3 cr.)

This course reviews the major theoretical schools of thought and their applications to personality theory. Lectures will encompass the psychoanalytic, behaviorist, cognitive and humanistic paradigms. The interaction of personality traits with environmental factors, cultural influences and their effect on behavior will be discussed. Topics in Psychology of Personality, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY319 PSYCHOLOGY OF LEARNING, MEMORY, AND COGNITION (3 cr.)

This course presents an experimental and theoretical approach to the study of learning and cognition to include problems, methods and content in the area of learning. Emphasis will be placed on attention, memory, organization of knowledge and problem solving across cultures.

PSY300 ETHNOPSYCHOLOGY AND INDIVIDUAL DIFFERENCES (3 cr.)

Introduction to the influence of cultural factors, which serve as independent variables in the dynamic process of personality formation and interpersonal exchange. This course is designed to develop multicultural awareness and sensitivity of future elementary teachers. (Prerequisite: Cross Cultural Studies I).

PSY407 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

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

PSY315 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

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

PSY428 INTRODUCTION TO INDUSTRIAL PSYCHOLOGY (3 cr.)

This course discusses the basic elements of industrial psychology. Issues related to the psychology of work and motivation are developed, and discussed. Emphasis will be placed on the impact of culture in the process of worker motivation, in a growing global economy.

PSY350 CAREERS IN PSYCHOLOGY (3cr.)

This course will introduce students to the major career paths in psychology. Students will briefly review the components of the fields of neuropsychology, child psychology, industrial/organizational psychology, human resources, forensic psychology and case management, as well as the employment requirements in these fields. Students will also begin to prepare for specialization in their chosen field through class exercises and practical research in these fields. The field of cross cultural studies and its implications in mental health careers will also be addressed.

PSY301 EVOLUTIONARY PSYCHOLOGY (3 cr.)

This course presents an exploration of human nature and human psychology from an evolutionary perspective. The general question to be discussed in it is: What is "human nature," and how did it evolve? Specifically, this course will apply an evolutionary analysis in attempting to develop a deeper understanding of selfishness and altruism, intergenerational conflict, parenting, sex differences, senescence, and death. Language, art, religion and mythology, self-destructive behavior, racism, and genocide, cultural behavior, etc. will also be discussed.

PSY311 INTERVIEWING TECHNIQUES (3 cr.)

This course reviews the types and approaches to interviewing used in gathering information in psychology. Discussion of methodology and terminology will be explored. An emphasis will be placed on culturally sensitive interview techniques.

PSY412 PHILOSOPHY OF BEHAVIOR (3 cr.)

This course investigates selected questions relating to the nature of man from a psychological framework. Topics include problems of knowledge and perception, free will, death and immortality from different cultural perspectives.

PSY416 ANTHROPOLOGICAL PSYCHOLOGY (3 cr.)

This course reviews the impact of anthropological factors, as demonstrated in other cultures, including a shared system of beliefs, practices and behavioral patterns and their contribution toward a theory of psychology.

PSY417 SPECIAL TOPICS IN PSYCHOLOGY (3 cr.)

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

PSY320 PSYCHOLOGY OF SOCIAL AND EMOTIONAL DEVELOPMENT (3 cr.)

This course reviews theories of social and emotional development, including gender identity, sex roles, self-control, moral development, cultural development, and interpersonal relations. Topics in Social and Emotional Development, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY422 EDUCATIONAL PSYCHOLOGY (3 cr.)

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

PSY322 PSYCHOLOGY OF CHILDREN (3 cr.)

This course serves to introduce the student to the field of psychology as it pertains to the normal as well as abnormal development of the child. Course will also discuss how different cultures affect child development.

PSY324 PSYCHOLOGY OF AGING (3 cr.)

This course introduces the student to the field of aging studies and gerontology across cultures. The issues of ageism and stereotyping are discussed. Topics in Psychology of Aging, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY325 PSYCHOLOGY OF DEATH AND DYING (3 cr.)

This course introduces the student to the field of death and dying, grief studies, and the related literature. Different cultural views on death, dying and grief will be discussed.

PSY326 HUMAN SEXUALITY (3 cr.)

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

PSY332 FAMILY SYSTEMS (3 cr.)

This course provides a review of the literature and findings in the development of family systems from multiple theoretical perspectives. A review of the family system within a multicultural society will be conducted.

PSY338 PSYCHOLOGY OF INFANCY AND CHILDHOOD (3 cr.)

An introduction to human development focusing on infancy and childhood considering theoretical perspectives on intellectual, personality, and social development. Topics in Psychology of Infancy and Childhood, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY339 PSYCHOLOGY OF ADOLESCENCE (3 cr.)

A comprehensive review of the development of psychological, social and biological factors contributing to the change from childhood to adolescence and from adolescence to adulthood. Topics in psychology of Adolescence, from a multicultural perspective, shall be discussed to help students to enlarge their multicultural views.

PSY440 HEALTH PSYCHOLOGY (3 cr.)

A survey of applied psychology in the medical field. Includes stress and disease etiology, psychosomatics, health benefits from a multi-cultural viewpoint, adherence to therapeutic regimes, emotional adjustments to illness and rehabilitation.

PSY353 HISTORY OF PSYCHOLOGY

(3 cr.)

This course presents the evolution of theory and methods in psychology. An analysis of early philosophical roots as well as the bases and growth of psychology as a science are explored. Current psychological trends and fields of study are also examined. Cultural influences and contributions are incorporated.

**SLS101 Introduction to College Life Skills

(1 cr.)

This course will provide skills and knowledge to students entering college level education. It is intended to provide students with an orientation to the University, including its unique mission. Emphasis will be placed on increasing and improving students' study habits and general academic skills. The course will also provide information regarding students' rights and responsibilities and CAU Policies and Disciplinary Procedures.

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

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

BACHELOR OF SCIENCE PROGRAM FACULTY

Alonso, Evangelina
B.S. 1994, Miami Institute of Psychology,
Psychology;
Psy.D. 1999, Carlos Albizu University,
Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Multicultural Psychology;
physiological Psychology; neuropsychology; forensic
psychology; child and adolescent Psychology.

Attong, Nicole
B.A. 1996, Florida International University;
M.A. 2000, Nova Southeastern University,
Infant Mental Health Training, 2007, Linda Ray Early
Intervention Center.
Adjunct Professor
RESEARCH INTERESTS: Children mental health and
Family.

Barrial, Josely
M.S. 2000, Carlos Albizu University,
Mental Health Counseling
Psy.D., 2010, Carlos Albizu University
Clinical Psychology
Adjunct Professor
RESEARCH INTERESTS: Behavior analysis in
developmental disabilities

Beltre-Sanchez, Provi
B.S. 1985, City College of New York,
Special Education;
M.S. 1989, City College of New York,
Special Education.
Adjunct Professor
RESEARCH INTERESTS: Educational psychology
and diagnostic testing

Campa, Fina
M.S. Caribbean Center for Advanced Studies,
Psychology.
Adjunct Professor
RESEARCH INTERESTS: Depression, anxiety and
anger management

Cunill, Philip J.
B.A. 1967, University of Havana,
English Language and English and
American Literature;
M.S. 2007, Carlos Albizu University,
Teaching English to Speakers of Other
Languages.
Adjunct Professor
RESEARCH INTERESTS: Literary translations,
literature and curriculum in English language.

Figueroa, Ynilo
B.A. 1977, Superior Institute of Physical Culture
Physical Education;
Ph.D., Academy of Physical Culture
Physical Education.
Adjunct Professor
RESEARCH INTERESTS: Sociology and social
studies, technological studies

Frigerio, Ailema
B.S. 1997, Florida International University,
Psychology;
M.S. 2001, Carlos Albizu University
Psychology.
Psy.D. 2010, Carlos Albizu University
Clinical Psychology
Associate Professor
RESEARCH INTERESTS: Child psychotherapy, infant and
family mental health, psychological assessment

Lezcano, Yamila
B.S. 1994, Nova Southeastern University,
Psychology;
M.S. 2008, Nova Southeastern University,
Psychology;
Adjunct Professor
RESEARCH INTERESTS: Social psychology, group therapy.

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

Martínez, Rafael

B.A. 1972, University of Florida,
Anthropology/Psychology;

M.A. 1979, University of Florida,
Psychological Anthropology;

M.S. 1990, Florida International
University, Adult Education and
Human Resources Development;

Ed.D. 1996, Florida International
University, Adult Education and
Human Resources Development.

Assistant Professor

Director of Education Programs and Undergraduate Psychology Programs

RESEARCH INTERESTS: Cross-cultural issues

Morales, Ramona

M.S. 1992, Caribbean Center for Advanced Studies,
Psychology;

Psy.D. 2001, Carlos Albizu University,
Clinical Psychology.

Adjunct Professor

RESEARCH INTERESTS: Ethnopsychology and
psychology of learning

Orozco, Marele

B.A. 1991, Florida International University,
Psychology;

M.S. 2002, Carlos Albizu University,
Psychology;

Psy.D. 2005, Carlos Albizu University,
Clinical Psychology.

Adjunct Professor

RESEARCH INTERESTS: Clinical Psychology;
personality theories, family therapy.

Picanol, Jaime

B.L.A. 1997, Barry University,
Behavioral Science;

M.S. 2003, Carlos Albizu University,
Psychology.

Psy.D. 2008, Carlos Albizu University
Clinical Psychology

Assistant Professor

RESEARCH INTERESTS: Forensic psychology, neuropsychology
and physiological psychology.

Raffo, Jose
B.B.A. 1971, University of Puerto Rico;
M.S. 1971, Caribbean Center for Advanced
Studies, Clinical Psychology;
Ph.D. 1977, Caribbean Center for Advanced
Studies, Psychology.
Adjunct Professor
RESEARCH INTERESTS: Community mental health.

Rodriguez, Marla
B.S. 2003, Florida International University,
Psychology;
M.S. 2005, Carlos Albizu University,
Mental Health Counseling.
Psy.D. 2010, Carlos Albizu University
Adjunct Professor
RESEARCH INTERESTS: Substance abuse, forensic psychology
juvenile justice.

Sabroso, Cristina
B.S. Universidad de Santa Ursula,
Clinical Psychology;
M.S. Carlos Albizu University,
Marriage and Family Therapy;
Ph.D. American Academy of Clinical Sexologists,
Clinical Sexology
Adjunct Professor.
RESEARCH INTERESTS: Transgender studies and human sexuality

Sanchez, Ramon
B.S. 2005, Barry University,
Professional Administration;
M.S. 2006, Barry University,
Human Resources Development and Administration.
Adjunct Professor
RESEARCH INTERESTS: Human resources, cultural studies, world religions

Santiago-Parreno, Maria
B.S. 1982, The City College of New York,
Special Education;
M.S. 1998, Nova Southeastern University,
TESOL.
Adjunct Professor
RESEARCH INTERESTS: Language acquisition and literature

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

Doctoral Program

**Doctor of Philosophy in
Human Services**

PROGRAM MISSION AND PHILOSOPHY

MISSION

The mission of the Ph.D. Program in Human Services at Carlos Albizu University, Miami Campus is to train culturally competent professionals at the doctoral level with special emphasis on the training of minorities, particularly Hispanics.

PHILOSOPHY OF TRAINING

The philosophy of training for the Ph.D. Program is based upon the value that the needs of a multicultural society are best served by human services professions that are both culturally competent and inclusive. In accordance with this value, the Program seeks to provide students with a rich exposure to culturally and individually diverse populations through its academic training and applied experiences. It also seeks to train students that have been underrepresented in the field.

GENERAL DESCRIPTION OF THE DOCTOR OF PHILOSOPHY IN HUMAN SERVICES

Human Services include several fields of knowledge in the public and private administration and the social sciences directed to address human needs. The Doctor of Philosophy in Human Services Program will prepare students to be outstanding practitioners, researchers, and leaders in the human services field. They will be able to make significant contributions to the empowerment of individuals, families, communities, and organizations in need through the creation, development, and evaluation of programs and services directed to address the need of these societal groups. These include human beings on every stage of life physically and/or emotionally challenged because of age, poverty, immigrant status, illness, addictions, imprisonment and/or violence. Our professionals will also be prepared to lead organizations that offer services to these populations and to exert advocacy efforts on behalf of these groups.

There are two classifications in human service workers: Administrative workers and those who do direct work with clients. In the first group are development directors, executive directors, grant writers, program directors, executive directors, and assistant directors. In the second group are those who work with clients: case workers, case managers, counselors, psychologists, and social workers. Opportunities for professionals with a PhD in Human Services are in the academia, research or consulting in public or private organizations and leadership positions in public or private service agencies, among others. The mean annual wage for Medical and Health Services Managers is \$93,670.00 or \$45.03 an hour.

The program consists of 69 credits of coursework. CAU's unique program design integrates into the field of human services the study and understanding of human behavior and sensitivity towards culturally diverse populations.

Students who are transferring must have an overall grade point average of 3.0 on a scale of four points. Only courses which have been passed with a grade of “B” or above will be transferred.

A cumulative grade point average of 3.00 or higher must be maintained in the degree program. A maximum of 4.5 years will be granted for completion of the degree.

A faculty advisor will be available to help in planning each student’s academic progress and selecting courses; however it is the student’s responsibility to be familiar with all their academic requirements and curriculum.

DOCTOR OF PHILOSOPHY IN HUMAN SERVICES PROGRAM GOALS AND OBJECTIVES:

The objective of this program is to prepare professionals in the field of human services to occupy positions as leaders in management, professional practice, research and in the academia from which they might be able to address human needs of individuals, families, and communities through the creation, development, and evaluation of programs and services directed to address the needs of these societal groups. The following are the objectives of the Ph.D. in Human Services program:

1. Assess the needs of the individuals, families, communities, and organizations that require services.
2. Develop or expand research, programs, and interventions to address the identified needs and disseminate the results to the appropriate parties through public presentations, reports, and articles.
3. Monitor and evaluate programs and offer recommendations to improve their effectiveness and efficiency.
4. Analyze and interpret policies, rules, regulations, and laws and ensure the organization’s compliance through the design of appropriate systems and staff training and development.
5. Review and analyze legislation, laws, and public policy and recommend changes to promote and support the interests of the populations served.
6. Determine funding needs, develop budget, fundraising strategies, and monitor the expenditures of organizational units and programs.
7. Identify and develop grants to request funds from public and private organizations to offer new services or improve the existing ones to these populations.
8. Negotiate contracts and agreements with for profit and non for profit organizations, city, state, and federal agencies in order to provide the required services.

9. Manage human services government and private for profit and non for profit organizations through the effective planning, integration, organization, direction, and control activities.
10. Integrate and lead the organizations' staff toward the accomplishment of the program goals and objectives.

ADMISSION REQUIREMENTS:

Applicants must comply with the following admission requirements:

- 1) Master's degree in some of the Human Service areas or a Master's degree with qualified work experience in Human Services. Human Services Fields include: Psychology, Counseling and Guidance, Rehabilitation Counseling, Social Work, Special Education, Therapeutic Recreation. Other fields depending on the coursework of the degree might be considered: Child Development and Family Relations, Criminal Justice, Education, Health Education, Nursing, Occupational Therapy, Physical Therapy, Religion, Social Sciences, Sociology and Anthropology.
- 2) A minimum undergraduate grade point average of 2.75 and/or graduate grade point average (GPA) or equivalent of 3.00 or higher to be considered for admission.
- 3) Graduate Record Examination
- 4) Completed and signed application form accompanied by the appropriate fee prior to the established deadline dates.
- 5) Current resume/vitae.
- 6) Three letters of recommendation preferably from current or past professors.
- 7) Statement of Purpose which should be double spaced, typed, and one to two pages in length, articulating career goals.
 - a. Letter of intent written during the interview.
- 8) Official transcripts from all undergraduate and graduate institutions attended.
- 9) International students must submit an official evaluation of academic credentials by an authorized agency. Please refer to the Catalog section entitled International Students for a detailed description of this requirement.

10) Completion with a grade of “B” or better of the following prerequisites at the graduate level:

- Statistics
- Research Design

The institutional admission index will be measured based on the relative values reached utilizing the following criteria:

Criteria	Graduate Programs (%)
1 Grade point Average	45%
2 GRE Score	10%
3 Letter of Intent written during the interview	10%
4 Three letters of recommendation from a professor, employer, or community leader.	10%
5 Interview	15%
6 Program specific requirements	10%
7 Total	100%

ADMISSION PROCEDURES:

After all documentation and credentials have been received by the Office of Admissions, the applicant’s file is forwarded to the Program. The file is first reviewed by faculty who will determine if an interview should be granted. The decision of the faculty to interview a prospective student does not indicate or imply acceptance. After an interview is granted, the applicant will be evaluated by the faculty to determine if s/he meets criteria for admission. If the applicant is approved for admission, a letter of acceptance is issued by the Office of Admissions. Upon notification of acceptance, the University requires confirmation of acceptance by receipt of a non-refundable deposit towards fees and tuition. Ultimately, Carlos Albizu University reserves the right to reject any applicant.

Upon admission to the Program, the student must provide the Office of Admissions with one recent 2X2 photograph before the end of the first academic session following matriculation.

ENROLLMENT REQUIREMENTS:

In order to maintain full-time status, students in the Ph.D. Program must be enrolled for a minimum of six (6) credits per academic session. .

TRANSFER OF CREDIT POLICY AND PROCEDURES:

Courses which have been completed more than five (5) years prior to the date for which the student applies for admission to the University can only be transferred with the approval of the Program Director. There is no time limit for the transfer of credits from completed degrees at Carlos Albizu University. Only courses completed at a doctoral level accredited institution of higher learning and passed with a grade of “B” or better (3.00 on a 4.00 scale) will be accepted for transfer.

The maximum number of credits that a student in the Ph.D. Program may transfer from another institution is twelve (12).

ACADEMIC PROBATION:

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

Students in the Ph.D. Program must maintain a minimum cumulative and session grade point average (G.P.A.) of 3.0. Failure to maintain a session G.P.A. of a minimum of 3.0 will result in academic probation.

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

1. The cumulative or session G.P.A. falls below 3.0. Grades accompanied by an Incomplete (“I”) will not be taken into consideration for the G.P.A. at any session in which an “I” is obtained.
2. Two (2) grades of “C” or lower are received in coursework in a single session.
3. Three Incompletes (“I”) are received in one session.
4. A No Pass (“NP”) in HUMN900 Dissertation Concept paper or HUMN901 Dissertation is received for the session.

ACADEMIC DISMISSAL:

The following conditions will result in academic dismissal from the Program:

1. Failure to maintain a cumulative GPA of 3.0 for two (2) consecutive sessions in which the student registers.
2. Failure to maintain a session GPA of 3.0 for two (2) consecutive sessions in which the student registers, regardless of overall GPA.

3. Failure to obtain a grade of “B” or better in a course that is being repeated.
4. A third grade of “C” or below in any course regardless of whether or not the other two courses obtained with a “C” or lower were repeated.
5. Two (2) No Pass (“NP”) grades in HUMN900 Dissertation Concept paper or HUMN901 Dissertation.

INSTITUTIONAL LEAVE:

Institutional leave is an administrative status which permits students to interrupt their program of studies. Institutional leaves are granted by the Program Director upon completion of the required form. Please refer to the academic calendar for information on due dates and applicable fees. Detailed instructions and forms for applying for an institutional leave are available at the Registrar’s Office.

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. Students will be required to apply for readmission under the newest catalog requirements. Institutional leaves may affect financial aid status as well as their date for degree completion. Time spent on a duly authorized leave of absence will be excluded from the time period allowed for degree completion.

READMISSION:

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

Readmission must be requested through the Office of Recruitment and Admissions. The University reserves the right whether to readmit students.

Students are eligible to apply for readmission into their original program at the Miami Campus only when either of the following two circumstances occurs:

1. When students interrupt their program of studies without an authorized leave of absence
2. Failure to re-enroll at the Miami Campus after expiration of an approved leave of absence.

READMISSION PROCEDURES

Readmission applications must be requested from and returned to the Office of Recruitment and Admissions. Upon completion, the record will be forwarded to the Program for review by members of the faculty. Readmission is the sole province of the Faculty and, when granted, falls under the terms and conditions of the Catalog in effect at the time of the readmission.

CONDITIONS FOR READMISSION

Core faculty will participate in the decision-making process:

1. Faculty will evaluate the applicant's previous academic record. The process is highly selective, and takes into account the applicant's academic performance, any disciplinary measures taken, reasons for failing to re-enroll or obtain a leave of absence, potential for eventual completion of the Program, etc;
2. If readmission is granted, the faculty will be prescriptive in addressing prior weaknesses;
3. Students will be readmitted under the rules, regulations, and amendments contained within the Catalog in effect at the time of readmission;
4. Students who are readmitted must retake courses if taken more than five (5) years prior to the readmission date as specified by the Director of the Program;
5. Credits previously accepted for transfer that were earned more than five (5) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded or are approved by the Director of the Program;
6. 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.

GENERAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY (Ph.D.) DEGREE

Carlos Albizu University, Miami Campus has established the following requisites for the awarding of the Ph.D. degree:

1. Grade point average (GPA) of 3.00 or higher on a 4.00 scale;
2. Completion of a minimum of three years of full time residency;
3. Satisfactory completion of academic credits;
4. Completion of a dissertation. This endeavor must be based upon empirical research;

5. Six (6) credits or its equivalent in a language other than English;
6. Good standing in the Program, i.e., no disciplinary action pending, or academic probation;
7. Recommendation from the faculty for the degree of Doctor of Philosophy. Students seeking a Ph.D. degree must demonstrate to the satisfaction of the faculty those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

DISSERTATION

All candidates for the Ph.D. degree must complete a dissertation demonstrating a doctoral level of professional and scholarly sophistication in a topic related to the field of Human Services. The dissertation must consist of an empirical study. Please refer to the Dissertation Handbook for a detailed description of this project.

The Dissertation Committee consists of a project director who serves as the student's chief advisor and mentor, and at least one committee member. The Doctoral Project Committee advises the student and monitors his/her progress. At the Miami Campus, the Project Director and the Project Member are normally members of the core doctoral faculty. However, with the consent of the Director, either the Project Director or Project Member may be an adjunct faculty member of the Ph.D. Program or a professional from another institution. At least one of the Committee members must be a core Miami Campus Ph.D. Program faculty member.

The Dissertation process includes a written paper and an oral presentation. Upon completion of the literature review for the Project, and its approval by the Committee, the student and the Committee will hold a formal meeting. This meeting may be conducted in person, or via phone conference or teleconference, to establish a plan for the completion of the Dissertation. An oral presentation of the completed Project, which is considered a formal evaluation, will be given by the student on campus upon final approval of the Project Committee and is open to the public. Additional requirements and guidelines for the Dissertation are listed in the Dissertation Handbook.

Students must begin the Dissertation upon the completion of the sixth training block. Students enrolled in HUMN900 –Dissertation Concept Paper or HUMN901 Dissertation are considered full-time students.

Students receive a grade of Pass or No-Pass for each session they are enrolled in the Dissertation Concept Paper and Dissertation. If a student receives two grades of No Pass in the Dissertation Concept Paper or Dissertation at any time while enrolled in this process, s/he is subject to automatic dismissal from the Ph.D. Program. Students enrolled in the Dissertation are considered to be full time students up to a maximum of six sessions of

enrollment. After the sixth session, students who are only enrolled in this process will be ineligible for financial aid as full time students.

In order to complete the Dissertation process, five bound copies of the final written dissertation (one for the Miami Campus' Albizu Library, one for the CAU/San Juan Campus, one for each committee member, and one for the students' personal library) and two digital master copies of the final written dissertation (one for the Chair and one for the Miami Campus' Albizu Library) are required. In addition, the student must complete and have approved by his/her Doctoral Project Committee a summary of the Project for posting in the Ph.D. Program website. The actual posting of the summary in the Ph.D. Program web site must have the approval of the Chancellor or his/her designee.

If the student fails to submit the bound and signed Dissertation during the session in which the oral presentation took place, the student is considered active and must pay the Dissertation fee for each session until the Dissertation process is completed.

TIME LIMITATION

Students enrolled in the Ph.D. Program must complete the degree within four and half (4.5) years from the date of admission into the Program. A one-year extension may be obtained with approval from the Chancellor. An additional year may be obtained with the President's approval.

STUDENT EVALUATION:

Doctoral Students are evaluated on a regular basis by the faculty. Students must maintain a cumulative Grade Point Average (GPA) of 3.0 or higher. In order to graduate from the Miami Campus, students must be in good academic standing.

ACADEMIC ADVISEMENT:

(Refer to the General Information section of this CAU Catalog.)

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

The Miami Campus establishes the number of earned credits that students must successfully complete at the end of each year in order to complete the educational degree within the established time frame.

Academic years completed	1	2	3
Number of credits successfully completed	27	27	
Dissertation			15

GRADUATION PROCEDURES AND COMMENCEMENT:

(Refer to General Section of CAU Catalog.)

INDEPENDENT STUDY COURSES:

Doctoral students may, with the professor's and the Program Director's approval, enroll in independent studies for a maximum of nine (9) credit hours of the total credit hours required for graduation. Students must have completed eighteen (18) credits before requesting independent studies.

(Please refer to the General Information section of this catalog for additional information.)

CROSS REGISTRATION

Upon approval of the Program Director, students may enroll in another accredited institution of higher learning. The courses taken at other institutions must be at the doctoral level and not be offered at the Miami Campus. A maximum of nine (9) credit hours can be obtained.

DUAL DEGREE OPTION

Students enrolled in the Ph.D. Program who are in good academic standing may enroll in another distinct graduate program upon completion of all Ph.D. Program requirements, with the exception of the dissertation. Students must remain enrolled in the dissertation until the completion of this program's requirements while concurrently enrolled in a second distinct graduate degree program. Enrollment in a second degree program must be approved by both Program Directors. Any Ph.D. student, who receives a grade of "No Pass" in the dissertation and is placed on probation, will not be allowed to continue enrollment in a second distinct degree program until the probationary period is lifted.

CHANGE OF PROGRAM

1. A change of program will be considered on a case-by-case basis. A form requesting a change must be obtained, completed by the student, and signed by both Program

Directors. The form may be used only to transfer from the Ph.D. Program to other graduate programs within the University. A non-refundable fee is required for this process.

2. Students enrolled in other graduate programs in the University who wish to seek admission to the Ph.D. Program must do so through the regular process of admission as delineated in the sections entitled “Admission Requirements” and “Admission Procedures.”

STUDENT ADVISEMENT

Upon admission to the Program, students are assigned a core faculty member who will serve as their advisor. Students must meet with their advisor prior to registering, and periodically throughout their course of study.

STUDENT EVALUATIONS

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

Students will be allowed to obtain no more than two grades of “C” in non-research courses while enrolled in the Ph.D. Program. Any student who obtains a third grade of “C” or lower will be dismissed from the Program regardless of whether or not they have repeated previous courses and have obtained a better grade.

Students who obtain a grade of “C” or lower in any graduate-level research course must repeat the course the next session it is offered. Failure to obtain a grade of “B” or better during the second attempt at passing the course will result in academic dismissal.

Students will be allowed to graduate with two (2) grades of “C” in graduate-level non-research courses.

PROGRAM BREAKDOWN BY COURSE			
Course Number	Course Title	Credit Hours	Clock Hours (If Applicable)
HUMN700	The Human Services Field: History and Development	3	
HUMN706	Human Services Roles in Multidisciplinary Teams	3	
HUMN701	Human Beings Through the Life Cycle	3	
HUMN705	Ethical principles Applied to the Interventions with Individuals and Groups in Need	3	
HUMN707	Human Services Theories, Research and Practice	3	
HUMN702	Executive Leadership in Non Profit Organizations	3	
HUMN703	Nonprofit Organizations Management	3	
HUMN708	Human Resources Management	3	
HUMN704	Conflict Mediation	3	
HUMN709	Crisis Intervention	3	
RSHUM800	Introduction to Scientific Research	3	
RSHUM801	Research Methods	3	
RSHUM802	Advanced Research Methods	3	
RSHUM803	Qualitative Research	3	
RSHUM804	Mixed Methods in Research	3	
RSHUM805	Seminar on Cross Cultural Methods of Measurement and Evaluation	3	
STHUM800	Statistics	3	
STHUM801	Advanced Statistics	3	
HUMN900	Dissertation Concept Paper	3	
HUMN901	Dissertation (Literature Review, Proposal & Research)	12	
TOTAL:		69	

SESSION	COURSE	Pre-Requisite
1 st Session	The Human Services Field: History and Development Introduction to Scientific Research Human Beings Through the Life Cycle	None
2 nd Session	Human Services Roles in Multidisciplinary Teams Research Methods Ethical Principles Applied to the Interventions with Individuals and Groups in Need	The Human Services Field: History and Development Introduction to Scientific Research
3 rd Session	Human Services Theories, Research and Practice Statistics Conflict Mediation	Research Methods
4 th Session	Crisis intervention Advanced Statistics Advanced Research Methods	Human Being Through the Life Cycle Statistics
5 th Session	Nonprofit Organizations Management Qualitative Research Mixed methods in Research	All research courses
6 th Session	Executive Leadership in Nonprofit Organizations Human Resources Management Seminar on Cross Cultural Methods of Measurement and Evaluation	All research courses
7 th Session	Dissertation Concept Paper	All courses
8 th Session	Dissertation	All courses and Dissertation Concept Paper
	TOTAL CREDITS 69	

DOCTOR OF PHILOSOPHY IN HUMAN SERVICES COURSE DESCRIPTIONS

HUMN700 THE HUMAN SERVICES FIELD: HISTORY AND DEVELOPMENT (3 cr.)

This course will provide students with the opportunity to explore the foundations of the historic development of the human services profession and its evolution in response to the evolving needs of the societies in the world. The different careers in human services as well as the opportunities in this field will be discussed. Students will critically analyze the strengths of the human services field as well as their challenges and areas for improvement. Through this exploration, the students will be able to clarify their field of action, discover possible alliance with other professionals and societal groups and start defining their role as professionals in human services. The challenges toward the future will also be discussed.

HUMN706 HUMAN SERVICES ROLES IN MULTIDISCIPLINARY TEAMS (3 cr.)

In this course the participants will be able to identify the multiple roles in human services and their interactions in organizational leadership, professional practice, teaching, research, and creation of public policy and law making in the non-for-profit, public, and private sectors. Different careers will also be explored in the areas of public administration, community and educational services, public safety, and health care and promotion.

Prerequisite: HUMN700 The Human Services Field: History and Development

HUMN701 HUMAN BEINGS THROUGH THE LIFE CYCLE (3 cr.)

In this course the students will discuss the processes of human development with emphasis on the interrelatedness of all domains—physical, cognitive, emotional, and social. Classic and emerging theories will be discussed as well as their research applications. The interrelationship between the human being and the environment through the lifespan and the impact of multiculturalism and social policy issues will be analyzed.

HUMN705 ETHICAL PRINCIPLES APPLIED TO THE INTERVENTIONS WITH INDIVIDUALS AND GROUPS IN NEED (3 cr.)

In this course the participants will acquire knowledge that will guide their decision making processes in dealing with different constituencies in the helping professions. This includes challenges in dealing with employees to board of directors, clients, and interest groups like contractors and government representatives. The ethical principles, guides, and codes as well as legal issues relevant to the delivery of human services will be discussed. Students will study important cases in which ethical principles have been breached and discuss hypothetical examples with the purpose of increasing their awareness and readiness to deal with those situations appropriately.

Prerequisite: HUMN700 The Human Services Field: History and Development

HUMN707 HUMAN SERVICES THEORIES,
RESEARCH AND PRACTICE

(3 cr.)

In this course the participants will learn about the foundations of the human service professions. The students will revise and critically analyze the classic (psychodynamic, existential-humanistic, cognitive-behavioral) and contemporary (post-modern) theories of human services as they apply to individuals, communities, problems, and policies. The participants will discuss the concepts theory, research, and practice and discover their relationships in the practice of human services. The different research methods to assess the needs of individuals, groups, and communities and the ethical considerations in the practice will be discussed.

Prerequisite: HUMN700 The Human Services Field: History and Development

HUMN702 EXECUTIVE LEADERSHIP IN NON PROFIT
ORGANIZATIONS

(3 cr.)

In this course the participants will explore the different leadership roles in non-profit organizations, private and public organizations in the U.S. and in foreign countries. This includes a variety of roles that go from program leaders to directors, board of directors, and community leaders. In this course the participants will explore leadership theory as it applies to the different roles and responsibilities of leadership and the challenges that they experiment in their interaction with the external environment. Key aspects such as board development, strategic planning, lobbying, marketing, fundraising, volunteer management, financial management, risk management, and compensation and benefits will be addressed.

HUMN703 NONPROFIT ORGANIZATIONS MANAGEMENT

(3 cr.)

This course will cover the roles and responsibilities of nonprofit personnel and volunteers, risk management, and the changing role of nonprofit organizations in American society. Students will examine the fundamental processes in operating non-profit organizations, which include business management, public administration, accounting, human resources management, taxation and business law as it applies to nonprofit organizations as well as the legal requirements for establishing and operating nonprofit organizations and for securing tax-exempt status. Participants will compare nonprofit management styles and learn methods for creating internal systems that set standards of accountability.

HUMN708 HUMAN RESOURCES MANAGEMENT

(3 cr.)

This course explores activities related to human resources in the management process and the laws and regulations applicable to those processes. These include recruitment and placing processes, training and development, compensation and benefits, and work environment. Students in this course will be able to understand the importance of appropriate human resources in organizations and how to attract and keep the workforce they need through the wise use and management of the processes related to human beings in the workplace.

Prerequisite: HUMN700 The Human Services Field: History and Development

HUMN704 CONFLICT MEDIATION
(3 cr.)

Mediation is a process by which human beings engage in a dialogue facilitated by a mediator through which they explore ways of agreeing on a course of action based on their common interests, not on their positions. The role of the third party is to facilitate this process. Mediation is useful in every social setting in order to guarantee that people agree on the course of actions and solutions presented to human problems. New models of mediation have been developed recently and the field continues to develop and grow. At the beginning of the course students will discuss different approaches to conflict resolution, their advantages and disadvantages and thereafter will focus on conflict mediation. Students will learn the principles, processes and skills through the practice of mediation in simulated and real life settings so as to become effective impartial third party mediators.

Prerequisite: HUMN700 The Human Services Field: History and Development

HUMN709 CRISIS INTERVENTION (3 cr.)

Crisis intervention is a process through which help professionals assist individuals in dealing with situations that present a challenge to their psychological well-being. In this course, the students will study the theory and practical application of crisis intervention techniques. In dealing with people in crisis they will use a six-step model: Defining the Problem, Ensuring Client Safety, Providing Support, Examining Alternatives, Making Plans, and Obtaining Commitment and how to apply it in crisis situations.

Prerequisites: HUMN700 The Human Services Field: History and Development and HUMN701 Human Being Through the Life Cycle

RSHUM800 INTRODUCTION TO SCIENTIFIC RESEARCH (3 cr.)

This course offers an introduction to research methods and, in particular, the management of research methods. First, an overview of research will be conducted, with attention given to various purposes and approaches. Next, the components of the research process will be studied, including a discussion of the opportunities in the research field. Students will critically analyze the strengths of the human research problem, review of literature, methodology, collection of data, analysis (including cultural biases), results of the data, and conclusions. Statistical software will be introduced as a tool to analyze, interpret, and present data.

RSHUM801 RESEARCH METHODS (3 cr.)

In this course students will explore the research methods utilized in psychological research. Quantitative and qualitative methods will be reviewed as well as the use, advantages, and disadvantages of each approach. Topics include: scientific method, independent and dependent variables, ethics in research, validity, reliability, measurement reliability, qualitative and quantitative methodologies, and cross sectional and longitudinal methodologies. Ethical considerations in research will be discussed.

Prerequisite: RSHUM800 Introduction to Scientific Research

RSHUM802 ADVANCED RESEARCH METHODS

(3 cr.)

This course will provide students with an overview of the methods, procedures, and techniques used in the conduct of empirical research on issues of interest in psychology. Topics will include: the scientific method, problem statement and research questions, hypotheses, study design, the nature and definition of constructs, the manipulation of variables, the concepts underlying and methods used for the assessment of the reliability and validity of measures, and the use of various ethical standards that govern the conduct of all research involving human participants.

Prerequisites: HUMN700 The Human Services Field: History and Development, RSHUM800 Introduction to Scientific Research, and RSHUM801 Research Methods

RSHUM803 QUALITATIVE RESEARCH

(3 cr.)

In this course students will explore different qualitative research methods, their theoretical perspectives and their philosophical assumptions and implications for research development. The process of developing a qualitative research will be analyzed with applied examples in the human services field. The participants will be able to design a qualitative research and discuss its uses, advantages, and limitations.

Prerequisites: RSHUM800 Introduction to Scientific Research and RSHUM801 Research Methods

RSHUM804 MIXED METHODS IN RESEARCH

(3 cr.)

In this course students will study the purpose of mixed methods in research and its epistemological and methodological foundations. Participants will explore the major considerations in choosing methods, designing research, analyzing data, and writing a report. The four major types of mixed methods (triangulation, embedded, explanatory, and exploratory), their uses, advantages, disadvantages, and limitations will be discussed.

Prerequisites: RSHUM800 Introduction to Scientific Research, RSHUM801 Research Methods, STHUM800 Statistics, and STHUM801 Advanced Statistics

RSHUM805 SEMINAR ON CROSS CULTURAL METHODS OF
MEASUREMENT AND EVALUATION

(3 cr.)

In this course, students will learn the framework for the development of research in different cultural settings and population so as to gain an understanding of how different populations deal with life challenges and how to develop and design culturally sensitive programs to address them. The influence of cultural variables and other intervening variables such as gender, race, ethnicity, and immigration and socioeconomic status will be explored.

Prerequisites: HUMN700 The Human Services Field: History and Development, HUMN707 Human Services Theories: Research and Practice, RSHUM800 Introduction to Scientific Research, RSHUM801 Research Methods, and STHUM800 Statistics

STHUM800 STATISTICS

(3 cr.)

This course is a prerequisite for Advanced Research Methods. The student will become familiar with various statistical techniques. Topics include: measures of central tendency, measures of variability, sampling distributions, inferences about the differences between means, proportions, etc., univariate analysis of variance, linear regression, and correlation. The course includes an introduction to and use of the statistical software program, SPSS as well as Excel.

Prerequisite: RSHUM800 Introduction to Scientific Research and RSHUM801 Research Methods

STHUM801 ADVANCED STATISTICS

(3 cr.)

This course introduces advanced statistical techniques and methods for data analysis. Topics include bivariate relationship, matrix algebra, review of multiple regression and correlation, part and partial correlation, canonical correlation, discriminant analysis and classification, cluster analysis, and factor analysis. Students will apply the techniques discussed to data drawn from actual research.

Prerequisites: RSHUM800 Introduction to Scientific Research, RSHUM801 Research Methods, and STHUM800 Statistics

HUMN900 DISSERTATION CONCEPT PAPER

(3 cr.)

This process entails the preparation and completion of the dissertation concept paper under the supervision of a faculty committee, which will include: the topic of study, justification, preliminary literature review, proposed method, and proposed itinerary for the Dissertation. Enrollment will require the approval of the faculty member that will supervise the Dissertation. After the approval of the concept paper the student will enroll in Dissertation.

Prerequisites: All the courses

HUMN901 DISSERTATION

(3 cr.)

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

Prerequisites: All the courses and HUMN900 Dissertation Concept Paper

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