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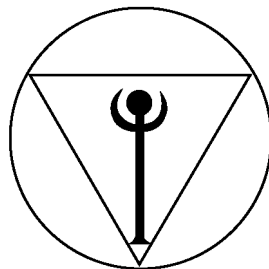
February 7th, 2017

February 22nd, 2017

May 1st, 2017

August 2015 - July 2017

CARLOS ALBIZU UNIVERSITY



Logotype

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

An educated society at the service of humanity has the responsibility of nurturing these spiritual virtues so that individuals can actualize themselves and thus, help create a culture of peace for all.

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

Rev. 05/22/06

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Table of Contents

	PAGE
General Information	1
History.....	2
Mission.....	2
Vision	2
Values	2
San Juan Campus	
General Information.....	5
Degrees Conferred.....	5
Concentration/Areas of Specialization.....	5
Graduate Certificates	5
Location	5
Mailing Address.....	5
Physical Address	5
Accreditation	6
Licensing.....	6
Professional Affiliations.....	6
Articulation Agreements.....	6
Certification	7
Professional Licensure	7
Languages of the San Juan Campus	7
Carlos Albizu Miranda Library.....	8
Computer Laboratory.....	8
List of Institutional Documents for Students	8
Mayagüez University Center	
General Information.....	9
Degrees Conferred.....	9
Concentration/Areas of Specialization.....	9
Graduate Certificate.....	9
Location	9
Mailing and Physical Address.....	9
Licensing.....	9
Certification	10
Professional Licensure	10
Languages of the Mayagüez University Center.....	10
Computer Laboratory.....	10
List of Institutional Documents for Students	10
Academic Policies	
Academic Calendar	11
Admission Procedures	11
Official Transcripts.....	12
Institutional Leave.....	13
Transitional Leave	13
Undergraduate Program Readmission.....	13
Graduate Program Readmission	13
Cross Registration.....	14
Course Challenging Policy.....	14
Credit Hours Policy	16
Graduate Level Degree Evaluation Policy	18
Distance Learning	18
Extension for Degree Completion – Time Limitation Policy	19

Satisfactory Academic Progress Policy	19
Grading Policy	24
Policy for Incomplete Grades	24
Policy for No-Grade (NG).....	25
Policy for Change of Grades	25
No Show	25
Academic Dismissal	26
Extended Leave	26
Withdrawal from the University.....	26
Administrative Withdrawal Policy.....	26
Disciplinary Procedures	26
Dispositions in Case a Program Closes or the Institution Ceases to Operate.....	26
Appeal Procedures	27
Academic Advisement	27
Change of Program and/or Concentration	27
Course Cancellation Policy	27
Independent Study Courses	27

Student Information

Regular Students	30
Doctoral Candidate	30
Transfer of Credit Policy.....	30
Substitution of Master Level Examinations for Clinical Psychology Students	31
Completion of Speech and Language Treatment Hours in the Workplace	32
Intercampus Transfer	32
Students with Disabilities	32
Veterans / Military Personnel	32
Non-degree Students	33
Student Council	33
Student Life/Student Organizations	33
Guidelines for Student Behavior	34
International Students	34
International Students Credentials Evaluation	34
Guidelines for Confidentiality	35
General Graduation Requirements and Participation in Commencement Exercises.....	36

Financial Information

Financial Aid	38
Standards for Satisfactory Progress.....	38
Federal Programs	38
Institutional Scholarships	39
State Funds	39
External Funds.....	40
Tuition and Fees Policies	43
Payment Terms.....	43
Payment Compliance	43
Reinstatement of Registration	43
Financial Aid Recipients.....	43
Add-Drop and Refund Policy	44
Return of Title IV Funds	44
Withdrawal	45
Payment Method	45
Returned Check Service Fee	45
Financial Holds	46

San Juan Campus Specific Fees

All Programs	47
Undergraduate Program	47
Graduate Programs	47
Late Charges and Penalties	48
Library Fees	48
Seminars Fees.....	48
Late Payment Penalties	48
Library Dues	49

San Juan Campus Specialized Services and Programs

Continuing Education Program	50
Campus Technology Services.....	51
Online Services	51
Tutoring Center.....	53
Institutional Center for Scientific Research.....	53

Academic Programs

Bachelor of Science Program

Program Mission	54
Program Goals and Objectives	54
Bachelor of Science Program with Concentrations in Psychology or Speech and Language Therapy	54
General Degree Requirements for the Bachelor of Science (B.S.) Degree	54
Outside Campus Registration	55
Time Limitation	55
Student Evaluations	55
Curricular Requirements – Psychology Concentration	56
Curricular Sequence – Psychology Concentration	57
Curricular Requirements – Speech and Language Therapy Concentration	59
Curricular Sequence – Speech and Language Therapy Concentration.....	61

Interdisciplinary Baccalaureate Program

Program Mission	63
Program Goals and Objectives	63
Interdisciplinary Baccalaureate Program with Concentrations in Psychology or Speech and Language Therapy	63
Admission Requirements and Procedures	63
Candidates' Evaluation Procedures.....	65
General Degree Requirements for the Interdisciplinary Baccalaureate (B.I.) Degree	65
Time Limitation	65
Student Evaluations	65
Curricular Requirements – Psychology Concentration	66
Curricular Sequence – Psychology Concentration	67
Curricular Requirements – Speech and Language Therapy Concentration	69
Curricular Sequence – Speech and Language Therapy Concentration.....	71
Course Descriptions	73

Master of Science Program in Industrial/Organizational Psychology, Speech and Language Pathology, Counseling Psychology and School Psychology

Admission Requirements and Procedures	80
Candidates' Evaluation Procedures.....	81
General Degree Requirements for the Masters of Science Degree	82
Specific Degree Requirements for the M.S. in Industrial/Organizational Psychology	82

Specific Degree Requirements for the M.S. in Speech - Language Pathology	82
Specific Degree Requirements M.S. in Counseling Psychology	82
Curricular Requirements	82
Master Comprehensive Examination	83
Time Limitation	83
Student Evaluations	83
Residency Requirement	83
Industrial/Organizational Psychology Practicum	84
Speech and Language Pathology Practicum	84
Speech and Language Pathology Master Thesis	84
Master of Science Program in Industrial/Organizational Psychology	86
Mission of the Program	86
Training Model	86
Program Objectives	86
Program Competencies	86
Curricular Requirements	87
Curricular Sequence	88
Course Descriptions	90
Master of Science Program in Speech and Language Pathology	95
Mission of the Program	95
Training Model and Competencies	95
Training Goals	95
Knowledge Skills	95
Clinical Skills	95
Attitudes	96
Curricular Requirements (Thesis)	97
Curricular Requirements (Exams)	98
Curricular Sequence Speech and Language Pathology Program	99
Course Descriptions	101
Master of Science Program in Counseling Psychology	104
Mission of the Program	104
Training Model	104
Program Objectives	104
Program Competencies	104
Curricular Requirements.....	105
Curricular Sequence.....	106
Course Descriptions	108
Master of Science Program in School Psychology.....	112
Mission of the Program	112
Training Model.....	112
Program Objectives.....	112
Program Competencies	112
Curricular Requirements.....	114
Curricular Sequence	116
Course Descriptions	118
 <u>Doctoral Program</u>	
Admission Requirements and Procedures	125
Candidates' Evaluation Procedures.....	127
Doctor of Clinical Psychology (Psy.D.)	129
Mission	129
Vision.....	129
Philosophy of Training	129
Training Model	129
Practicum Training	131
Program Length and Residency Requirements.....	131
Student Performance Evaluation, Feedback and Advisement	131

Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students (C-20).....	132
Curricular Requirements	134
Curricular Sequence	136
Course Descriptions	139
Doctor of Philosophy in Clinical Psychology (Ph.D.)	146
Mission of the Program	146
Training Model and Competencies Required	146
Research Practicum	147
Clinical Practicum	147
Training Goals.....	149
Training Objectives.....	149
Time and Residency Requirements	151
Student Performance Evaluation, Feedback, and Advisement	151
Disclosure of Education/Training Outcomes and Information Allowing for Informed Decision-Making to Prospective Doctoral Students (C-20)	152
Curricular Requirements	154
Curricular Sequence	157
Course Descriptions	160
Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D.).....	167
Mission of the Program	167
Training Model	167
Program Objectives	167
Program Competencies	167
Curricular Requirements	168
Curricular Sequence	169
Course Descriptions	171
Doctor of Philosophy in Psychology – Specialization in Consulting, Research and Teaching.....	176
Mission of the Program	176
Training Model and Competencies Required	176
Training Goals.....	176
Training Objectives	176
Curricular Requirements	177
Curricular Sequence	178
Course Descriptions	180

Doctoral Programs Degree Requirements

General Requirements for the Doctoral Degree	186
Specific Requirements for the Psy.D. Degree in Clinical Psychology	186
Specific Requirements for the Ph.D. Degree in Clinical Psychology	186
Specific Requirements for the Ph.D. Degree in Industrial/Organizational Psychology	187
Specific Requirements for the Ph.D. in Psychology with Specialization in Consulting, Research and Teaching.....	187
Clinical Practicum	187
Research Practices	188
Industrial/Organizational Psychology Practicum	188

Doctoral Programs Academic Information

Time Limitation for Doctor of Psychology (Psy.D.) and Doctor of Philosophy in Clinical Psychology	189
Time Limitation for Doctor of Philosophy (Ph.D.) in Industrial/Organizational Psychology and Psychology with Specialization in Consulting, Research and Teaching	189
Minimum Incremental Progress	189
Residency Requirement	189
Doctoral Comprehensive Examinations	189
Research Training Program (RTP)	190

Internship	190
Clinica del la Albizu Internship Training Program in Clinical Psychology	191
Dissertation	194

Graduate Certificate Programs Information

Graduate Certificate Program: Autism	197
Admission Requirements and Procedures	197
General Requirements for the Graduate Certificate in Autism	198
Curricular Requirements	198
Time Limitation.....	198
Student Evaluation.....	198
Professional Development	199
Curricular Sequence	200
Course Descriptions	201
Graduate Certificate Program: Forensic Psychology	204
Mission	204
Goals	204
Admission Requirements and Procedures	204
General Requirements for the Graduate Certificate in Forensic Psychology.....	205
Curricular Requirements	205
Time Limitation.....	205
Student Evaluation.....	206
Professional Development	206
Curricular Sequence	207
Course Descriptions	208

Preparatory Courses Information

Preparatory Courses for Graduate Psychology Programs	210
Preparatory Courses for the Speech and Language Pathology Program	212
Faculty Background Data and Research Interests.....	214
Academic Calendar	223
San Juan Campus Catalog	223
Index	224
Location Map	230

CARLOS ALBIZU UNIVERSITY

General Information

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

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

Carlos Albizu University adheres to a policy of nondiscrimination with respect to admissions, employment, and institutional activities. CAU does not discriminate on the basis of race, color, creed, sex, gender orientation, age, religion, disability, life styles or national origin against any applicant, student, faculty member or employee with respect to admission, hiring, promotion or any other activity included in the academic and/or service programs. Institutional policies and procedures prohibit all forms of harassment, hazing, use or abuse of illegal substances, alcohol abuse, and/or any other illegal activity according to institutional policies, and federal, state, or other applicable legislation.

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

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

The contents of this catalog may be subject to modification at any time according to professional developments, licensing and accreditation requirements and operational needs. Furthermore, CAU reserves the right to review fee schedules at any time. This catalog supersedes any other documentation and/or any verbal or written commitments or expressions made by any CAU functionary, that might be contradictory to the policies and norms herein established.

Carlos Albizu University reserves the right to make changes in procedures, academic services, financial and/or academic requirements at any time. In addition, based on Institutional policies and/or procedures, CAU reserves the right to request the withdrawal of any student from the Institution and/or

take disciplinary action as deemed appropriate. Additional information pertaining to academic and clinical procedures, regulations, and student affairs, is detailed in separate handbooks. These handbooks are available to students in the Provost's Office and the Albizu Library. Once students are registered, it is their responsibility to become familiar with all Institutional norms, policies and procedures.

History

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

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

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

Mission

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

Vision

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

Values

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

- Commitment to the development of our human resources
- Openness to the participation of the academic community
- Operational transparency and administrative efficiency

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

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

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

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

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

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

- Scientific and Professional Ethics and Standards

- Research Design and Methodology
- Statistics
- Psychological Measurement
- History and Systems
- Biological Basis of Behavior
- Cognitive-Affective Basis of Behavior
- Social and Cultural Basis of Behavior
- Individual Behavior.

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

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

SAN JUAN CAMPUS

General Information

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

Degrees Conferred

Concentrations/Areas of Specialization

Bachelor of Science (B.S.)	- Psychology (In moratorium since Fall 2015) - Speech and Language Therapy (In moratorium since Fall 2015)
Interdisciplinary Baccalaureate (B.I.)	- Psychology - Speech and Language Therapy
Master of Science (M.S.)	- Clinical Psychology - Counseling Psychology - Industrial/Organizational Psychology - School Psychology - Speech and Language Pathology
Doctor of Philosophy (Ph.D.)	- Clinical Psychology - Industrial/Organizational Psychology - Psychology - Specialization in Consulting, Research and Teaching
Doctor of Psychology (Psy.D.)	- Clinical Psychology

Graduate Certificates

Autism
Forensic Psychology

Location

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

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

The SJC's administrative offices are open from 9:00 a.m. to 6:00 p.m. Monday through Thursday and from 9:00 a.m. to 3:00 p.m. on Fridays. Academic courses may be offered from 9:00 a.m. to 10:00 p.m. Monday through Thursdays, Fridays from 9:00 a.m. to 3:00 p.m. and Saturdays from 9:00 a.m. to 5:00 p.m. responsive to student demand and Institutional resources. For more information you can contact us at (787) 725-6500, or through our web page www.albizu.edu.

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

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

Physical Address
Carlos Albizu University
151 Tanca St.
San Juan PR 00901-1412

Accreditation

Carlos Albizu University/San Juan Campus is accredited by the Middle States Association of Colleges and Schools. The clinical psychology programs (Ph.D. & Psy.D.) have been accredited by the American Psychological Association (APA) since September 23, 1994. Inquiries as to accreditation status may be addressed to:

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

The master of science education program in speech-language pathology at Carlos Albizu University is accredited by the *Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)* of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700.

Licensing

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

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

Professional Affiliations

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

Articulation Agreements

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

Mercy College (New York, USA)
Universidad a Distancia de Madrid (Madrid, Spain)
Colegio Universitario de San Juan (San Juan, Puerto Rico)
Universidad Central de Bayamón (Bayamón, Puerto Rico)
Universidad del Sagrado Corazón (San Juan, Puerto Rico)
Universidad de Puerto Rico – Medical Sciences Campus (San Juan, Puerto Rico)
Universidad de Puerto Rico – Cayey Campus (Cayey, Puerto Rico)

Certification

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

Professional Licensure

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

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

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

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

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

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

Languages of the San Juan Campus (SJC)

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

Carlos Albizu-Miranda Library

The Dr. Carlos Albizu Miranda library of Albizu University provides any user the following services: 1. Loans of materials and equipment; 2. Professional reference consultation; 3. Resource guides; 4. Information skills tools through our library blog ; 5. Access to electronic databases and 6. Printed copies of library policies and procedures regarding automated services, circulation, books, theses, academic journals and copyright. By providing access to printed and online resources through the website www.albizu.edu, the Library provides a wealth of knowledge to support the academic disciplines taught at the institution, and enables the user to manage information resources properly, with advanced technology.

The Library's mission is to support the quality of teaching, learning and research. Providing access to recorded knowledge through the acquisition, organization and interpretation of information, appropriate to the current and future needs of the students, faculty, staff and the immediate community served by the Library. Operating from an increasingly advanced and modern library, the vision is to meet and anticipate user's needs, in agreement with the Institutional education program.

Computer Laboratory

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

List of Institutional Documents for Students

CAU, San Juan Campus Catalog
CAU, San Juan Campus Calendar
General Policies and Disciplinary Procedures Manual
Clinical Manual

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

MAYAGÜEZ UNIVERSITY CENTER

General Information

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

Degrees Conferred

Master of Science (M.S.)

Concentrations/Areas of Specialization

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

Doctor of Psychology (Psy.D.)

- Clinical Psychology

Graduate Certificate

Autism

Location

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

The MUC's administrative offices are open from 9:00 a.m. to 10:00 p.m. Monday through Thursday and from 9:00 a.m. to 3:00 p.m. on Fridays. Administrative offices are closed on Saturdays. Academic courses are offered from 5:00 p.m. to 10:00 p.m. Monday through Thursday. The Albizu Clinic is opened Mondays and Tuesdays from 9:00 a.m. to 6:00 p.m., is closed on Wednesdays, Thursdays from 9:00 a.m. through 6:00 p.m., Fridays from 9:00 a.m. through 3:00 p.m., and Saturdays from 9:00 a.m. through 3:00 p.m. For more information you can contact us at (787) 838-7272, or through our web page www.albizu.edu.

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

Mailing and Physical Addresses

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

Licensing

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

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

Certification

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

Professional Licensure

The profession of psychology in Puerto Rico is regulated under Law 96, June 4, 1983, as amended. All inquiries regarding licensure should be directed to the following address:

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

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

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

Languages of the Mayagüez University Center (MUC)

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

Computer Laboratory

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

List of Institutional Documents for Students

CAU, San Juan Campus Catalog
CAU, San Juan Campus Calendar
General Policies and Disciplinary Procedures Manual
Clinical Manual

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

ACADEMIC POLICIES

Academic Calendar

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

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

Admission Procedures

Application for admission must be received by the Admissions Office prior to the beginning of the term of enrollment for which the applicant is requesting admission. Out-of-state and international applicants should have all admission documents on file at least 90 days prior to the beginning of the term of expected enrollment. A non-refundable fee must accompany the application, which will be valid for one year. Should the student not enroll within one year of admission, the fee is forfeited (see Tuition and Fees Policy). Admission records of non-registered students will be kept for two (2) years. In order to process an application, the following minimum documents are required: application, copy of transcript/s, letters of recommendation and resume.

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

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

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

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

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

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

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

All new students are required to make satisfactory progress towards a degree. For more information on this subject, please refer to the **Satisfactory Academic Progress Policy** on page 19.

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

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

Official Transcripts

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

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

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

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

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

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

Institutional Leave

Institutional leave is an administrative status which permits students to interrupt their program of studies. Institutional leaves must be approved by the Program Director upon completion and evaluation of the required form. A non-refundable fee per academic session is required. Students seeking an institutional leave must apply for the leave according to the deadlines established in the Academic Calendar. Detailed instructions and a form for applying for an institutional leave may be obtained at the Office of the Registrar. All leaves of absence are for a period of one session and must be renewed thereafter by the student following the same procedure.

Students who fail to register, without an authorized Institutional leave will be administratively withdrawn from the Program and will be required to apply for readmission under the new catalog requirements in effect at the time of their readmission. The time limit for degree completion may not be extended beyond the maximum degree completion term, as established in the catalog. Undergraduate and graduate students are allowed a maximum of three (3) institutional leaves of absence during their course of study. The leaves of absence can be taken consecutively or at different times.

Transitional Leave

This is an institutional leave available only to students who have completed all academic requirements and are waiting to start an internship or practicum. This leave will be granted to students who meet these criteria upon approval of the Program Director. In the case of a Transitional Leave, a fee waiver will apply.

Undergraduate Program Readmission

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

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

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

Graduate Program Readmission Policy (Effective Fall 2016)

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

Students dismissed for academic reasons may reapply 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, practice, and exams.
5. Credits previously accepted for transfer that were earned more than seven (7) years prior to the readmission date will not be approved unless they constitute part of a degree already awarded.
6. The total number of times that a readmitted student can take either the Master's or the Doctoral Comprehensive Examination is three. The number of times the tests were taken before readmission will be subtracted from the total number of times allowed.
7. Upon readmission under a new catalog, the student will have the term specified in the new catalog for degree completion, less the years already accrued under the applicable catalog when first enrolled.
8. Time spent on a duly authorized leave of absence will be excluded from the term for degree completion. However, any request for a time extension based on the fact that the student was on a duly authorized leave of absence, has to be submitted in writing and will follow the same procedure as all requests for time extension.

Cross Registration

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

Course Challenging Policy

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

1. The student will complete an official application and pay the application fee at the Finance Department. The Finance Department will issue an application receipt that the student will present at the Registrar's Office as evidence that the application process has been initiated. Then the student will obtain the corresponding approval signatures in the following order: 1) the professor that will prepare the exam(s), 2) the student's academic counselor, 3) the Program Director and 4) the Provost. Once the application has been signed by all the corresponding parties, the student will submit it to the Registrar's Office where it will be evaluated regarding compliance with all applicable requirements, process that will take no less than ten working days. Once the Registrar's Office has finished the evaluation process, if it is determined that the student complies with all the requirements, he/she will be instructed to submit the corresponding payment at the Finance Department prior to take the exam(s). Once the payment has been processed at the Finance Department, the student will present the receipt at the Registrar's Office

as evidence that the payment has been made and he/she will receive the final authorization to proceed to challenge the course. Tuition charges must have been paid in full prior to the challenge of the course. No payment plans will be authorized under this modality.

2. The cost of a challenged course will be the same as that of a course taken in the classroom. This policy establishes that a student who challenges a course must pay it in full at the time of enrollment. The student must enroll in the course before taking the exam(s). The Finance Department must ensure the course has been paid in full. This payment must not be mistaken with a credit transfer payment as these are two completely different processes.
3. Payment of challenged courses cannot be covered with Title IV or Title V funds.
4. Only some foundation or elective courses can be challenged. This implies that no clinical or concentration courses, courses with laboratory or practicum modules of any program can be challenged. For a complete list of the courses that can be challenged, please refer to the Registrar's Office.
5. Approval to challenge a course will be subject to the following:
 - a. Availability of the professor. The Provost will designate the professor that will prepare the exam(s). As a first option, a professor offering the course at the moment of the petition will be asked for his/her availability to prepare the exam(s). If this professor does not accept, the Provost will designate an alternate professor.
 - b. That there is the administrative viability and capacity to satisfy the petition.
 - c. That the residency time for the student's program, as stipulated in the Catalog, is not affected by the petition. On this matter, it is the responsibility of the Registrar to ensure compliance with this requirement when evaluating and recommending a petition.
6. The student must be in good standing at the moment of the petition. Good standing is defined as having, at least, the minimum cumulative GPA required for the student's program. Neither a student on probation nor one who failed to approve the course on a previous occasion may apply to challenge a course.
7. Petitions to challenge a course must be made during the regular academic advisement period, regular enrollment period or during the add/drop week. Petitions received outside these periods will be evaluated according to the merits of each one.
8. Unless otherwise stipulated by the Provost, the exam(s) will be prepared by the professor offering the course who will ensure it covers all the competencies described in the syllabus.
9. If the student fails the exam(s), he/she cannot request to challenge the same course again.
10. If the student does not comply with all the requirements established by the professor, he/she will not approve the course.
11. Application and tuition fees will not be refunded if the student fails the course.
12. Exam(s) will be administered in person.
13. No retroactive petitions will be accepted.
14. The grade will be informed according to the date established in the Academic Calendar.
15. The following seminars may be challenged:
 - a. SEMM 531 – Seminar APA Style
 - b. RMIC 741 – Statistical Package for the Social Sciences I (SPSS I)

c. RMIC 742 – Statistical Package for the Social Sciences II (SPSS II)

16. A student who wishes to challenge a course must present valid reasons for such petition. Time schedule conflicts will not be considered a valid reason. The authorization to challenge a course will be subject to such things as the student having obtained the competencies through previous clinical, working and training experiences. For example, those students trained in their working scenarios or performing the tasks contained in the competencies of the course.
17. The final grade will depend upon the criteria and evaluation methods stipulated by the professor that prepared the exam(s).

Credit Hours Policy

Compliance with Credit Hour Regulations

Carlos Albizu University (hereinafter the Institution) complies with the guidelines established by the United States Federal Government definition of credit hours and with the commonly accepted practices in higher education. This document is intended to define how credits are assigned in the diverse teaching modalities offered during the academic sessions.

U.S. Department of Education Definition of a Credit Hour

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time, or;
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the award of credit hours.

Carlos Albizu University Policy for Credit Hours

The Institution defines the credit hour as: one credit-hour corresponds to 15 contact hours per credit per term for a lecture course, a minimum of 30 hours per term for science and clinical laboratories, and a minimum of 45 contact hours per term per credit in practicums. The state licensing boards where our campuses are located, the Florida Commission on Independent Education for the Miami campus; and the Consejo de Educación de Puerto Rico for the San Juan Campus, verify that all programs syllabi meet this regulation. The syllabi are available in the Provost Office, the Registrar's Office and the offices of the Academic Programs Directors. The Provost and the Academic Programs Directors make sure the content of the syllabi is accomplished. Assessment activities contribute to assure the syllabi objectives are met.

Application of Credit Hour Policy

This credit hour policy applies to all courses at all levels (graduate, professional, and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery including, but not limited to online, hybrid, lecture, seminar, and laboratory. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be fully online, or one delivered in lecture or seminar format. Courses that have less structured classroom schedules, such as research seminars, independent studies, internships, practica, or any other academic work leading to the award of credit hours, at a minimum, should state clearly learning objectives and expected outcomes and workload expectations that meet the standards set forth above.

Evidence of compliance to this policy is garnered through the attendance reports required at the mid-term and end of course, reported by Faculty members to the Registrar's office.

Lecture courses

1. The undergraduate and graduate courses use the semester hour value of contact time (50 minutes) with a faculty member and expected independent student work through at least 15 weeks. Two hours of preparation or other outside work per week are required as well.
2. For online courses at undergraduate and graduate levels, instructional design is configured to comply with semester and hours requirements. Web-based or technologically mediated work as well as other alternative delivery methods enables students to acquire the competencies outlined in the syllabi. In addition, two to three hours of time per week are spent in independent preparation (readings, papers, etc.), and this supplements the students' work.

Dissertations, Doctoral Projects, Thesis and independent studies

1. Credits are awarded upon completion and acceptance of a degree thesis or applied project, which is the product of research performed under the guidance of a faculty committee and according to pre-established objectives.
2. Independent studies are awarded credit as long as the student complies with the amount of work assigned directly by a professor and is capable of demonstrating the course's core competencies. The student must interact with a faculty member on a regular and substantive basis to assure progress within the course.

Laboratories

Laboratories experiences are considered supplementary to the lecture hours, and provide space to the student to practice and develop their work outside the classroom. Lab experiences do not carry a credit hour assignment. However, laboratories' outcomes, instructional strategies and activities are clearly established in their corresponding syllabi. Hours' distributions are shown under Course Descriptions of the Institution Catalog from each campus.

Practica and Internships

1. Practica and internships are offered in different disciplines. They are academic/research/clinical non-salaried experiences. Although offered according to the academic calendar, hours are assigned attending the needs of the respective fields. A minimum of 45 hours per course is required. The equivalent amount of work, represented by an intended learning outcome of an academic activity, is verified by evidence of the student achievement.
2. The Guidelines for these courses, describing the practices requirements, are available at the corresponding Academic Program, and at the Institutional Catalog of each campus.

3. In the San Juan Campus, to accommodate socio-economic conditions of the student population, these experiences carry an institutional fee, significantly lower than the equivalent of 3 to 6 credit per semester. Therefore, the practica and internships do not bear credit assignment. Nevertheless, the syllabi and guides for these educational experiences state clearly learning objectives and expected outcomes and workload expectations that meet the standards set forth above, following professional accrediting organizations, state licensing board and are equivalent to MSCHE policy, thus conforming to commonly accepted practice in higher education.

Graduate Level Degree Evaluation Policy (Effective Fall 2016)

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

Distance Learning

The Institution has online courses as part of the distance learning offering. The course activities performed can be synchronic and asynchronous as well. In order to accomplish the required credit hours, the following standards are established that allow for setting-up the equivalencies with the regular courses:

1. The activities or guidelines of the courses aim at the established objectives regardless of the delivery methods.
2. Activities are measurable for grading, equivalent to those offered in the classroom.
3. They should have the oversight and direct supervision of a faculty member.
4. The online activities will be equivalent to the activities in the classroom.
5. The rigor and integrity of the courses should be comparable.

Student learning outcomes equivalencies are based on documented qualitative and quantitative expectations. All courses comply with the objectives outlined in the syllabus. The content and instructional strategies established promote the interaction among students, faculty and content. It takes into consideration:

1. Time required for students to complete established learning activities, based on degree level and study field.
2. Time required for students to read and understand the content deposited online.
3. Time required for course faculty to respond to student questions received via email, posted in learning management system, and/or discussed in the online class forum or conference activities. The equivalence of online learning to a face-to-face environment is established through the Student/Faculty/Content interaction facilitated by learning management system, the institutional learning management system.

Extension for Degree Completion – Time Limitation Policy (Effective Fall 2016)

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 approval of the Provost. 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 approval of the Provost. 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.)

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 approval of the Provost. 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. A one-year extension may be obtained upon the approval of the Provost. Under no circumstances will a degree extension petition of more than one year be granted.

Time limitation for Doctor of Psychology (Psy.D.) and Doctor of Philosophy (Ph.D.) 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 approval of the Provost. Only under unusual circumstances will a degree extension petition of more than one year be granted.

Time limitation for the Doctor of Philosophy (Ph.D.) in Industrial/Organizational Psychology and Psychology with Specialization in Consulting, Research and Teaching

Every candidate for the PhD in Industrial/Organizational Psychology and Psychology with Specialization in Consulting, Research and Teaching 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 approval of the Provost. Only under unusual circumstances will a degree extension petition of more than one year be granted.

Satisfactory Academic Progress Policy (Student Evaluations)

Federal regulations require all schools to establish and apply reasonable standards of satisfactory progress for all students receiving student financial aid funds provided by programs authorized by Title IV of the Higher Education Act. These programs include the Federal Pell Grant, Federal Campus Based Program, Federal Family Education Loan Program (including Subsidized and Unsubsidized

Stafford and PLUS loans). The policy must include a qualitative measure and a quantitative measure of the student's progress and must include all periods of the student's enrollment. All UCA students including those who wish to be considered for financial aid must maintain satisfactory progress in their selected course of study as set forth in this policy.

STANDARDS FOR SATISFACTORY PROGRESS

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

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

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

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

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

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

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

C. Time limitation

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

- A.S. and A.A. students are granted a maximum of three (3) years to complete their degree
- B.S. and B.A. students are granted a maximum of six (6) years to complete their degree
- M.S. students are granted a maximum of four (4) years to complete their degree (with the exception of students enrolled in the Master in Exceptional Education (ESE) and the Master in Teaching English to Speakers of Other Languages (TESOL) who are granted a maximum of three years and the Master in Business Administration who is granted a maximum of two years).
- Ph.D. Industrial/Organizational doctoral students are permitted a maximum of 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 1, above and notify the non-compliance of the students on SAP to the Financial Aid Director. Students who have not met the standards for SAP will be notified of their financial aid eligibility as follows:

- A. **WARNING** - a student will be placed on financial aid Warning in any term, and may receive financial aid for that specific term (if aid was awarded) if:
 1. The CGPA falls below the minimum required (2.00 for undergraduate (with the exception of students enrolled in the Bachelors in Exceptional Education (ESE) and the upper division bachelors in Psychology and Speech Language Therapy for whom the required CGPA is 2.25) and 3.00 for graduate. for a session, and or
 2. If a student does not complete the minimum percentage increment rate of his/her academic load for a session.

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

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

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

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

SCHEDULE OF MINIMUM INCREMENTAL PROGRESS

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

Bachelor of Science (B.S.) in Psychology

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

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

Academic years completed

1 2 3 4 5 6

Number of credits successfully completed

18 36 60 80 100 120

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

Academic years completed

1 2 3 4

Number of credits successfully completed

12 24 39 57

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

Academic years completed

1 2 3 4

Number of credits successfully completed

12 24 36 57

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

Academic years completed

1 2 3 4

Number of credits successfully completed

12 24 40 60

Master of Science (M.S.) in Counseling

Academic years completed

1 2 3 4

Number of credits successfully completed

12 24 40 60

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

Academic years completed

1 2 3 4 5 6 7

Number of credits successfully completed

21 42 73 85 96 X* X**

*Doctoral Dissertation

**Internship

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

Academic years completed

1 2 3 4 5 6 7

Number of credits successfully completed

21 42 73 85 96 X* X**

*Doctoral Dissertation

**Internship

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

Academic years completed

1 2 3 4 5 6 7

Number of credits successfully completed

21 42 73 85 96 X* X**

*Doctoral Dissertation

**Internship

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

Grading Policy

The Institution employs the following grading system:

A Excellent	4 points
B Good	3 points
C Average	2 points
D Deficient	1 point
F Failure	0 points
I Incomplete (accompanied by a grade)	* points
P Pass	0 points
AU Audit	0 point
NP No-Pass	0 points
NG Final grade not reported by Faculty	0 points
W Withdrawal	0 points
AW Administrative withdrawal	0 points

* Equivalent to the grade received

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

Policy for Incomplete Grades

Students with satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the session may, as approved by the professor, receive a grade of "I" (Incomplete) together with a letter grade indicating the level of performance on the work accomplished factoring in the impact of non-completion of the work pending.

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

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

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

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

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

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

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

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

Policy for No-Grade (NG)

No grade reported (NG) is an administrative mechanism used by the Registrar to denote that a letter grade has not been reported by a faculty member for a particular class. A grade of NG can only be used in circumstances where the faculty member experiences a documented hardship that prevents him/her from submitting the corresponding grade. Hardship is defined as serious illness, accident or hospitalization of the faculty, his/her dependents, spouse or significant other, natural disasters, military mobilization, court ordered appearance or any other circumstances approved by the Provost. It is the faculty member's responsibility to take the necessary steps to remove a grade of "NG" no later than 30 calendar days after final grades are submitted.

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

Policy for Change of Grades

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

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

No-Show

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

Academic Dismissal

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

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

Extended Leave

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

Withdrawal from the University

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

Administrative Withdrawal Policy (AW)

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

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

Disciplinary Procedures

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

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

Dispositions in Case a Program Closes or the Institution Ceases to Operate ("Teach-Out")

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

Appeal Procedures

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

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

Academic Advisement

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

Change of Program and/or Concentration

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

Course Cancellation Policy

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

Independent Study Courses

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

1. Availability of the professor;
2. The student who requires the course to comply with his/her program sequence or for graduation, and the course is not being offered or the session is closed;

3. Inability to attend classes due to health reasons or other attenuating circumstances as approved by the Program Director.
4. The student who is pursuing a concentration as education, human sexuality or forensic psychology.
5. Special restrictions may be applied as stipulated by licensing and accreditation bodies.

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

The following guidelines govern all independent study courses:

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

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

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

The procedure for registering for an independent study course is:

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

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

STUDENT INFORMATION

Regular Students

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

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

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

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

Doctoral Candidate

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

Transfer of Credit Policy

Carlos Albizu University (hereinafter the Institution) accepts into its programs of study students who transfer from postsecondary institutions, which are accredited by a regional or national accrediting association recognized by the U.S. Department of Education. Upon receipt of the application for admission and official academic transcripts from all colleges or universities of higher education attended, the transfer student’s application is reviewed by the Academic Program Director.

Course work must have been taken at an accredited institution with a minimum G.P.A. of 3.0 or 3.25, according to each program requirements, on a 4.0 scale, for graduate programs. Undergraduate students may transfer up to a maximum of ninety (90) credits from an accredited institution. Course work may be transferred from an accredited institution with a minimum of 2.0 GPA (letter grade of C or better), for undergraduate programs.

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

The student may not transfer courses from non-degree academic course work, which has been completed more than five (5) years prior to the date for which the student applies for admission to the Institution. Transfer credits completed more than ten (10) years prior to the date for which the student

applies for admission are accepted at the discretion of the Program Director. There is no time limit for credits from completed degrees at the Institution or other accredited institutions. Clinical courses cannot be transferred. Only courses taken at an accredited institution and approved with a grade of "A" or "B" may be considered for transfer to the graduate programs. Upon recommendation of the Academic Program Director and review of course description and/or other academic material requested, the student may transfer no more than 21 credits from another institution.

Credits from students who are transferring to the Undergraduate Program will be reviewed by the Academic Program Director upon receipt of the application for admission and official academic transcripts. The Director of the Undergraduate Program will notify the Admissions Office the credits accepted for transfer. Undergraduate Students may transfer a maximum of 60 credits from a 2 year degree granting institution and a maximum of 90 credits from a four year degree granting institution. The maximum number of transfer credits for Undergraduate Students is not to exceed 90 credits (both from two-year or four-year institutions and examinations for college credit, CLEP, etc).

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

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

Upon approval of the Program's Director, applicants admitted to the Ph.D. in Industrial Psychology Program whose Master's Degree was granted from a graduate institution different from the Institution may transfer up to forty-two (42) credits. The total of credits to be transferred is divided in two categories. Half of the credits to be transferred (21 credits) must be from courses that are equal in terms of content and credit workload (3 credits per course) to the foundation or concentration courses that appear in the program's curricular sequence. The other half (21 credits) must be from courses that are equal in terms of credit workload (3 credits per course) to the courses offered at the Institution, although other criteria (such as content) may be used to determine applicability of the transfer. It is the prerogative of the Academic Program Director to determine the total of credits to be accepted based on his or her analysis and course description. In order to make official the course transfer, the student must pay the applicable transfer fees at the Finance Office.

For the remainder doctoral level programs -- Clinical Psychology Psy.D. and Ph.D. -- the amount of credits to be transferred from an outside institution should not exceed twelve (12) credits. As in other programs, the Academic Program Director determines the number of credits approved to be transferred.

Substitution of Master Level Examinations for Clinical Psychology Students

In order to qualify for the substitution of the Master Level Examinations, the student must comply with the following requisites: The applicant must have completed a masters' degree in counseling psychology, school psychology or industrial-organizational psychology in an accredited institution and possess the license to practice psychology conferred by the Puerto Rico Psychologists Examination

Board. The license must be in effect at the time of the application and the student cannot have an ethical complaint before the Board. This classification implies that the student will not be required to take the Master Level Examinations because the requisite is being substituted by the masters' degree. Time limitation to complete the degree will be the same established in the catalog in effect upon admission. The student completing a master degree at CAU must comply with all the requirements established in the curricular sequence in effect upon his/her admission. For more information please refer to the Registrar's Office or the Program Director.

Completion of Speech and Language Treatment Hours in the Workplace

The Master of Science in Speech and Language Pathology Program accepts treatment hours of speech and language therapy in children rendered in the workplace for completion of a minimum of 20 to a maximum of 70 clinical practice hours required for the treatment of speech and language disorders in children as stated in clinical practice modules PRSP 656 and PRSP 657. The petitioner must have, at least, two years of experience as a Speech and Language Therapist. Treatment hours to be rendered at the workplace must be previously authorized by the Program Director. For more information and a description of the procedures to file a petition, please refer to the Clinical Practice Manual of the Speech and Language Pathology Program.

Intercampus Transfer

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

Students with Disabilities

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

Special need students have to make their needs known to the Academic Counselor to try to reasonably accommodate them. The term "reasonable accommodation" may include making existing facilities readily accessible to and usable by individuals with disabilities; and/or providing services that do not represent undue hardship to the Institution. Undue hardship means an action requiring significant difficulty or expense when considered in light of the factors set forth.

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

Veterans/Military Personnel

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

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

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

Non-Degree Students

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

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

Registration fees and institutional policies apply to non-degree seeking students. According to Federal guidelines, non-degree seeking students are not eligible for financial aid.

Students wishing to change from non-degree to degree-seeking status must formally apply and meet all admission requirements for the Program for which they apply.

Student Council

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

The Student Council seeks to promote communication, cooperation and understanding among students, faculty and administration, and suggest ways to promote the best interests and objectives of the academic community. For further information please refer to the Student Council and Student Associations Manual.

Student Life/Student Organizations

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

Guidelines for Student Behavior

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

International Students

CAU is committed to providing educational opportunities to students from other countries as means of promoting understanding and cooperation between diverse populations. CAU is authorized under federal law to accept for enrollment non-immigrant foreign students.

Students must comply with all immigration requirements and submit documentation of compliance prior to registration.

All international students must follow the following procedures:

1. An international student applicant must obtain their I-20 Visa prior to their arrival in the United States.
2. An international student may submit an application and present a valid I-94 visa, a current passport, economic sponsor, evidence of current health insurance, and any other required documents by the INS.
3. The application for admission will be processed by CAU and upon admission; the I-20 AB visa will be processed.
4. The applicant will not be allowed to register until the I-20 AB visa is approved by INS.
5. International students, who transfer to CAU from another university in the United States, must provide copies of any I-20 Forms from those universities attended. The student must submit a completed "Transfer Eligibility Form," to the Admissions Office.
6. While in the United States, international students must:
 - a. Pursue a degree course of study as a full-time student
 - b. Not engage in employment without permission from INS
 - c. Maintain a valid passport
 - d. Have health insurance

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

International Student Credentials Evaluation

International students must submit to the San Juan Campus an official evaluation of academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international students transcripts. All documents must be submitted in English.

Guidelines for Confidentiality

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

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

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

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

- a. School officials and professors within the educational institution who have legitimate educational interests;
- b. Officials of other schools in which the student intends to enroll. The student must be notified of the transfer, receive a copy of the record desired and, if requested, be allowed a hearing to contest the content of the record. The dispositions applicable to academic grievances in the General Policies and Disciplinary Procedures of the Institution, will be available to the student to contest the content of a record;
- c. Authorized state and federal officials, as defined in the Family Educational Rights and Privacy Act of 1996, i.e., Federal grand jury subpoena, court or law enforcement subpoena. (FERPA, 99.31 (a)(9));
- d. Disclosure to a court of law when CAU initiates legal action against a student and a reasonable effort is made to notify the student of its intent to disclose information from education records;
- e. Other individuals, agencies or organizations as authorized by the Family Educational Rights and Privacy Act (FERPA).

Students' access to their education records is governed by the norms stipulated in the Buckley Amendment of the Family Educational Rights and Privacy Act.

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

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

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

1. The right to inspect and review the student's education records within 45 days of the day the Institution receives a request for access. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate official requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the

student of the time and place where the records may be inspected. If the records are not maintained by the Institution official to whom the request was submitted, the official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask the Institution to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

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

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

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

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

General Graduation Requirements and Participation in Commencement Exercises

The following conditions must be met before degree is conferred:

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

The following information pertains to participation in the Commencement Exercises:

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

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

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

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

FINANCIAL INFORMATION

Financial Aid

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

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

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

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

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

A. STANDARDS FOR SATISFACTORY PROGRESS

CAU complies with federal guidelines and Institutional standards for monitoring student academic progress towards degree completion. In addition, federal regulations require the establishment and application of reasonable standards of satisfactory progress. For more information please refer to the **Satisfactory Academic Progress Policy** on page 19.

B. FEDERAL PROGRAMS

1. **Federal Pell Grant** – A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The amount of Pell Grant a student may receive in an award year depends on the family's income, the cost of attendance and the student's enrollment status.
2. **Federal Supplemental Educational Opportunity Grant (FSEOG)** – This is a grant for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grant.

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

C. INSTITUTIONAL SCHOLARSHIPS

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

D. STATE FUNDS

1. **Puerto Rico State Funds** - These grants are provided by the Puerto Rico Council of Education. They are available to students who demonstrate exceptional financial need and

maintain satisfactory academic progress according to institutional policies. Funds are allotted each year to the Institution by the government to be distributed among a limited number of eligible students. Deadlines and guidelines for application to these programs are available from the Financial Aid Office and posted in the bulletin boards.

E. EXTERNAL FUNDS

For more information regarding the financial aid described below, please visit the website <http://www.albizu.edu/Descubrir-CAU/Centro-Institucional-de-Investigacion-Cientifica>

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

or Sc.D. degree. Dissertation fellowships will be awarded in a national competition based on demonstrated superior academic achievement, commitment to a career in teaching and research at the college or university level, promise of future achievement as scholars and teachers, and preparation to use diversity as a resource for enriching the education of all students. Open to citizens or nationals of the United States who are Ph.D. or Sc.D. degree candidates studying in an eligible research-based discipline at a U.S. educational institution.

For more information:

<http://sites.nationalacademies.org/PGA/FordFellowships/index.htm>

▪ **Fulbright U.S. Student Program**

Sponsored by the U.S. Department of State, the Fulbright U.S. Student Program offers opportunities for recent graduates, postgraduate candidates, and developing professionals and artists to conduct career-launching study and research abroad. For more information: <http://us.fulbrightonline.org/fulbright-us-student-program>

▪ **GrantsNet**

GrantsNet currently lists about 700 grant programs and is one of the largest U.S. science grant databases for graduate students, postdoctoral fellows, and junior faculty. For more information: <http://www.hhs.gov/asfr/ogapa/aboutog/grantsnet.html>

▪ **Patsy Takemoto Mink Education Foundation**

For low-income women and children Established in 2003, the Patsy Takemoto Mink Education Foundation aims to carry on some of Congresswoman Mink's most ardent commitments: educational access, support, and opportunity for low-income women, especially mothers, and educational enrichment for children. The foundation will offer 5 education support awards for low-income women (up to \$2000 each) who are enrolled in education or training. For more information:

<http://patsyminkfoundation.org/edsupport.html>

▪ **Paul & Daisy Soros Fellowships for New Americans**

These fellowships provide opportunities for continuing generations of able and accomplished New Americans to achieve leadership in their chosen fields. Candidates must be either holders of green cards, naturalized citizens, or children of two naturalized citizens. Graduate students from any field may apply. For more information: pdsoros_fellows@sorosny.org, (212) 547-6926

▪ **Institute for Broadening Participation - Pathways to Science: Graduate Portal**

The Pathways to Science offers fellowships for master students or doctoral candidates, short terms opportunities, summer institutes and travel funds. For more information:

<http://www.pathwaystoscience.org/Grad.asp>

▪ **Albert Ellis Institute: Clinical Fellowship**

Fellowships are part-time, two-year appointments in which candidates receive in the Institute's clinic, co-lead groups and workshops, receive 3 hours of individual and group supervision a week, and participate in research. Fellows and Interns receive a stipend for their participation. Successful completion of all requirements will result in Fellowship or Associate Fellowships status. The Fellowships and Internship Programs offer highly diversified training. Clinical experience: Fellows devote 11 hours per week to clinical practice, including co-leading a therapy group with senior staff (Interns carry more client hours). Supervision: 3 hours of supervision per week. Co-lead workshops in coping with anxiety, anger procrastination, eating disorders, and numerous other topics. Clinical seminars: Mental health and other professionals are brought in to provide a comprehensive training experience. For more information:

<http://www.apa.org/about/awards/ellis-clinical.aspx>

- **Elizabeth Munsterberg Koppitz Child Psychology Graduate Fellowships**
 This fellowship promotes the advancement of knowledge and learning in the field of child psychology. The Elizabeth Munsterberg Koppitz Fellowship program supports graduate research projects and scholarships in child psychology. Up to four research awards of up to \$25,000 each; up to two \$5,000 scholarships for runners-up. Support for one year only. Only one application accepted from any one institution in any given year. Tuition waiver/coverage from home institution. For more information:
<http://www.apa.org/apf/funding/koppitz.aspx>
- **Fahs-Beck Fund for Research and Experimentation Seeks Applications for Mental Health Research**
 Through its Faculty/Post-Doctoral Fellows program, the fund will award grants of up to \$20,000 to support studies aimed at developing, refining, evaluating, and/or disseminating innovative interventions designed to prevent or ameliorate major social, psychological, behavioral, or public health problems affecting children, adults, couples, families, or communities. In addition, the fund will consider studies that have the potential for adding significantly to knowledge about such problems. Projects must focus on the United States or Canada or on a comparison between the U.S. or Canada and at least one other country.
- **OPRE Grant**
 The Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families, U.S. Department of Health and Human Services has recently published a discretionary research funding announcements titled “Family Strengthening Scholars.”
- **Family Strengthening Scholars**
 OPRE intends to award up to three grants to support dissertation research on healthy marriage/responsible fatherhood policy issues (HMRF). These grants are meant to build capacity in the research field to focus research on questions that have direct implications for HMRF policy decision-making and program administration, and to foster mentoring relationships between faculty members and high-quality doctoral students. These grants are intended to address issues of significance to inform policy decisions and solutions, particularly for underserved/understudied populations (e.g., low-income families, minority populations), utilize rigorous research methodology (both primary data collection and secondary data analysis), and help inform the development of future intervention research. Applicants may apply for project periods up to 24 months with two 12-month budget periods. Up to \$25,000 may be awarded for each budget period.
- **Ruth L. Kirchstein National Research Service Awards for Individual Predoctoral Fellowships to Promote Diversity in Health-Related Research (NIH)**
 The purpose of this individual predoctoral research training fellowship is to improve the diversity of the health-related research workforce by supporting the training of predoctoral students from groups that have been shown to be underrepresented. Such candidates include individuals from underrepresented racial and ethnic groups, individuals with disabilities, and individual from disadvantages backgrounds.
- **Mental Health Dissertation Research Grant to Increase Diversity (NIH)**
 Provides support for research training to enable qualified doctoral candidates to pursue research careers in any area relevant to the research mission of the National Institute of Mental Health. These awards area available to U.S. citizens or permanent residents who are predoctoral students advanced to candidacy in accredited research doctoral programs in the United States (including Puerto Rico and other U.S. territories or possessions). Eligible applicants include predoctoral students at the dissertation stage of training who area from underrepresented racial and ethnic groups who have been determined by the grantee institution to be underrepresented in biomedical or behavioral research; individuals with disabilities; or individuals from socially, culturally, economically, or

educationally disadvantaged backgrounds that have inhibited their ability to pursue a career in health-related research.

Tuition and Fees Policies

CAU, as a non-profit educational Institution, reserves the right to alter its fees and payment terms in accordance with federal, state and other local guidelines and Institutional needs. Fee schedules are revised on a regular basis. Refer to the current tuition and fee policy available from the Finance Office.

Payment Terms:

1. Any balance due from a prior term must be paid in full before a student may register in a new session.
2. Registration must be accompanied by a cashier's check or money order payable to Carlos Albizu University. Cash payments or personal checks are not accepted. VISA, MasterCard, American Express, and ATM cards are accepted.
3. Global fees are due in full at the time of registration. Tuition fees are due in full at the time of registration, or according to options 4 and 5 below. A student is not considered registered if all financial obligations have not been met by the end of the add/drop period.
4. All students without Financial Aid will be provided with a payment plan. In order to benefit of this plan, the student must pay 35% of the cost of their tuition upon enrollment. The remainder of the debt is then divided into two or three monthly payments falling due before the next enrollment. A late charge will be assessed.
5. Should a student fail to satisfy balances due by the first day of class, a late payment fee will be charged. Failure to satisfy any outstanding balance by the first day of the session may result in the student being administratively withdrawn from all classes. Upon payment of all balances due and a reinstatement fee, a student will be readmitted to class.

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

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

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

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

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

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

Add-Drop and Refund Policy:

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

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

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

DATE OF DROP	REFUND
Before classes start	100%
During first week of 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 of any 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 Provost or President of the University.

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

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

Payment Method

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

Returned Check Service Fee

A fee will be assessed for all checks returned uncollected from the student's bank to the Institution. A check returned for any reason (i.e. insufficient funds, stop payment, account closed, etc.) does not cancel the student's fee liability. Any student who submits an NSF or uncollected check will be

placed immediately on hold for all student services, including class attendance, until the check and the corresponding fee are satisfied. This situation will also prevent the SJC from accepting any checks from the student for any future services and will be cause for the student's review before the Quality Assurance Committee. The only acceptable form of payment will then be by cashier's check, charge card or money order.

Financial Holds

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

**SAN JUAN CAMPUS
SPECIFIC FEES**

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

ALL PROGRAMS

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

UNDERGRADUATE PROGRAM

COURSE TUITION (Per credit).....	167.00
*ID CARD (Renewal).....	5.00
INDEPENDENT COURSE (Per Credit)	167.00
PRE-PRACTICUM FEE	259.00
*GLOBAL FEES January, June and August	403.00

GRADUATE PROGRAMS

MASTER LEVEL TEST (Part I & II)	225.00
MASTER LEVEL TEST (Part I).....	112.50
MASTER LEVEL TEST (Part II).....	112.50
COURSE TUITION MASTER (Per Credit).....	262.00
COURSE TUITION DOCTORAL (Per Credit).....	301.00
DISSERTATION (Per Session).....	903.00
*ID CARD (Renewal).....	5.00

INDEPENDENT COURSES MASTERS (Per Credit).....	262.00
INDEPENDENT COURSES DOCTORAL (Per Credit).....	301.00
INTERNSHIP APPLICATION.....	50.00
INTERNSHIP FEE.....	390.00
LAB PSDL 603 (Measurement).....	750.00
LAB PSDL 681 (MMPI).....	353.00
LAB PSDL 604 (Rorschach).....	353.00
LABORATORIES FEE DOCTORAL.....	353.00
LABORATORIES FEE MASTERS.....	353.00
*MICROSOFT LICENSES.....	24.36
PRACTICUM MASTER AND DOCTORAL	
CONSULTING, RESEARCH AND TEACHING.....	353.00
I/O.....	648.00
RESEARCH.....	766.00
CLINICAL.....	766.00
PRACTICUM DOCTORAL Ph.D.	
CLINICAL (PRAC-591, PRAC-592(A), PRAC-592(B) PRAC-593, PRAC-594(A),	
PRAC-594(B) PRAC-595, PRAC-596(A), PRAC-596(B), PRAC-597,	
PRAC-598, PRAC-599) Per Practicum.....	766.00
PRACTICUM DOCTORAL Ph.D.	
RESEARCH (RPIC-671) Per Practicum.....	305.00
*PUBLIC STUDENTS LIABILITY INSURANCE.....	10.15
DOCTORAL LEVEL TEST (Part I & II).....	225.00
DOCTORAL LEVEL TEST (Part I).....	112.50
DOCTORAL LEVEL TEST (Part II).....	112.50
DOCTORAL LEVEL TEST (Part I & II) (Non Registered students in January).....	745.00
DOCTORAL LEVEL TEST (Part I & II) (Non Registered students in August).....	755.00
*REGISTRARS FEES MASTER AND DOCTORAL.....	49.74
TRANSFER FEE (Per Practicum Module Clinical/Research).....	295.00
TRANSFER FEE (Per Practicum I/O).....	250.00
*GLOBAL FEES January, June and August.....	595.00

LATE CHARGES AND PENALTIES

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

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

SEMINARS FEES

GRADUATE LEVEL SEMINARS (Per Day).....	100.00
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***NON-REFUNDABLE FEES**

LATE PAYMENT PENALTY FEES

ALL PROGRAMS:

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

LIBRARY DUES:

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

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

SAN JUAN CAMPUS SPECIALIZED SERVICES AND PROGRAMS

Continuing Education Program

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

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

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

Our Services:

We offer a variety of services to students, employees, alumni, general public and agencies.

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

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

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

Develop of Training Proposals

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

Campus Technology Services

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

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

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

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

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

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

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

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

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

Online Services

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

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

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

This would be jortiz123 for Jose Ortiz, student ID 0195123

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

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

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

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

WebAdvisor: This system provides access to the following services:

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

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

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

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

Educational Software Licensing: As a CAU student you have the right to purchase exclusive educational software licenses including Microsoft Office 2007/2013 for Windows and Mac, SPSS

by IBM, and TrendMicro Antivirus Licenses. Prices vary by product, and delivery is via electronic download. To access this service <http://carlosalbizu.onthehub.com>

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

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

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

Tutoring Center

Carlos Albizu Tutoring Center provides individual tutoring and/or group tutoring sessions for currently enrolled students. Students can receive assistance for a wide range of subjects. Also the professors can refer the students or the student individually can request the services. The tutors coordinate workshops according needs or as request by faculty. The operation hours are available in the Deanship of Students.

Institutional Center for Scientific Research (ICSR)

The Institutional Center for Scientific Research (ICSR) was established in 2013 with the purpose of promoting scientific research among our Faculty and students. Since then, more than 20 faculty members from the Miami and San Juan campuses of Carlos Albizu University have collaborated with the Center. This group of faculty researchers specializes in areas such as autism, bullying, depression, sexual abuse and sexuality in children, development disorders, gifted children, obesity, the homeless, suicide, HIV, substance abuse, resilience, crisis intervention, gerontology, cancer, nutrition, religion/spirituality, psychometrics in the elderly, endocrine disorders (e.g. diabetes), Alzheimer's disease, workplace mobbing, job satisfaction, job boredom, workplace engagement, leadership, work-related stress, and others. Carlos Albizu University's Institutional Center for Scientific Research (ICSR) is focused on *creating and disseminating knowledge as an integral part of the mission of our institution.*

ICSR has three main purposes:

1. Support research efforts at Carlos Albizu University and increase the number of student, faculty and alumni publications.
2. Project and promote ICSR's research among the academic community, professional associations and mass media (traditional and digital).
3. Create a research culture at Carlos Albizu University that constitutes an integral part of the teaching-learning process, positioning the institution as a leader in Puerto Rico.

The Institutional Center for Scientific Research (ICSR) also serves as a center for the dissemination of information on research funding for students available from local and federal agencies, as well as foundations and educational institutions. We operate with the support of students, as well as members from the research training program at the Carlos Albizu University.

BACHELOR OF SCIENCE (B.S.) PROGRAM (In moratorium as of the Fall Semester of 2015)

Note: Starting the Fall Semester of 2015 every prospect interested in applying for admission to an undergraduate program, will only have the option of the Interdisciplinary Baccalaureate Program.

Program Mission

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

Program Goals and Objectives

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

Bachelor of Science Programs with Concentrations in Psychology or Speech and Language Therapy

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

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

General Degree Requirements for the Bachelor of Science (B.S.) Degree

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

1. A grade-point average (GPA) of 2.25 or higher.
2. Completion of a minimum of one year of full time residence in the Program
3. Satisfactory completion of the required academic courses and laboratories or practice, as applicable

4. A grade of “C” or higher in all major courses. Note: For the bachelor’s degree in Speech and Language Therapy a grade of “B” or higher is required in all major courses
5. Good standing in the Program, i.e., no disciplinary action pending or academic probation
6. Recommendation from the program faculty for the bachelor’s degree. Students seeking the bachelor’s degree must demonstrate, to the satisfaction of the Faculty, those professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

Outside Campus Registration

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

Time Limitation

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

Student Evaluations

Student evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Academic Progress Policy** on page 19.

**UNDERGRADUATE PROGRAM CURRICULAR REQUIREMENTS
BACHELOR OF SCIENCE
PSYCHOLOGY CONCENTRATION
(In moratorium as of the Fall Semester of 2015)**

Please refer to Page 47 for costs associated with credits, laboratories and practices.

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

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

CORE AREA II. <u>Psychology Major Concentration</u>	39 cr.
PSYU 300 Foundations of Psychology	3 cr.
PSYU 301 Theories of Learning	3 cr.
PSYU 402 Social Psychology	3 cr.
PSYU 403 Developmental Psychology	3 cr.
PSYU 304 Experimental Personality and Social Psychology	3 cr.
PSUL 304L Experimental Personality and Social Psychology Laboratory	0 cr.
PSYU 305 Personality Theories	3 cr.
PSYU 306 Abnormal Psychology	3 cr.
PSYU 308 Statistics for Psychology	3 cr.
PSYU 407 Physiological Psychology	3 cr.
PSUL 407L Physiological Psychology Laboratory	0 cr.
PSYU 409 Research Methodology	3 cr.
PSYU 411 Interview Techniques	3 cr.
PSYU 413 Principles of Behavior Modification	3 cr.
PSYU 415 Psychological Assessment	3 cr.

AREA III. PSYU 430 <u>Pre-practicum in Psychology</u>	0 cr.
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AREA IV. <u>Electives Psychology Major</u>	30 cr.
Psychology Major Total Academic Credits	120 cr.
Total Practicum Units	0 cr.

Curricular Sequence
 Bachelor of Science
 Psychology Concentration (2014)
 (In moratorium as of the Fall Semester of 2015)

First Year First Semester		
Code	Title	Credits
SPAN-101	Composition in Spanish I	3
ENGL-101	English Composition	3
NSCI-101	Natural Science I (Biology Science)	3
SSCI-101	Social Sciences I	3
SLS-101	Introduction to College Life Skills	0
	Total	12

First Year Second Semester		
Code	Title	Credits
SPAN-201	Composition in Spanish II	3
ENGL-201	English Composition II	3
NSCI-201	Natural Science II (Physical Science)	3
SSCI-201	Social Science II	3
	Total	12

First Year Third Semester		
Code	Title	Credits
MATH-101	Arithmetic Reasoning	3
HUMA-101	Humanities I	3
PSYU-443	Compendium of Written Report	3
	Total	9

Second Year First Semester		
Code	Title	Credits
HUMA-201	Humanities II	3
PSYU-420	History of Puerto Rico	3
LART-101	Liberal Arts I	3
LART-201	Liberal Arts II	3
	Total	12

Second Year Second Semester		
Code	Title	Credits
PSYU-300	Fundamentals of Psychology	3
PSYU-304	Experimental Personality and Social Psychology	3
PSUL-304	Experimental Personality and Social Psychology (Lab.)	0
PSYU-308	Statistics for Psychology	3
PSYU-402	Social Psychology	3
	Total	12

Second Year Third Semester		
Code	Title	Credits
LART-301	Liberal Arts III	3
PSYU-301	Theories of Learning	3
LART-401	Liberal Arts IV	3
	Total	9

Third Year First Semester		
Code	Title	Credits
PSYU-403	Developmental Psychology	3
PSYU-305	Theories of Personality	3
PSYU-306	Abnormal Psychology	3
PSYU	Elective course #1	3
	Total	12

Third Year Second Semester		
Code	Title	Credits
PSYU-407	Physiological Psychology	3
PSUL-407	Physiological Psychology (Lab.)	0
PSYU-409	Research Methodology	3
PSYU-411	Interviewing Techniques	3
PSYU-413	Principles of Behavior Modification	3
	Total	12

Third Year Third Semester		
Code	Title	Credits
PSYU-415	Psychological Assessment	3
PSYU	Elective course #2	3
PSYU	Elective course #3	
	Total	9

Fourth Year First Semester		
Code	Title	Credits
PSYU-430	Pre-Practicum (100 hrs.)	0
PSYU	Elective course #4	3
PSYU	Elective course #5	3
PSYU	Elective course #6	3
	Total	9

Fourth Year Second Semester		
Code	Title	Credits
PSYU	Elective course #7	3
PSYU	Elective course #8	3
PSYU	Elective course #9	3
PSYU	Elective course #10	3
	Total	12
	TOTAL CREDITS FOR FOUR YEARS	120

**UNDERGRADUATE PROGRAM CURRICULAR REQUIREMENTS
BACHELOR OF SCIENCE
SPEECH AND LANGUAGE THERAPY CONCENTRATION
(In moratorium as of the Fall Semester of 2015)**

Please refer to Page 47 for costs associated with credits, laboratories and practices.

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

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

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

AREA III. Practicums

LTPR 460 Clinical Practicum 1	3 cr.
LTPR 461 Clinical Practicum 2	3 cr.

AREA IV. Electives Speech-Language Therapy Major6 cr.

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

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

Curricular Sequence
 Bachelor of Science
 Speech and Language Therapy Concentration
 (In moratorium as of the Fall Semester of 2015)

First Year First Semester		
Code	Title	Credits
SPAN-101	Composition in Spanish I	3
ENGL-101	English Composition	3
NSCI-101	Natural Science I (Biology Science)	3
LART-101	Liberal Arts I	3
SLS-101	Introduction to College Life Skills	0
	Total	12

First Year Second Semester		
Code	Title	Credits
SPAN-201	Composition in Spanish II	3
ENGL-201	English Composition II	3
NSCI-201	Natural Science II (Physical Science)	3
SSCI-101	Social Science I	3
	Total	12

First Year Third Semester		
Code	Title	Credits
MATH-101	Arithmetic Reasoning	3
HUMA-101	Humanities I	3
SSCI-201	Social Science II	3
	Total	9

Second Year First Semester		
Code	Title	Credits
HUMA-201	Humanities II	3
PSYU-420	History of Puerto Rico	3
BSLT-343	Anatomy and Physiology of the Language, Speech and Hearing Structure	3
BSLT-344	Cognitive and Speech-Language Development and Use in Children	3
	Total	12

Second Year Second Semester		
Code	Title	Credits
LART-201	Liberal Arts II	3
BSLT-346	Clinical Processes of the Speech and Hearing Structure	3
E	Elective 1	3
BSLT-347	Phonology and Articulation Disorders of Children	3
	Total	12

Second Year Third Semester		
Code	Title	Credits
LART-301	Liberal Arts III	3
BSLT-345	Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3
BSLT-349	Childhood Voice Disorders	3
	Total	9

Third Year First Semester		
Code	Title	Credits
BSLT-348	Stuttering in Children	3
BSLT-350	Language Disorders of Children I: Oral Language Pathologies	3
BSLT-351	Language Disorders of Children II: Written Language Pathologies	3
BSLT-352	Children with Oral Structures Abnormalities and Neuromuscular Disorders	3
	Total	12

Third Year Second Semester		
Code	Title	Credits
PSYU-443	Compendium of Written Report	3
BSLT-454	Children with Cognitive and Psychosocial Pathologies	3
BSLT-455	Prevention in Speech-Language Intervention	3
BSLT-456	Aural Rehabilitation	3
	Total	12

Third Year Third Semester		
Code	Title	Credits
BSLT-458	Intervention with Children with Speech and Language Disorders	6
BSLT-461	Sign Language	3
BSLT-353	Sensory Disorders of Children	3
	Total	12

Fourth Year First Semester		
Code	Title	Credits
LTPR-460	Clinical Practicum I	0
BSLT-459	Current Topics of Communicative Disorders of Children	3
BSLT-462	Augmentative and Alternative Communication for Children	3
E	Elective 2	3
	Total	9

Fourth Year Second Semester		
Code	Title	Credits
LTPR-461	Clinical Practicum II	0
BSLT-457	Language, Speech and Hearing Services in Schools and Health Settings	3
BSLT-463	Behavior Modification for Children	3
LART-401	Liberal Arts IV	3
	Total	9
	TOTAL CREDITS FOR FOUR YEARS	120

INTERDISCIPLINARY BACCALAUREATE (B.I.) PROGRAM

Program Mission

The Mission of the Carlos Albizu University Undergraduate Program is to provide a strong foundation (general education) courses component that deliberately and systematically integrates Arts and Sciences to identify interconnections among the disciplines. This integration allows to exceed the limits of the disciplines to explain phenomena, solve problems, propose new questions, produce knowledge and understand the world around us.

Program Goals and Objectives

1. Promote the integral formation of its students to prepare them to become successful professionals.
2. Provide the students with a multicultural and global perspective by integrating a third language and an international experience.
3. Foster an attitude of critical thinking towards local and international events and experiences thus contributing to the formation of individuals who are knowledgeable of the history and reality of Puerto Rico without being closed to the wider spectrum of events happening outside the Island.
4. Develop interest and skills in interdisciplinary research throughout the curriculum and in a capstone research seminar.
5. Provide the students with a solid intellectual foundation that will contribute to their success in further graduate or professional studies.

Interdisciplinary Baccalaureate Program Concentrations in Psychology or Speech and Language Therapy

The Interdisciplinary Baccalaureate Program with concentrations in Psychology or Speech and Language Therapy are lower level degree completion programs which include 120 or 129 credits of coursework respectively. The program is designed to prepare students for graduate level training and careers in psychology and speech language pathology.

The Program incorporates a multicultural and global perspective within its courses which is evidenced in the requisite of a third language (Portuguese) and the participation in an international experience. It is promoted an "urban college" type study environment that fosters the integration and the service to the city (learning in San Juan, learning from San Juan). The Program integrates curricular and co-curricular activities under the concept of an intellectual and personal experience and places emphasis in the success of its students through a retention plan.

Admission Requirements and Procedures

1. **Admission Application** – Applicants must submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Payment of a non-refundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **Grade Point Average** – It is required a grade-point average (GPA) of 2.00 (on a 4.0 scale) or higher. This is the general cumulative GPA, not the concentration or graduation GPA.

3. **Official Transcripts** – Request that official transcripts from ALL previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold, thus preventing any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitute a falsification of application which will result in the loss of all credits earned and may result in dismissal.**
4. **Recommendation Letters** – Two (2) recommendation letters from a professor, employer or community leader are required. *It is required to use UCA's official Recommendation Letter form.*
5. **Results of College Board or S.A.T.** – Every applicant must submit evidence of the score obtained in either of these exams.
6. **Certificate of Good Conduct** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
7. **Health Certificate** – Submit an original Health Certificate (No more than one year old)
8. **Hepatitis-B Vaccine** – Submit evidence of vaccination for hepatitis-B.
9. **Copy of the PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health) - Only for applicants 21 years old or less at the moment of admission.
10. **International Applicants** – International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
11. **Additional Requisites Specific of Each Academic Program** – Every applicant must comply with the admission requisites that are specific of the program of interest.

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

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

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

Candidates' Evaluation Procedures

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

General Degree Requirements for the Interdisciplinary Baccalaureate (B.I.) Degree

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

1. A grade-point average (GPA) of 2.25 or higher.
2. Completion of a minimum of one year of full time residence in the Program
3. Satisfactory completion of the required academic courses and laboratories or practice, as applicable, including the requirement of the **International Experience**.
4. A grade of "C" or higher in all major courses. Note: For the Speech and Language Therapy concentration a grade of "B" or higher is required in all major courses
5. Good standing in the Program, i.e., no disciplinary action pending or academic probation
6. Recommendation from the program faculty for the bachelor's degree. Students seeking the bachelor's degree must demonstrate, to the satisfaction of the Faculty, those professional, ethical, and personal attributes described in the current General Policies and Disciplinary Procedures Manual.

Time Limitation

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

Student's Evaluations

Student's evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Academic Progress Policy** on page 19.

**UNDERGRADUATE PROGRAM CURRICULAR REQUIREMENTS
INTERDISCIPLINARY BACCALAUREATE
PSYCHOLOGY CONCENTRATION**

Please refer to Page 47 for costs associated with credits, laboratories and practices.

AREA I. <u>General Education Courses</u>	72 cr.
ARTS 225 Artistic Languages in Modern and Contemporary Culture	3 cr.
ARTS 226 Theory and Methods in the Study of Visual Arts	3 cr.
ENGL 125 Interdisciplinary Studies in Literature I	3 cr.
ENGL 126 Interdisciplinary Studies in Literature II	3 cr.
GLOB 220 Contemporary Global Processes	3 cr.
HIST 120 Puerto Rico and the World	3 cr.
HUMA 225 Introduction to Humanities I	3 cr.
HUMA 226 Introduction to Humanities II	3 cr.
INTE 320 International Experience	6 cr.
MATH 125 Mathematical Reasoning	3 cr.
MATH 126 Statistical Reasoning	3 cr.
NSCI 125 Biology and Contemporary Society I	3 cr.
NSCI 126 Biology and Contemporary Society II	3 cr.
NSCI 225 Physical Sciences I	3 cr.
NSCI 226 Physical Sciences II	3 cr.
PORT 225 Portuguese I	3 cr.
PORT 226 Portuguese II	3 cr.
SEMI 425 Seminar on Interdisciplinary Research I	3 cr.
SEMI 426 Seminar on Interdisciplinary Research II	3 cr.
SPAN 125 Language and Literature I	3 cr.
SPAN 126 Language and Literature II	3 cr.
SSCI 125 Theory and Methodology of Social Sciences I	3 cr.
SSCI 126 Theory and Methodology of Social Sciences II	3 cr.
CORE AREA II. <u>Psychology Concentration</u>	48 cr.
PSYU 430 Pre-Practicum	3 cr.
PSYU 300 Fundamentals of Psychology	3 cr.
PSYU 301 Theories of Learning	3 cr.
PSYU 304 Experimental Personality and Social Psychology	3 cr.
PSUL 304 Experimental Personality and Social Psychology Laboratory.....	0 cr.
PSYU 305 Personality Theories	3 cr.
PSYU 306 Abnormal Psychology	3 cr.
PSYU 308 Statistics for Psychology	3 cr.
PSYU 403 Developmental Psychology	3 cr.
PSYU 407 Physiological Psychology	3 cr.
PSUL 407 Physiological Psychology Laboratory	0 cr.
PSYU 409 Research Methodology	3 cr.
PSYU 411 Interview Techniques	3 cr.
PSYU 413 Principles of Behavior Modification	3 cr.
PSYU 415 Psychological Assessment	3 cr.
PSYU 419 Introduction to Neuropsychology	3 cr.
PSYU 425 Introduction to Crisis Intervention	3 cr.
PSYU 431 Introduction to Health Psychology	3 cr.
Total Academic Credits	120 cr.

Curricular Sequence
Interdisciplinary Baccalaureate
Psychology Concentration

Fall First Year		
Code	Title	Credits
SPAN-125	Language and Literature I	3
ENGL-125	Interdisciplinary Studies in Literature I	3
NSCI-125	Biology and Contemporary Society I	3
SSCI-125	Theory and Methodologies of Social Sciences I	3
MATH-125	Mathematical Reasoning	3
	Total	15

Spring First Year		
Code	Title	Credits
SPAN-126	Language and Literature II	3
ENGL-126	Interdisciplinary Studies in Literature II	3
NSCI-126	Biology and Contemporary Society II	3
SSCI-126	Theory and Methodologies of Social Sciences II	3
MATH-126	Statistical Reasoning	3
	Total	15

Summer First Year		
Code	Title	Credits
HIST-120	Puerto Rico and the World	3
PSYU-300	Fundamentals of Psychology	3
PSYU-301	Theories of Learning	3
	Total	9

Fall Second Year		
Code	Title	Credits
NSCI-225	Physical Sciences I	3
HUMA-225	Introduction to Humanities I	3
GLOB-220	Contemporary Global Processes	3
ARTS-225	Artistic Languages in Modern and Contemporary Culture	3
PORT-225	Portuguese I	3
	Total	15

Spring Second Year		
Code	Title	Credits
NSCI-226	Physical Sciences II	3
HUMA-226	Introduction to Humanities II	3
ARTS-226	Theory and Methods in the Study of Visual Arts	3
PORT-226	Portuguese II	3
PSYU-308	Statistics for Psychology	3
	Total	15

Summer Second Year		
Code	Title	Credits
INTE-320	International Experience	6
	Total	6

Fall Third Year		
Code	Title	Credits
PSYU-403	Developmental Psychology	3
PSYU-305	Theories of Personality	3
PSYU-306	Psychopathology	3
PSYU-407	Physiological Psychology	3
PSUL-407	Physiological Psychology (Lab.)	0
PSYU-409	Research Methodology	3
	Total	15

Spring Third Year		
Code	Title	Credits
PSYU-304	Experimental Psychology	3
PSUL-304	Experimental Psychology (Lab.)	0
PSYU-411	Interview Techniques	3
PSYU-413	Principles of Behavior Modification	3
PSYU-415	Psychological Evaluation	3
	Total	12

Summer Third Year		
Code	Title	Credits
SEMI-425	Seminar on Interdisciplinary Research I	3
PSYU-430	Pre-Practicum	3
	Total	6

Fall Fourth Year		
Code	Title	Credits
SEMI-426	Seminar on Interdisciplinary Research II	3
PSYU-425	Introduction to Crisis Intervention	3
PSYU-431	Introduction to Health Psychology	3
PSYU-419	Introduction to Neuropsychology	3
	Total	12
TOTAL CREDITS FOR 4 YEARS = 120		

**UNDERGRADUATE PROGRAM CURRICULAR REQUIREMENTS
INTERDISCIPLINARY BACCALAUREATE
SPEECH - LANGUAGE THERAPY CONCENTRATION**

Please refer to Page 47 for costs associated with credits, laboratories and practices.

AREA I. <u>General Education Courses</u>	72 cr.
ARTS 225 Artistic Languages in Modern and Contemporary Culture	3 cr.
ARTS 226 Theory and Methods in the Study of Visual Arts	3 cr.
ENGL 125 Interdisciplinary Studies in Literature I	3 cr.
ENGL 126 Interdisciplinary Studies in Literature II	3 cr.
GLOB 220 Contemporary Global Processes	3 cr.
HIST 120 Puerto Rico and the World	3 cr.
HUMA 225 Introduction to Humanities I	3 cr.
HUMA 226 Introduction to Humanities II	3 cr.
INTE 320 International Experience	6 cr.
MATH 125 Mathematical Reasoning	3 cr.
MATH 126 Statistical Reasoning	3 cr.
NSCI 125 Biology and Contemporary Society I	3 cr.
NSCI 126 Biology and Contemporary Society II	3 cr.
NSCI 225 Physical Sciences I	3 cr.
NSCI 226 Physical Sciences II	3 cr.
PORT 225 Portuguese I	3 cr.
PORT 226 Portuguese II	3 cr.
SEMI 425 Seminar on Interdisciplinary Research I	3 cr.
SEMI 426 Seminar on Interdisciplinary Research II	3 cr.
SPAN 125 Language and Literature I	3 cr.
SPAN 126 Language and Literature II	3 cr.
SSCI 125 Theory and Methodology of Social Sciences I	3 cr.
SSCI 126 Theory and Methodology of Social Sciences II	3 cr.
CORE AREA II. <u>Speech and Language Therapy Concentration</u>	57 cr.
BSLT 300 Introduction to Communication Disorders	3 cr.
BSLT 343 Anatomy and Physiology of the Language, Speech and Hearing Structure	3 cr.
BSLT 344 Cognitive and Speech-Language Development and use in Children.....	3 cr.
BSLT 345 Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3 cr.
BSLT 346 Clinical Processes of the Speech-Language Therapist	3 cr.
BSLT 348 Stuttering in Children	3 cr.
BSLT 349 Childhood Voice Disorders	3 cr.
BSLT 350 Language Disorders of Children I: Oral Language Pathologies.....	3 cr.
BSLT 351 Language Disorders of Children II: Written Language Pathologies.....	3 cr.
BSLT 354 Articulatory Disorders in Children	3 cr.
BSLT 355 Typical and Atypical Phonological Development.....	3 cr.
BSLT 456 Aural Rehabilitation	3 cr.
BSLT 461 Sign Language	3 cr.
BSLT 462 Augmentative and Alternative Communication for Children.....	3 cr.
BSLT 463 Behavior Modification for Children.....	3 cr.
BSLT 466 Children with Cognitive and Psychosocial Pathologies and Sensory Disorders	3 cr.
BSLT 465 Prevention and Intervention with Speech and Language Disorders in Children	6 cr.
BSLT 403 Developmental Psychology	3 cr.

AREA III. Practicums

LTPR 460 Clinical Practicum I 0 cr.
LTPR 461 Clinical Practicum II 0 cr.

Total Academic Credits129 cr.

Total Practicum Credits 0 cr.

Curricular Sequence
Interdisciplinary Baccalaureate
Speech and Language Therapy Concentration

Fall First Year		
Code	Title	Credits
SPAN-125	Language and Literature I	3
ENGL-125	Interdisciplinary Studies in Literature I	3
NSCI-125	Biology and Contemporary Society I	3
SSCI-125	Theory and Methodologies of Social Sciences I	3
MATH-125	Mathematical Reasoning	3
	Total	15

Spring First Year		
Code	Title	Credits
SPAN-126	Language and Literature II	3
ENGL-126	Interdisciplinary Studies in Literature II	3
NSCI-126	Biology and Contemporary Society II	3
SSCI-126	Theory and Methodologies of Social Sciences II	3
MATH-126	Statistical Reasoning	3
	Total	15

Summer First Year		
Code	Title	Credits
HIST-120	Puerto Rico and the World	3
HUMA-225	Introduction to Humanities I	3
	Total	6

Fall Second Year		
Code	Title	Credits
NSCI-225	Physical Sciences I	3
HUMA-226	Introduction to Humanities II	3
GLOB-220	Contemporary Global Processes	3
ARTS-225	Artistic Languages in Modern and Contemporary Culture	3
PORT-225	Portuguese I	3
	Total	15

Spring Second Year		
Code	Title	Credits
NSCI-226	Physical Sciences II	3
PSYU-403	Developmental Psychology	3
ARTS-226	Theory and Methods in the Study of Visual Arts	3
PORT-226	Portuguese II	3
	Total	12

Summer Second Year		
Code	Title	Credits
INTE-320	International Experience	6
	Total	6

Fall Third Year		
Code	Title	Credits
BSLT-300	Introduction to Communication Disorders	3
BSLT-343	Anatomy and Physiology of the Language Speech and Hearing Structure	3
BSLT-344	Cognitive and Speech-Language Development and Use in Children	3
BSLT-346	Clinical Processes of the Speech-Language Therapist	3
BSLT-354	Articulatory Disorders in Children	3
	Total	15

Spring Third Year		
Code	Title	Credits
BSLT-345	Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3
BSLT-348	Stuttering in Children	3
BSLT-349	Childhood Voice Disorders	3
BSLT-350	Language Disorders of Children: Oral Language Pathologies	3
BSLT-351	Language Disorders of Children: Written Language Pathologies	3
	Total	15

Summer Third Year		
Code	Title	Credits
BSLT-355	Typical and Atypical Phonological Development	3
BSLT-466	Children with Cognitive and Psychosocial Pathologies and Sensory Disorders	3
BSLT-456	Aural Rehabilitation	3
	Total	9

Fall Fourth Year		
Code	Title	Credits
SEMI-425	Seminar on Interdisciplinary Research I	3
BSLT-463	Behavior Modification for Children	3
BSLT-465	Prevention and Intervention with Speech and Language Disorders in Children	6
LTPR-460	Clinical Practice I (Minimum of 40 hrs. of direct contact)	0
	Total	12

Fall Fourth Year		
Code	Title	Credits
SEMI-426	Seminar on Interdisciplinary Research II	3
BSLT-461	Sign Language	3
BSLT-462	Augmentative and Alternative Communication for Children	3
LTPR-461	Clinical Practice II (Minimum of 40 hrs. of direct contact)	0
	Total	9

TOTAL CREDITS FOR 4 YEARS = 129

COURSE DESCRIPTIONS

ARTS-225 ARTISTIC LANGUAGES IN MODERN AND CONTEMPORARY CULTURE (3 cr.)

The principal artistic and visual languages which have configured the Western modern and contemporary culture are studied from a long term perspective. Students are confronted with both traditional forms and artistic contents as well as their relationships with culture and the technological and scientific advancements associated with them. The course requires a research project.

ARTS-226 THEORY AND METHODS IN THE STUDY OF VISUAL ARTS (3 cr.)

The most important theories and methods associated with the study of visual arts are studied. Given the interdisciplinary character developed in recent decades for the study of art methodology, the course will take into consideration not only the contributions of theory and history upon art, but also the contributions of other humanistic and social sciences, from philosophy and history, to critical theory. The course requires a research project.

BSLT-300 INTRODUCTION TO COMMUNICATION DISORDERS (3 cr.)

The course offers the student an introduction to the study of communication disorders. Communication disorders observed in all areas of communication will be studied. The course emphasizes on the signs, symptoms, etiology and clinical situations, as well as the impact upon academic and social development.

BSLT-308 STATISTICS IN PSYCHOLOGY (3cr.)

The purpose of the course is to introduce students to the basic concepts of statistics. Their importance and practical use will be studied by introducing methods and techniques used in the field of statistics. There will be references to the relationship of statistics with other disciplines. Also, concepts of descriptive and inferential statistics will be introduced. Furthermore, we will refer to the limitations that can be found in such applications.

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

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

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

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

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

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

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

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

BSLT-348 STUTTERING IN CHILDREN (3 cr.)

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

BSLT-349 CHILDHOOD VOICE DISORDERS (3 cr.)

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

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

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

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

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

PREREQUISITE: BSLT-350

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

BSLT-403 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

The human development course aims to offer the student the opportunity to interact with the fundamental aspects of physical, cognitive and psychological human development. Theories of studies and/or research in this discipline will be discussed to emphasize the continuum of human life from conception to death.

BSLT-443 PROFESSIONAL WRITING (3 cr.)

This course has been designed to introduce guidelines that will enable the student in formulating a professional style paper according to current and widely accepted techniques in psychological literature; specifically the standards employed by the American Psychological Association (APA). Professional writing is a learned skill that requires study and practice in order to refine techniques that will allow the student to disseminate information in the form of research.

BSLT-456 AURAL REHABILITATION (3 cr.)

PREREQUISITES: BSLT-343, BSLT-344, BSLT-345, BSLT-346, BSLT-350 and BSLT-353

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

BSLT-464 CHILDREN WITH COGNITIVE AND PSYCHOSOCIAL PATHOLOGIES AND SENSORY DISORDERS (3 cr.)

Consideration of communication disorders associated to intellectual disorders, autism spectrum, specific learning disabilities, and cultural differences/deviations as well as the study of communication disorders associated to visual loss and sensory disorders. The course requires pre-practicum and presentations of remedial activities to intervene with children presenting these disorders.

ENGL-125 INTERDISCIPLINARY STUDIES IN LITERATURE I (3 cr.)

This course integrates the study of several literary genres in order to develop reading, written and oral communication skills as well as critical thinking skills. A thematic approach is used engage students in interdisciplinary discussions. Topics covered during the first semester include: gender equity and racial

discrimination. The course requires the preparation of an annotated bibliography as part of a literature revision.

ENGL-126 INTERDISCIPLINARY STUDIES IN LITERATURE I (3 cr.)

Several literary genres are studied in order to develop reading, written and oral communication skills as well as critical thinking skills. A thematic approach is used to stimulate the participation of students in interdisciplinary discussions. Topics included during the second semester are: "writing the journey" and migration. The course requires writing a research essay based on the literature revision prepared during the first semester.

GLOB-220 CONTEMPORARY GLOBAL PROCESSES (3 cr.)

The most important phenomena, transformations and participants implicated in the contemporary globalized world are studied. The main global developments in terms of economics, politics, society and culture are studied from an interdisciplinary and historical perspective using case study discussions, official documents, etc. The course requires the preparation of a research project.

HIST-120 PUERTO RICO AND THE WORLD (3 cr.)

The development of the Puerto Rican society is studied from the Pre-Colombian period up to the 21st century. Special attention is paid to the diverse phases the Puerto Rican society has gone through under the tutelage of Spain and the United States in the context of global historical processes. The main goal is for the student to obtain a basic, but documented, formation of the history of Puerto Rico and its connection to world history. The course requires the preparation of a field research project.

HUMA-225 INTRODUCTION TO HUMANITIES I (3 cr.)

The course covers the most representative aspects of the Western civilization and culture taking into consideration its Oriental, Greek, Roman and Medieval roots through the critical analysis of great literary, philosophic, artistic and religious works. The course requires the preparation of a field research project.

HUMA-226 INTRODUCTION TO HUMANITIES II (3 cr.)

The course covers the study of the formation of the contemporary world from the Renaissance to the French Revolution and through modern times taking into consideration the ideas and problems presented in significant works representative of each period. The course requires the preparation of a field research project.

INTE-320 INTERNATIONAL EXPERIENCE (3 cr.)

The main purpose of this course is for the students to develop knowledge of international reality and processes and their importance for Puerto Rico through a direct experience or the participation in an international academic program. This requirement might be accomplished through a set of diverse activities such as courses taken out of the country, cultural or study travel, language courses, internships completed out of Puerto Rico or in Puerto Rican institutions with international programs, job experiences in a consulate or an international enterprise, among others, approved by the University.

LTPR-460 CLINICAL PRACTICUM I (0 cr.)

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

LTPR-461 CLINICAL PRACTICUM II (0 cr.)

A minimum of eighty (80) clock hours of supervised clinical practice in screening and intervention procedures for children with speech-language and hearing pre-school, school and health settings programs.

MATH-125 MATHEMATICAL REASONING (3 cr.)

Discussion of different applications to develop in the student his/her logical mathematical reasoning and quantitative analysis. Historical, philosophical and developmental aspects of mathematics are considered in order to view its formal discipline nature. Elements of logic, set theory, numerical systems, consumer mathematics, probability and data analysis are presented to facilitate the comprehension of the singularity of mathematics and its relationship with other disciplines. The course requires the preparation of a research project.

MATH-126 STATISTICAL REASONING (3 cr.)

Development of statistical reasoning and its application in the solution of problems especially related to the behavioral sciences. The role of statistics as a fundamental tool in the decision making process while doing scientific research is discussed.

NSCI-125 BIOLOGY AND CONTEMPORARY SOCIETY I (3 cr.)

Basic biological concepts and research methodologies are studied, such as: cellular organization, the cell, energy, continuity of life and evolution. Biotechnology and other topics that illustrates the applicability and impact of biological knowledge in the contemporary society are studied. The connections and relationships between biological concepts and the knowledge of other disciplines like physical sciences, medicine, technology, social sciences and ethics. The course is intended for non-biology major students. The course requires the preparation of a research project and a final essay explaining the findings.

NSCI-126 BIOLOGY AND CONTEMPORARY SOCIETY II (3 cr.)

Basic biological concepts related with the functioning of the organs of the human body are studied. The connections and relationships between biological concepts and the knowledge of other disciplines like physical sciences, medicine, technology, social sciences and ethics. Cases that illustrates the applicability and impact of the biological knowledge in contemporary society are discussed. The course requires the preparation of a research project and a final essay explaining the findings.

NSCI-225 PHYSICAL SCIENCES I (3 cr.)

The fundamental concepts of physics and chemistry are studied. Applications of science to everyday situations are studied. Emphasis on the relationship of physical sciences and other disciplines. The course requires the preparation of a research project and a final essay explaining the findings.

NSCI-226 PHYSICAL SCIENCES II (3 cr.)

The fundamental concepts of astronomy and earth sciences are studied. Applications of science to everyday situations are studied. Emphasis on the relationship of physical sciences and other disciplines. The course requires the preparation of a research project and a final essay explaining the findings.

PORT-225 PORTUGUESE I (3 cr.)

Introduction to the Portuguese language with emphasis on language structure and communication. The course is completely in Portuguese and requires the student to communicate in Portuguese all the time. The course develops the communication competence through the practice of the four functional skills of

the Portuguese language (aural comprehension, oral expression, reading and writing expression). The course requires the preparation of a research project.

PORT-226 PORTUGUESE II (3 cr.)

This is a continuation of PORT-225. The course is completely in Portuguese and requires the student to communicate in Portuguese all the time in order to consolidate and expand the knowledge acquired during the first semester. The written communication competence is emphasized by writing essays about articles and literary works. The course develops the communication competence through the practice of the four functional skills of the Portuguese language (aural comprehension, oral expression, reading and writing expression). The course requires the preparation of a research project.

PSUL 304: SOCIAL EXPERIMENTAL PSYCHOLOGY LABORATORY (0 cr.)

This course is designed to integrate the theoretical aspect of the Experimental Social Psychology course with the practical aspects into laboratory. It intends to familiarize the students with the different aspects of the scientific method. In this lab, students will have tasks that should enable them to apply the acquired knowledge of scientific research in the area of experimental social psychology.

PSUL-407: PHYSIOLOGICAL PSYCHOLOGY LABORATORY (0 cr.)

The physiological psychology laboratory has the purpose of helping students integrate the theory offered in the course with practical and experiential activities to explore human biology. It offers an introduction to the anatomical structures of the body and its relation to human behavior making emphasis on the nervous system. In this lab, students will have tasks that should enable them to apply the acquired knowledge how are related the brain and anatomical structure with the emotional and psychological aspects.

PSYI-430 PRE PRACTICUM IN PSYCHOLOGY (0 cr.)

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

PSYU-300 FUNDAMENTS OF PSYCHOLOGY (3 cr.)

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

PSYU-301 THEORIES OF LEARNING (3 cr.)

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

PSYU-304 EXPERIMENTAL PERSONALITY AND SOCIAL PSYCHOLOGY (3 cr.)

Experimental analysis of the theories and literature pertaining to social influences on individual behavior, family, group, and interpersonal dynamics. Readings, demonstrations on methodology, design implementation and interpretations of research are studied. Laboratory course.

PSYU-305 PERSONALITY THEORIES (3 cr.)

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

PSYU-306 ABNORMAL PSYCHOLOGY (3 cr.)

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

PSYU-308 STATISTICS IN PSYCHOLOGY (3 cr.)

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

PSYU-403 DEVELOPMENTAL PSYCHOLOGY (3 cr.)

Review of the major theories and approaches to an understanding of the life span. Factors such as cognitive development, neurological development, social, cultural, and intellectual influences are explored.

PSYU-407 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

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

PSYU-409 RESEARCH METHODOLOGY (3 cr.)

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

PSYU-411 INTERVIEWING TECHNIQUES (3 cr.)

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

PSYU-413 PRINCIPLES OF BEHAVIOR MODIFICATION (3 cr.)

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

PSYU-415 PSYCHOLOGICAL ASSESSMENT (3 cr.)

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

PSYU-419 INTRODUCTION TO NEUROPSYCHOLOGY (3 cr.)

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

PSYU-443 COMPENDIUM OF REPORT WRITING (3 cr.)

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

SEMI-425 SEMINAR ON INTERDISCIPLINARY RESEARCH I (3 cr.)

This is the first part of the Interdisciplinary Research Seminar which is a *capstone* seminar taken during the last year of studies. The main goal is to develop research competencies within an interdisciplinary approach that presumes the integration of the theoretical and methodological perspectives of two or more disciplines. The course requires the preparation of an interdisciplinary research proposal for either an individual or collaborative project.

SEMI-426 SEMINAR ON INTERDISCIPLINARY RESEARCH II (3 cr.)

This is the second part of the Interdisciplinary Research Seminar which is a *capstone* seminar taken during the last year of studies. The main goal is to develop research competencies within an interdisciplinary approach that presumes the integration of the theoretical and methodological perspectives of two or more disciplines. During this part of the seminar, theoretical and methodological problems as well as different thinking and research models related to interdisciplinary research are discussed. The course requires the completion of a publication quality research paper, based on the proposal presented in SEMI-425.

SPAN-125 LANGUAGE AND LITERATURE I (3 cr.)

The literary genres of essay, theater and poetry are studied. Literature is integrated to the development of oral and written communication skills. A historical and chronological perspective contributes to the reflection over crucial situations and concerns of the human being and his relationship with the world. The course requires the preparation of a final essay.

SPAN-126 LANGUAGE AND LITERATURE II (3 cr.)

The literary genres of tale, novel and chronicle are studied. Literature is integrated to the development of oral and written communication skills. A historical and chronological perspective contributes to the reflection over crucial situations and concerns of the human being and his relationship with the world. The course requires the preparation of a final essay.

SSCI-125 THEORY AND METHODOLOGY OF SOCIAL SCIENCES I (3 cr.)

Medullar topics related to the construction of the theories and diverse methodologies that conform the intellectual reserve in the history of the social sciences are discussed. Wide and comprehensive look to the development of the scientific knowledge and finally to the social and human sciences of the second half of the 19th century and the first half of the 20th century. The course requires the preparation of a research project.

SSCI-126 THEORY AND METHODOLOGY OF SOCIAL SCIENCES II (3 cr.)

Medullar topics related to the construction of the theories and diverse methodologies that conform the intellectual reserve in the history of the social sciences are discussed. The topics of social organization, economics and politics of human beings are discussed. Diverse conceptions of power, especially power in modern times, as well as the development of the modern state, are emphasized. Topics related to the concept of capitalism as a way of life and production method, as well as the phenomena of poverty, inequality and exploitation, are discussed. The characteristics of the globalization process are explored. The course requires the preparation of a research project.

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

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

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

Admission Requirements and Procedures

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

10. **Interview with the Admissions Committee** – Those candidates recommended by the **Evaluation Committee** will receive an appointment for an interview with one or more members of the Faculty of the program of interest.
11. **Statement of Purpose** – Every candidate with an appointment for an admission interview, will be required to write, the day of the interview, a statement of purpose. The statement of purpose serves to determine the candidate’s interest in the academic program, in the Institution, short, medium and long term goals, written communication skills and general writing skills.
12. **International Applicants** – International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
13. **Additional Requisites Specific of Each Academic Program** – Every applicant must comply with the admission requisites that are specific of the program of interest.

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

Candidates’ Evaluation Procedures

1. Candidates will submit all the required documentation according to the level and program of interest and any other additional document requested by the program.
2. The **Evaluation Committee** will evaluate all applications and assign a preliminary score based on all the criteria and weights established for the level and program (**Institutional Admission Index**). Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will receive an appointment for an admission interview.
3. The candidates selected by the **Evaluation Committee** will receive an appointment specifying date, hour and place for the admission interview
4. The **Evaluation Committee** will then complete the evaluation process and assign a final score according to the criteria and weights established for each level and program. The evaluation will be realized according to the following weights assigned to each criterion:
 - a. Grade Point Average 45%
 - b. EXADEP or GRE score 10%
 - c. Statement of Purpose 10%
 - d. Recommendation Letters 10%
 - e. Interview 15%
 - f. Additional requisites 10%
5. Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will be accepted.
6. Every candidate will receive a notification letter with the decision of the Evaluation Committee.

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

General Requirements for the Master of Science Degree

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

Specific Requirements for the MS in Industrial/Organizational Psychology Degree

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

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

Specific Requirements for the MS in Speech and Language Pathology Degree

1. Complete a minimum of 400 hours of supervised clinical practicum with children and adults.
2. Satisfactory completion of the Comprehensive Examination. Students who elect to complete the thesis project in speech-language pathology or related area, are not required to complete the Comprehensive Examination.
3. Graduation candidates cannot obtain more than 3 NP's on the Comprehensive Examinations or 2 NP's in the Advanced Clinical Practicum.

Specific Requirements for the MS in Counseling Psychology Degree

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

Curricular Requirements

The Master of Science in Industrial/Organizational Psychology is a four (4) year full time program, which includes 57 credits of academic course work, six (6) practicum modules, one (1) writing skills seminar and one (1) APA Style Seminar.

The Master of Science in Speech - Language Pathology includes 60 credits of academic coursework and a minimum of 400 hours of clinical practicum. Student who elect the Comprehensive Examination track must obtain a Passing grade on the Departmental Comprehensive Examination as a requirement for completion of the master's degree in Speech-Language Pathology. Students who elect

the Thesis Project in speech-language pathology track must complete and successfully defend their thesis project.

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

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

Master Comprehensive Examinations

It is mandatory for students whose master level programs require a comprehensive examination to register to take the Comprehensive Examination after he/she has approved the courses required by his/her academic program.

The student is also required to comply with the following:

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

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

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.

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

Time Limitation

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

Students' Evaluations

Students' evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Satisfactory Academic Progress Policy** on page 19.

Residency Requirement

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

Industrial/Organizational Psychology Practicum

Students in the Industrial/Organizational Psychology Program are required to complete 512 hours of supervised practicum. In IOMO-611, 613, 614 & 617 students are exposed to self-knowledge exercises, practice training, consultation techniques and current topics in the discipline. In IOMO-615 & 616 students choose a public or private organization and are involved in human resources or organizational projects under the supervision of SJC faculty and an agency designated supervisor.

Speech and Language Pathology Practicum

Students of the Speech/Language Pathology Program are required to complete two advanced clinical practica in a designated clinical setting (Albizu Clinic and other affiliated facilities). Clinical practicum 1 (PRSP 656) requires to obtain a minimum of 150 clock hours of supervised direct client/patient contact clinical experience in the practice of speech-language pathology. Clinical Practicum 2 (PRSP 657) requires to obtain a minimum of 250 clock hours of supervised direct client/patient contact clinical experience. The total clinical practicum hours to complete should not be less than 400 in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA).

Speech and Language Pathology Master Thesis

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

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

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

In support of the master thesis process, the student is required to enroll for a minimum of Three (3) academic sessions of thesis research (including the sessions in which the proposal colloquium and the thesis defense are presented). For further information see the Master Thesis Handbook. All students enrolled in master thesis are considered fulltime.

A discussion of ethical issues is essential for every thesis involving collecting data, case study, program design, program evaluation, and test development or translation. Student should not conduct any study which involves human subjects even for pilot studies without prior approval of her or his Director or the Director of Research Training Program, and the Institutional Review Board (IRB). After the Director has approved the proposal, IRB review and approval should be sought (except where no data at all is to be collected). The student is expected to follow all procedures and deadlines set by the IRB and to be thoroughly familiar with the IRB requirements. If, after IRB review and approval, any Committee Member has concerns about ethics or pilot study, the IRB through its president and administrator should be consulted.

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

MASTER OF SCIENCE PROGRAM INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Mission of the Program

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

Training Model

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

Program Objectives

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

Program Competencies

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

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

AREA I. Foundation Courses	27 cr.
PHCP 500 Theories of Learning and Motivation	3 cr.
IOPC 505 Ethics and Professional Conduct	3 cr.
PHCP 661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PSYF 628 Neuroscience Approach of Cognitive & Affective Aspects of Behavior	3 cr.
PSYF 540 Life-Span Human Development	3 cr.
IOPC 568 Applied Inferential Statistics	3 cr.
IOPL 568 Applied Inferential Statistics (LAB)	0 cr.
IOPC 569 Research Methods in I/O Psychology.....	3 cr.
IOPC 588 Theory of Tests and Test Construction	3 cr.
IOPC 570 Comparative Theories of Personality.....	3 cr.
 AREA II. Concentration Courses	 30 cr.
IOPC 573 Group Interaction and Decision-Making	3 cr.
IOPC 574 Personnel Psychology	3 cr.
IOPC 575 Organizational Behavior	3 cr.
IOPC 681 Positive Occupational Health Psychology.....	3 cr.
IOPC 651 Diagnosis, Change, and Organizational Development.....	3 cr.
IOPC 678 Psychosocial Aspects of Health in Organizations	3 cr.
IOPC 679 Labor Law	3 cr.
IOPC 683 Psychological Assessment Techniques in the Organization	3 cr.
IOPL 683 Laboratory	0 cr.
IOPC 698 Theory and Methods of Training Workshops.....	3 cr.
IOPC 610 Leadership in Organizations	3 cr.
 AREA III. Practicums	
I/O Practicums: Practicum I (IOMO 611), Practicum II (IOMO 613 & IOMO 614), Practicum III (IOMO 615), Practicum IV (IOMO 616), IOMO 617 (512 hours)	16 cr.
 AREA IV. CPIO 670 Capstone Project	
 Total Academic Credits	 57 cr.
Total Practicum Credits	16 cr.

**CURRICULAR SEQUENCE
MS INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Effective August 2015**

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

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

SUMMER		
CODE	COURSE TITLE	PREREQUISITES
PSYF-540	Life-Span Human Development Psychology	
PSYF-628	Neuroscience Approach of Cognitive & Affective Aspects of Behavior	

FALL		
CODE	COURSE TITLE	PREREQUISITES
IOPC-570	Comparative Thories of Personality	
IOPC-698	Theory and Methods of Training Workshops	IOPC-574
IOPC-651	Diagnosis, Change, and Organization Development	IOPC: 573,575
IOPC-683	Psychological Assessment Techniques in the Organization	IOPC: 574,588
IOPL-683	Laboratory: Psychological Assessment Techniques in the Organization (Concurrent with IOPC-683)	IOPC: 574,588
IOMO-615	Industrial Organizational Practicum III	IOPC: 505, 574, 573, 575, 588; IOMO: 611, 613, 614

SPRING		
CODE	COURSE TITLE	PREREQUISITES
IOPC-678	Psychosocial Aspects of Health in Organizations	IOPC-575
IOPC-679	Labor Law	IOPC-574
IOMO-617	Current Topics in Industrial Organizational Psychology	IOPC: 698, 574, 573, 575, 651
IOMO-616	Industrial/Organizational Practicum IV	IOMO- 615
PHCP-661	Social Psychology with Emphasis in Puerto Rico	
CPIO-670	Capstone Project	IOPC: 505, 574, 573, 575, 569, 588, 698, 651 IOMO: 611, 613, 614, 615

SUMMER		
CODE	COURSE TITLE	PREREQUISITES
IOPC-681	Positive Occupational Health Psychology	IOPC-678
IOPC-610	Leadership in Organizations	IOPC-573, IOPC-575

**MASTER OF SCIENCE PROGRAM
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
COURSE DESCRIPTIONS**

CPIO-670 CAPSTONE PROJECT (0 cr.)

PREREQUISITES: IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC- 569, IOPC-588, IOPC-698, IOPC-651, IOMO-611, IOMO-613, IOMO-614, IOMO-615

The student will present, during the academic session when he/she expects to finish the degree requirements, a portfolio of evidence of how during the Program courses and/or practice experiences, he/she developed the institutional competencies. In addition to this portfolio, the student will present a written reflection of the competencies development process.

IOMO-611 INDUSTRIAL ORGANIZATIONAL PRACTICUM I (0 cr.)

Study of human relations in workplace settings, and how communication and perception are the principal elements of such relations. Students have the opportunity to assess their communication skills and their abilities as facilitators in the human relations area. The interview will be studied as an organizational tool to describe, predict, modify and assess human beings in organizational settings. Offered only during the Fall session concurrent with **IOPC 574**.

IOMO-613 INDUSTRIAL ORGANIZATIONAL PRACTICUM II (0 cr.)

PREREQUISITES: IOPC-505, IOPC-574, IOMO-611

Study of small group dynamics and the development of skills in group management. Special attention will be given to the following topics: decision making, communication, conflict management, group cohesion, and group norms. Offered only during the Spring session concurrent with IOPC 573.

IOMO-614 FOUNDATIONS OF PROFESSIONAL CONSULTATION IN INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (0 cr.)

PREREQUISITES: IOPC-505, IOPC-574, IOMO-611

Discussion of strategies and techniques in the practice of professional consultation in industrial organizational psychology. Theoretical aspects will be discussed and practical exercises will be conducted to develop student's competencies in such techniques. Offered only during the Spring session concurrent with IOPC-573.

IOMO-615 & 616 INDUSTRIAL ORGANIZATIONAL PRACTICUM III & IV (0 cr.)

The main objective of the practicum experience is that the student integrates theoretical knowledge with the realities confronted by industrial/organizational psychologists. Through placement arrangements in different workplace settings, students learn to develop skills in performing the multiple tasks and roles of an industrial/organizational psychologist.

IOMO-615 MODULE III (0 cr.)

PREREQUISITES: IOMO 611, IOMO 613, IOMO 614 IOPC 505, IOPC 588, IOPC 574, IOPC 575, IOPC 573

IOMO-616 MODULE IV (0 cr.)

PRE-REQUISITES: IOMO 615

IOMO-617 CURRENT TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (0 cr.)

PREREQUISITES: IOPC-574, IOPC-573, IOPC-575, IOPC-698, IOPC-651

Current issues and topics related to the development of the discipline as a science and related to the practice of I/O Psychology are discussed. Faculty and students select the topics that they will discuss.

IOPC-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of counseling psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

IOPC-568 APPLIED INFERENTIAL STATISTICS (3 cr.)

PRE-REQUISITE: The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, among others. A concurrent statistics lab component will be required.

IOPC-569 RESEARCH METHODS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 cr.)

PREREQUISITES: IOPC-568, IOPL-568

The purpose of this course is to examine the primary research techniques used on industrial organizational psychology. Theoretical aspects of each technique would be discussed and student's competencies would be developed through practical exercises.

IOPC-570 COMPARATIVE THEORIES OF PERSONALITY (3 cr.)

This course includes a critical analysis of the principal theoretical positions in the field of personality. Analysis of personality constructs from different perspectives will be discussed.

IOPC-573 GROUP INTERACTION AND DECISION MAKING (3 cr.)

PREREQUISITE: IOPC-574

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict and decision making will be considered as they apply to organizational groups.

IOPC-574 PERSONNEL PSYCHOLOGY (3 cr.)

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in the area of personnel psychology and the role of industrial organizational psychology in the areas mentioned above.

IOPC-575 ORGANIZATIONAL BEHAVIOR (3 cr.)

PREREQUISITE: IOPC 574

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

IOPC-588: THEORY OF TESTS AND TEST CONSTRUCTION**PREREQUISITES: IOPC-568, IOPL-568**

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

IOPC 610 LEADERSHIP IN ORGANIZATION (3 cr.)**PREREQUISITES: IOPC-573, IOPC-575**

This course allows students to develop the skills necessary to conduct effective interventions in the organizational environment related to leadership development and analysis of leadership processes in this scenario. The main concepts and theories on this subject at the workplace are discussed. Similarities and differences between being supervisor, manager and leader are discussed, establishing the basic characteristics of every leader in the workplace. Similarly, current and future challenges of leadership in organizations according to the current socio-economic circumstances and future projections are evaluated. It concludes with an analysis of several controversies in this field, such as cross-cultural manifestation of leadership, according to their particular sexual and gender findings in Puerto Rico so far in organizations.

IOPC-651 DIAGNOSIS, CHANGE AND ORGANIZATIONAL DEVELOPMENT (3 cr.)**PREREQUISITES: IOPC-573, IOPC-575**

Development of the basic competencies needed to engage in organizational problems diagnosis, implement change and organization development strategies, and assess its effectiveness. In addition, ethical, legal, and professional issues related to the practice of organization development are discussed.

IOPC 678: PSYCHOSOCIAL ASPECTS OF HEALTH IN ORGANIZATIONS (3 cr.)

Study of occupational health psychology and the organizational factors that promotes and impede health in the workplace. Discussion of workplace violence, theoretical models that study stress, alcoholism and drug addiction in organizations, psychological disorders and their relation with the workplace, and the reasonable accommodation of employees with emotional disability. Special attention will be given to the role of industrial organizational psychology in the promotion of occupational health.

IOPC-679 LABOR LAW (3 cr.)**PREREQUISITE: IOPC 574**

Overview of the historical evaluation of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

IOPC 681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 cr.)**PREREQUISITE: IOPC-678**

This course examines the foundations of occupational health psychology emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

IOPC 683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (3 cr.)**PREREQUISITES: IOPC-574, IOPC-588**

Encourages the critical analysis of psychological instruments used in assessment of human resources for selection, placement, and development. It uses different assessment instruments and strategies to assess personality, abilities, skills and vocational preferences. Their conceptual rationale will be

discussed. The student will be required to perform a psychological assessment and submit a written report with recommendations as part of a laboratory experience.

IOPC-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 cr.)
PREREQUISITE: IOPC-574

The course Theory and Methods of Training Workshops intends to initiate the development of the student in its function as trainer, in the context of the consultancy of training and as an organizational member that perform those functions. The theories of basic learning are discussed for an effective design of programs of training directed to adults. Similarly, the conceptual framework for the development of effective training design is analyzed and the necessary concepts and skills for the development of needs training analysis are discussed. Suggestions are offered to carry out presentations for an effective training, management of difficult participants and to create a favorable environment of learning. The student will have the opportunity to know methods of training, its uses, its advantages and disadvantages and its potential to achieve the transfer of learning. Finally, the diverse strategies for the evaluation of training are discussed, taking as starting point the instructional objectives established.

IOPL-568: INFERENCE STATISTICS LABORATORY (0 cr.)
COREQUISITE: IOPC-568

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

IOPL 683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION LABORATORY (0 cr.)
COREQUISITE: IOPC-683

To be taken concurrently with regular course at assigned schedule.

PHCP-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

PSYF-540 LIFE-SPAN HUMAN DEVELOPMENT (3 cr.)

A review of theory and research on human development across the life span. The focus is on the psychosocial, cognitive, moral and intellectual development. Emphasis is given to the identification of factors in developmental disorders, and cross-cultural differences in life context and world view.

PSYF-628 NEUROSCIENCE APPROACH OF COGNITIVE & AFFECTIVE ASPECTS OF BEHAVIOR (3 cr.)

This course will provide a review of the major of theories of cognition and affective aspects of behavior. The course will include the description of the physiological processes of human behavior, such as: the structure of the neurological system, sensory systems, synaptic chemistry and electrophysiology of the encephalon. Also this course will present different pathologies and deficits related to the cognitive and affective aspects of behavior.

SEMM-531 APA WRITING STYLE SEMINAR (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 cr.)

The writing skills in psychology workshop has the purpose of helping students understand the importance of developing and maintaining professional writing skills to maintain a record of information directly related to the clinical training. Ethical and legal implications of professional writing skills will be offered. Emphasis on the elements required on a progress note will serve as the foundation to the practice of skills students will carry out as part of the workshop.

MASTER OF SCIENCE PROGRAM SPEECH AND LANGUAGE PATHOLOGY

Mission of the Program

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

Training Model and Competencies

The Speech and Language Pathology Program at Carlos Albizu University consists of 60 credit hours of core academic coursework, a minimum of 400 hours of clinical practicum, and Master Level comprehensive examination or thesis project. The program requirements are in compliance with the Puerto Rico Licensing Board and the American Speech-Language-Hearing Association standards for the Clinical Competence Certification. The specific training competencies as evidenced by the Speech and Language Pathology curriculum sequence are as follows:

Training Goals

The primary training goal of the Speech and Language Pathology Program at Carlos Albizu University is to provide students with a comprehensive knowledge base, appropriate attitudes, and clinical skills necessary to work in the prevention, assessment, and treatment of children and adults with communication and associated disorders.

Knowledge Skills

- Possess knowledge of the principles and methods for the prevention, assessment, and intervention for individuals with communication and associated disorders.
- Mastery in the use of assessment tools designed to assess children and adults with communication and associated disorders.
- Mastery in the use of intervention methods and techniques used to treat individuals with communication and associated disorders.

Clinical Skills

- Design and implement intervention techniques according to clients' level of functioning and needs.
- Use of clinical procedures, strategies, assessment tools, and make appropriate referrals as necessary
- Use of assistive technology in order to provide services to clients with communication disorders
- Provide guidance to the general population on prevention of communication disorders
- Perform supervisory functions to include consulting services in various clinical settings
- Conduct research in the speech-language pathology field which could be applied in the design and implementation of intervention programs to children and adults with communication and swallowing disorders.

- Administer standardized and non-standardized instruments and interpret the results of the assessment of children and adults with communication and swallowing disorders.

Attitudes

- Perform clinical functions under the ethical standards of the profession.
- Have a holistic view of the human being
- Contribute to the development of the profession through active participation in professional organizations
- Assume responsibilities that underlie the practice of the profession

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

Concentration Courses

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

Clinical Practicums

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

Thesis Project

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

Concentration Courses

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

Clinical Practicums

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

Master Level Exams

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

Total credits

60 cr.

**CURRICULAR SEQUENCE
SPEECH AND LANGUAGE PATHOLOGY PROGRAM**

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

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

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

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

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

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

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

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

**MASTER OF SCIENCE
SPEECH AND LANGUAGE PATHOLOGY
COURSE DESCRIPTIONS**

MSLP-540 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM (3 cr.)

Study of the anatomy and physiology of the speech and hearing mechanism including respiratory, phonatory, articulatory, nervous and hearing systems.

MSLP-541 BASIC AUDIOLOGY (3 cr.)

Overview of the Audiology profession, its historical background, physical properties of the sound, ear anatomy, physiology of the auditory system, common disorders and administration and interpretation of hearing tests.

MSLP-542 NORMAL SPEECH AND LANGUAGE DEVELOPMENT (3 cr.)

Study of the normal speech and language acquisition process. Distinctions between speech and language are established. Terminology and speech and language characteristics according to developmental stages are explained. The course includes the analysis of sound acquisition and most common disorders speech and language disorders.

MSLP-543 ETHICS AND LEGAL ASPECTS IN HEALTH PROFESSIONS (3 cr.)

The course discusses the ethical and legal principles applied to the Speech/Language Pathology Profession. American Speech and Hearing Association (ASHA) and Puerto Rico Speech/Language and Audiology Organization (OPPHLA) are studied. Study of the responsibilities and professional omissions of legal or ethics nature are revised.

MSLP-545 LANGUAGE DISORDERS IN CHILDREN (3 cr.)

Overview of the normal and atypical language development in children. Study of the factors that might affect communicative development. Methods of evaluation and intervention related to each disorder are studied.

MSLP-546 FLUENCY DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

Study of the characteristics of the typical fluency and pathological disfluencies. Evaluation processes including standardized tests, structured observations, data collection, and differential diagnosis and treatment in children and adults are studied.

MSLP-547 VOICE DISORDERS: ASSESSMENT AND TREATMENT (3 CR)

Study of voice disorders, treatment techniques and role of the Speech/Language Pathologist and other professionals in the management of such pathologies. The course emphasizes in the differential diagnosis of voice disorders in children and adults and treatment as well.

MSLP-548 ADULT LANGUAGE DISORDERS (3 cr.)

Study of the nature and etiology of language disorders in adults. The course emphasizes in the administration and interpretation of assessment instruments used for determining appropriate intervention methods.

MSLP-549 DYSPHAGIA IN CHILDREN AND ADULTS (3 cr.)

The course emphasizes in the identification, diagnosis and treatment of swallowing disorders in children and adults. Discussion of the assessment strategies and therapeutic approaches for treatment of dysphagia in children and adults. The course emphasizes in the interdisciplinary intervention and role of the Speech/Language Pathologist that work with this population.

MSLP-550 ARTICULATORY DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

Study of the anatomical, acoustic and perceptual aspects related to the articulatory mechanism. The course emphasizes in the typical and atypical articulatory development of the Spanish sounds. Cultural variations and different types of disorders are considered. The course also emphasizes in the assessment and differential diagnosis of such disorders and other conditions. The clinical management and treatment techniques used in intervention are discussed.

MSLP-551 PHONOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT (3 cr.)

This course describes the phonological system considering the theories and phonological perspectives. It emphasizes in the description of the typical and atypical phonological development of the Spanish language sounds. The study of the criteria for determining differential diagnosis of organic and functional disorders is also considered. The course also emphasizes in the clinical management of such disorders.

MSLP-650 AURAL REHABILITATION (3 cr.)

Study of the habilitation and rehabilitation processes including auditory training, lip-reading, total communication in theory and methodology.

MSLP-651 AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION (3 cr.)

Discussion of the history background of the AAC and its impact in the life of people with severe communication impairments. Study of the equipment used, its characteristics and uses. Discussion of strategies for implementation of the effective use of AAC to meet communicative needs. The course requires laboratory experiences, and building of low cost communication boards and adaptations for equipments.

MSLP-652 EVALUATION AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 cr.)

Study of different clinical procedures used in evaluations of patients with speech and language disorders. The student will learn and develop assessment tools for evaluation and diagnosis of language disorders in children and adults.

MSLP-653 NEUROGENIC DISORDERS IN ADULTS (3 cr.)

The course presents the etiology, diagnostic and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with right hemisphere, traumatic brain injury, and degenerative disorders.

MSLP-654 EARLY INTERVENTION IN SPEECH AND LANGUAGE (3 cr.)

The theoretical model that focuses the course is the transactional model for communication development. The course emphasizes in the influence of environment and linguistic competence of the child.

MSLP-655 SUPERVISION, CONSULTATION, AND ADMINISTRATION OF CLINICAL SERVICES (3 cr.)

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies and service programs design are studied. The course analyzes different models of supervision and consultation.

MSLP-657 RESEARCH METHODOLOGY IN COMMUNICATION DISORDERS (3 cr.)

Research design, statistical analysis and dissemination of data with emphasis in clinical research. Discussion of topics related to statement of the research problem, justification, theoretical model, research hypothesis, variables, quantitative and qualitative designs, collection and data analysis.

MSLP-661 MULTICULTURAL PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY (3CR)

Study of multicultural issues and effect of sociolinguistic, psycholinguistic and multicultural perspective in the education of children with communication disorders. Assessment and intervention techniques for various communications disorders in multicultural populations, team approach, consultation, collaboration, and counseling techniques for communication disorders in multicultural contexts. Understanding relevant policies and laws for multicultural speech-language pathology.

MSLP-662 READING AND WRITING DISORDERS: ASSESSMENT AND INTERVENTION (3 cr.)

Considerations about concepts involved in reading and written communication; definition of concepts involved: speech, language, reading and writing. Writing: definitions, pre-requisites, classification, typical development, teaching methods and pathologies. Evaluation strategies in reading and written disorders. Strategies and remediation intervention in reading and written disorders. Roles and responsibilities of the Speech/Language Pathologist in the intervention in reading and written disorders. Team work in the intervention in reading and written disorders.

PRSP-656 ADVANCED CLINICAL PRACTICUM I (0 cr.)

Clinical practicum that requires a minimum of 150 clock hours of supervised intervention in evaluation and treatment of children and adults with speech, language, and related disorders.

PRSP-657 ADVANCED CLINICAL PRACTICUM II (0 cr.)

Clinical practicum that requires a minimum of 250 clock hours of supervised intervention in evaluation and treatment of children and adults with communication and related disorders.

MASTER OF SCIENCE PROGRAM COUNSELING PSYCHOLOGY

Mission of the Program

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

Training Model

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

Program Objectives

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

Program Competencies

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

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

AREA I. <u>Foundation Courses</u>	27 cr.
CPFC 500 Theories of Learning and Motivation	3 cr.
CPFC 503 Theory of Personality.....	3 cr.
CPFC 505 Ethics and Professional Conduct	3 cr.
CPFC 661 Social Psychology with Emphasis in Puerto Rico.....	3 cr.
CPFC 628 Neuroscience Approach of Cognitive & Affective Aspects of Behavior	3 cr.
CPFC 536 Psychopathology.....	3 cr.
CPFC 540 Life-Span Human Development	3 cr.
CPFC 568 Applied Inferential Statistics	3 cr.
CPFC 588 Theory of Tests and Test Construction	3 cr.
AREA II. <u>Concentration Courses</u>	27 cr.
CPCC 501 Theories of Counseling and Psychotherapy	3 cr.
CPCC 603 Theories of Group Counseling	3 cr.
CPCC 502 Research Methodology for Counseling Psychologists	3 cr.
CPCC 602 Cognitive Assessment	3 cr.
CPCL 602 Cognitive Assessment Laboratory.....	0 cr.
CPCC 605 Consultation for Counseling Psychology.....	3 cr.
CPCC 606 Theories of Career Counseling.....	3 cr.
CPCC 607 Substance Abuse Counseling	3 cr.
CPCC 608 Personality Assessment.....	3 cr.
CPFC 553 Theory and Family Systems	3 cr.
AREA III. Free Electives	6 cr.
AREA IV. Seminars	0 cr.
SEMM 531 APA Writing Style Seminar.....	0 cr.
SEMM 532 Workshop on Writing Skills and Case Conceptualization	0 cr.
SEMM 540 Self-Care/Graduate Studies.....	0 cr.
SEMM 550 Psychopharmacology for non-prescribing clinicians	0 cr.
AREA V. Practicums	
Total Counseling Psychology Practicum Units- Practicum I, II, III, IV	0 cr.
Total Academic Credits	60 cr.
Master Level Exam	0 cr.

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

FALL - FIRST YEAR		
Code	Course Title	Prerequisites
CPFC-505	Ethics and Professional Conduct	
CPFC-540	Life-Span Human Development	
CPFC 503	Theory of Personality	
CPFC-568	Applied Inferential Statistics	
SEMM-540	Self-Care/Graduate Studies	
SEMM-531	APA Writing Style Seminar	

SPRING - FIRST YEAR		
Code	Course Title	Prerequisites
CPFC-588	Theory of Tests and Test Construction	CPFC-568
CPCC-501	Theories of Counseling and Psychotherapy	CPFC-503
CPFC-536	Psychopathology	
CPFC-500	Theories of Learning and Motivation	
SEMM-532	Workshop on Writing Skills and Case Conceptualization	
CPCP-510	Practicum I	CPFC-505; CPFC-540; CPFC-503; SEMM-531

*SUMMER - FIRST YEAR		
Code	Course Title	Prerequisites
CPCC-603	Theories of Group Counseling	CPCC-501; CPFC-503
CPFC-661	Social Psychology with Emphasis in PR	

FALL - SECOND YEAR		
Code	Course Title	Prerequisites
CPCC-502	Research Methodology for Counseling Psychologists	CPFC-568;CPFC-588
CPCC-602	Cognitive Assessment for Counseling Psychology	CPFC-568;CPFC-588; CPFC-540
CPCL-602	Cognitive Assessment for Counseling Psychology Lab.	CPFC-568;CPFC-588; CPFC-540
CPFC-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	
CPCP-520	Practicum II	Practicum I

SPRING - SECOND YEAR		
Code	Course Title	Prerequisites
CPFC-553	Theory and Family Systems	CPCP-510; CPCP-520; CPFC-536; CPCC-501
CPCC-605	Consultation in Counseling Psychology	
CPCC-608	Personality Assessment with Lab.	CPFC-503; CPFC-568, CPFC-588
SEMM-550	Psychopharmacology for non-prescribing clinicians	
CPCP-630	Practicum III	Practicum I,II

*SUMMER - SECOND YEAR		
Code	Course Title	Prerequisites
	Free Elective	
	Free Elective	

FALL - THIRD YEAR		
Code	Course Title	Prerequisites
CPCP-607	Substance Abuse Counseling	CPCP-510, CPCP-520, CPCC-501
CPCC-606	Theories of Career Counseling	
CPCE-605	First Comprehensive Exam	
CPCE-606	Second Comprehensive Exam	
CPCP-640	Practicum IV	

* Course offered only in the summer session

**MASTER OF SCIENCE
COUNSELING PSYCHOLOGY
COURSE DESCRIPTIONS**

CPCC-501 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 cr.)

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

CPCC-502 RESEARCH METHODOLOGY FOR COUNSELING (3 cr.)
PREREQUISITE: CPFC-534

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

CPCP-510 PRACTICUM I/CPCP-520 PRACTICUM II/CPCP-630 PRACTICUM III/CPCP-640 PRACTICUM IV (0 cr.)

The training program on Counseling Psychology at the Carlos Albizu University provides an integrated clinical training experience. The students are exposed and evaluated on a series (four) practicum (CPC-510 thru CPCP-640). Each practicum increases on intensity and complexity and the students are constantly developing competencies and integrating learned skills necessary for the practice in counseling psychology. Students will establish a foundation for their professional role as effective counselors through the practice of counseling micro skills, development of awareness and intentionality in conceptualization of clients and their issues, along with increased awareness of self as an essential component in effective therapeutic interactions. Awareness and articulation of a personal worldview creates a foundation of accountability when considering the worldview of their clients and the impact of issues of social justice as they contribute to a client's well-being and quality of life.

CPFC-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

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

CPFC-503 THEORY OF PERSONALITY (3 cr.)

This course includes a critical analysis of the principal theories of personality and their correspondence with theoretical models and interventions within the practice of counseling psychology. Emphasis on the basic approaches to personality construct and research will be addressed. Application of the theories to Puerto Rican population and other ethnic minorities will be considered.

CPFC-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

Topics related to ethical issues and professional conduct in the practice of psychology. Analysis of value conflicts, decision making, maintenance of professional standards, confidentiality, and standards for human research, are some of the topics addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements are discussed.

CPFC-536 PSYCHOPATHOLOGY FOR COUNSELING PSYCHOLOGY (3 cr.)

This course is designed to aid the student to become proficient in the understanding and application of psychopathology concepts in light of the Diagnostic and Statistical Manual of Mental Disorders Text Revision (DSM-V). The student will be exposed to the dysfunctional behavior classification using the DSM V diagnostic system. Content includes the development of a critical integral view of the DSM- V utility and credibility in terms of clinical, research and educational purposes. Students are expected to demonstrate advance knowledge and skills related to the use of the DSM-V and conducting diagnostic interviews, including the mental status examination, bio psychosocial history, and treatment planning. Also, the student will be exposed to the analysis of conceptual issues related to cross-cultural differences in terms of psychopathology and psychiatric diagnosis. Finally, it is expected that the student will develop knowledge, understanding and applicability of the psychopathology theories relevant to the counseling psychology practice.

CPFC-540 LIFE-SPAN HUMAN DEVELOPMENT (3 cr.)

The course will review theory and research in life span development. The students will review biological, genetic, historical, socio-cultural, economic and psychological foundations of human development. Emphasis will be given to biological, social, emotional and intellectual factors of normative development. Puerto Rican cultural factors in child rearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course also studied. This course will also help the student to develop the knowledge and skills to apply the concepts acquired during the course in their clinical and research practice as psychologists.

CPFC-553 THEORY AND FAMILY SYSTEMS (3 cr.)

PRE-REQUISITES: CPCP501, CPCP-520, CPFC-534, CPFC-535

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized.

CPFC-568 APPLIED INFERENTIAL STATISTICS (3 cr.)

PREREQUISITE: The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's U test, among others.

CPFC-588 THEORY OF TEST AND TEST CONSTRUCTION (3 cr.)

PREREQUISITE: CPFC-568

Presentation of the major principles of test construction in the area of psychological measurement. Methods for determining validity and reliability are examined. The content includes the study of scaling methods, such as the Guttman, Thurstone and Likert scales, with emphasis on the role of the professional in measuring behavior in the social sciences.

CPCC-602 COGNITIVE ASSESSMENT FOR COUNSELING PSYCHOLOGY (3cr.)**PREREQUISITES: CPFC-568, CPFC-588**

This course provides fundamental knowledge about measurement and assessment theories, specific to the field of intelligence. The basic principles of application of measurement techniques will be studied and assessment in the process of administration, correction and interpretation of intelligence tests, in order to make a full and comprehensive assessment process. They will also study some of the most important and current theories of cognitive development. The student is expected to develop skills in the administration, scoring and clinical interpretation of the Weschler Scales, the Raven Progressive Matrices, Bender Gestalt II, DHP, Vineland Adaptive Behavior Scale II. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. Laboratory course.

CPCC-603 THEORIES OF GROUP COUNSELING (3 cr.)**PREREQUISITE: CPCP-510**

The purpose of this course is to introduce the student to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help the student develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, professional identity.

CPCC-605 CONSULTATION IN COUNSELING PSYCHOLOGY (3 cr.)

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

CPCC-606 THEORIES OF CAREER COUNSELING (3 cr.)

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

CPCC-607 SUBSTANCE ABUSE COUNSELING (3 cr.)**PREREQUISITES: CPCP-510, CPCP-520**

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

CPCC-608 PERSONALITY ASSESSMENT IN COUNSELING PSYCHOLOGY WITH LABORATORY (3cr.)

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels, relevant to the practice of counseling psychology. The student is expected to develop skills in the administration and clinical interpretation

objective personality and projective tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as, research issues related to measurement and testing. The student will also have weekly practice sessions during class sessions.

CPFC-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 cr.)

This course will provide a review of the major of theories of cognition and affective aspects of behavior. The course will include the description of the physiological processes of human behavior, such as: the structure of the neurological system, sensory systems, synaptic chemistry and electrophysiology of the encephalon. Also this course will present different pathologies and deficits related to the cognitive and affective aspects of behavior.

CPFC-661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN P.R. (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

SEMM-531 APA WRITING STYLE SEMINAR (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-532 WORKSHOP ON WRITING SKILLS AND CASE CONCEPTUALIZATION (0 cr.)

The student will develop the professional writing skills in conceptualization and case- study method. He/she will also develop the knowledge of the different levels of intervention and the vocabulary relevant to each level. The levels of intervention are: orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level. The method of conceptualizing in Family Systems therapy will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

SEMM-540 SELF CARE/GRADUATE STUDIES (0 cr.)

The incursion into a graduate school environment requires appropriate skills for self-care, especially to address and meet the challenges that arise during a doctoral career. Given this reality, students must develop, strengthen and promote self-care skills to maintain an adequate quality of life helping them find balance between various roles. To achieve this goal, the seminar will facilitate the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school and professional relationships within and outside the academic environment.

SEMM-550 PSYCHOPHARMACOLOGY FOR NON-PRESCRIBING CLINICIANS (0 cr.)

This beginning level seminar reviews the major groups of psychiatric medication and provides the student with an introductory understanding of medications, populations and conditions they are designed to be used with. It covers, with details, the major groups of Antidepressant, Anti-anxiety, Antipsychotic, Anti-Mania and ADHD medications. The medication for each group is listed, described and the side effects and contra-indications are reviewed. The course provides numerous and readily available resources on and listings of drug information, updates, side effects, drug interaction and counter indications.

MASTER OF SCIENCE PROGRAM SCHOOL PSYCHOLOGY

Mission of the Program

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

Training Model

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

Program Objectives

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

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

Program Competencies

1. Knowledge, skills and attitudes regarding human diversity associated to culture, national origin, gender, socioeconomic status, sexual orientation, religion, age and physical condition.
2. Theoretical and practical knowledge of the foundations of psychology and counseling psychology as scientific disciplines.
3. Mastery of theories and application of psychology and school psychology as scientific discipline.

4. Attitudes that promotes the acceptance of feedback concerning his/her skills as facilitator, consultant and trainer of human resources.
5. Ability to integrate in his/ her behavior professional ethical and legal standards.
6. Responsibility for life-long learning, maintaining a reflexive and analytic attitude for theoretical, applied and professional issues.
7. Ability to locate, identifies, access, retrieve, assess, organize and use information pertinent to the discipline.

**MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY
CURRICULAR REQUIREMENTS
Effective Fall 2016**

Please refer to Page 47 for costs associated with credits, laboratories and practices.

Fundamentals in Psychology (12 credits)

SPSF 515	Comparative Theories of Personality and Psychotherapy.....	3 cr.
SPSF 540	Life-Span Human Development.....	3 cr.
SPSF 628	Neuroscience Approach to Cognitive & Affective Aspects of Behavior.....	3 cr.
SPSF 661	Social Psychology with Emphasis in P.R.	3 cr.

Fundamentals in Education (9 credits)

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

Research (6 credits)

SPSC 625	Introduction to Scientific Research	3 cr.
SPSF 568	Applied Inferential Statistics	3 cr.

Evaluation (9 credits)

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

Direct Intervention (12 credits)

SPSF 656	Child Psychopathology	3 cr.
SPSC 506	Crisis and Trauma Response and Interventions with Children.....	3 cr.
SPSC 504	Psycho-educational Interventions with Children	3 cr.
SPSF 626	Social-emotional and Behavioral Interventions	3 cr.

Indirect Intervention: Electives (3 credits)

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

Professional Practice of School Psychology (9 credits)

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

Practicums

SPRA 510	Introduction to School Psychology Practicum	0 cr.
SPRA 511	Writing Skills, Case Conceptualization, Special Education, Inclusion, Accommodations and IEP's	0 cr.
SPRA 512	Advanced Conceptualization and Diagnostic Practicum.....	0 cr.
SPRA 520	Assessment Practicum for School Psychology	0 cr.
SPRA 530	Intervention Practicum for School Psychology	0 cr.
SPRA 540	Practicum in School Setting.....	0 cr.

Seminars

SEMM 531	APA Writing Style Seminar	0 cr.
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(Students must select either the Comprehensive Examinations track or the Scientific Research Track.)

Comprehensive Examinations

SPCE 605 Comprehensive Examination - Part I..... 0 cr.
SPCE 606 Comprehensive Examination - Part II 0 cr.

Scientific Research

Scientific Research I..... 0 cr.
Scientific research II..... 0 cr.

Total Academic Credits 60 cr.
Total School Psychology Practicum Units- Practicums SPRA-510, 511, 512, 520, 530 & 540..... 0 cr.

**MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY
CURRICULAR SEQUENCE
Effective Fall 2016**

FALL - FIRST YEAR			
CODE	COURSE TITLE	CREDIT HOURS	PREREQUISITES
SPSC-505	Professional and Ethical Functions of School Psychologists	3	None
SPSF-568	Applied Inferential Statistics	3	None
SPSF-656	Child Psychopathology	3	None
SPSF-540	Life-Span Human Development	3	None
SPRA-510	Introduction to School Psychology Practicum	0	None
SEMM-531	APA Writing Style Seminar	0	None
Total Semester Credit Hours		12	

SPRING - FIRST YEAR			
CODE	COURSE TITLE	CREDIT HOURS	PREREQUISITES
SPSF-500	Theories of Learning and Motivation	3	
SPSF-588	Theory of Tests and Test Construction	3	SPSF-568
SPSC-501	Cognitive-Academic Assessment	3	SPSF-540, SPSC-505
SPSC-502	Social-Behavioral Assessment	3	SPSF-540, SPSF-656
SPRA-511	Writing Skills, Case Conceptualization, Special Education, Inclusion, Accommodations and IEP's Practicum	0	SPRA-510,SEMM-531, SPRA-505
Total Semester Credit Hours		12	

SUMMER - FIRST YEAR			
CODE	COURSE TITLE	CREDIT HOURS	PREREQUISITES
SPSF-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	3	SPSF-540
SPSF-515	Comparative Theories of Personality and Psychotherapy	3	SPSF-540, SPSF-656
Total Semester Credit Hours		6	

FALL - SECOND YEAR			
CODE	COURSE TITLE	CREDIT HOURS	PREREQUISITES
SPSC-506	Crisis and Trauma Response and Interventions with Children	3	SPSF-505, SPSF-656
SPSF-626	Social-emotional and Behavioral Interventions	3	SPSF-505, SPSF-515,
SPSF-662	Reading and Writing Disorders: Assessment and Intervention	3	SPSC-501, SPSC-502
SPSC-504	Psychoeducational Interventions with Children	3	SPSF-656
SPRA-512	Advanced Conceptualization and Diagnostic Practicum	0	SPRA-511
Total Semester Credit Hours		12	

SPRING - SECOND YEAR			
CODE	COURSE TITLE	CREDIT HOURS	PREREQUISITES
SPSF-679	Educational Psychology	3	SPSF-500
SPSC-509	School and Family Systems	3	SPSF-504, SPSF-540, SPSF-662, SPSF-626
SPSC-507	Consultation in Educational Settings	3	SPSF-500, SPSF-626, SPSC-504
SPRA-520	Assessment Practicum for School Psychology	0	SPRA-512, SPSF-662
Total Semester Credit Hours		9	

SUMMER – SECOND YEAR			
CODE	COURSE TITLE	CREDIT HOURS	
SPSC-625	Introduction to Scientific Research	3	SPSF-568
SPSF-661	Social Psychology with Emphasis in P.R.	3	SPSF-515, SPSC-509
Total Semester Credit Hours		6	

FALL – THIRD YEAR			
CODE	COURSE TITLE	CREDIT HOURS	
SPRA-530	Intervention Practicum for School Psychology	0	SPRA-520, SPSC-506
	Elective	3	
	Comprehensive Exam I or Thesis I	0	
Total Semester Credit Hours		3	

SPRING – THIRD YEAR			
CODE	COURSE TITLE	CREDIT HOURS	
SPRA-540	Practicum in School Setting	0	SPRA-530
	Comprehensive Exam II	0	Comprehensive Exam I
	Thesis II		Thesis I
Total Program Credit Hours		60	

**MASTER OF SCIENCE
SCHOOL PSYCHOLOGY
COURSE DESCRIPTIONS**

SEMM-531 APA WRITING STYLE SEMINAR (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SPRA-510 INTRODUCTION TO SCHOOL PSYCHOLOGY PRACTICUM (0 cr.)

This practicum module is designed to orient the student to the general school environment and initial interventions. Assignments and group discussions help students understand the field of school psychology and how it is practiced on a daily basis. It examines essential principles of classroom instruction, and methods of screening and assessing academic performance, critical learning skills, and the classroom environment. Students gain knowledge and practice data collection methods, which include structured observation, standardized educational testing, formal and informal skill inventories, curriculum based assessment and curriculum based measurement.

SPRA-511 WRITING SKILLS, CASE CONCEPTUALIZATION, SPECIAL EDUCATION: INCLUSION, ACCOMMODATIONS AND IEP'S (0 cr.)

This practicum module is designed to guide the student through the basic concepts of writing skills, special education, inclusion, accommodations and IEP'S. Assignments and group discussions will help students understand the field of school psychology and how it is practiced on a daily basis. It examines essential principles of classroom instruction, and methods of screening and assessing academic performance, critical learning skills and the special education environment. The student will develop the professional writing skills in conceptualization and case-study methods. He /she will also develop the knowledge of the different levels of intervention (orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level), and the vocabulary relevant to each level. Family Systems therapy conceptualization methods will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

SPRA-520 ASSESSMENT PRACTICUM FOR SCHOOL PSYCHOLOGISTS (0 cr.)

PREREQUISITES: SPSF-505

COREQUISITES: SPSC-501 and SPSC-502

Practice in the intellectual, achievement, behavioral, and social-emotional assessment of children with learning and behavioral problems. It involves the selection, administration, scoring and interpretation of individually-administered tests of cognition and achievement, curriculum-based measurement, as well as socio-emotional development and behavior. Includes training in analysis and integration of assessment data, report writing, use of technology and oral communication of assessment results.

SPRA-530 INTERVENTION PRACTICUM FOR SCHOOL PSYCHOLOGISTS (0 cr.)

PREREQUISITES: SPSF-505

COREQUISITE: SPSC-504

Supervised experience in therapeutic interventions with children in mental health settings, schools, etc. with an emphasis on behavioral techniques, academic interventions, counseling and therapy. Students apply data-collection methods, data-based decision-making and problem-solving models (i.e. Three-tiered model and Response to intervention) to design and implement their interventions.

SPRA-540 PRACTICUM IN SCHOOL SETTING (0 cr.)

Students are provided with a school setting experience leading to the acquisition of skills and knowledge of school psychologists in PR. Experiences include conducting student assessment of intellectual, behavioral and social-emotional skills, writing reports, counseling children and adolescents, designing prevention, interventions, and post-intervention strategies, and completing progress evaluations. Students collaborate with multidisciplinary colleagues; they work with special education regulations and procedures, classroom interventions and consulting with teachers, parents and community agencies. They will practice how to use the total available resources in a school to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model.

SPSC-501 COGNITIVE-ACADEMIC ASSESSMENT AND DATA BASED DECISION MAKING (3 cr.) **PREREQUISITES: SPSF-500 and SPSF-628**

The course is structured to develop competence in the intellectual and academic assessment of preschool and school-aged children. It provides an overview of theories of intelligence, basic concepts of psychometrics, and issues related to the use and misuse of psychological tests with diverse populations. This course covers the foundations of curriculum design and development and the theories and application of curriculum-based measurement. A wide range of assessment techniques, with cultural and linguistic validity, in the assessment of intelligence, processing abilities, and achievement are introduced. Students learn problem-solving models to apply in the identification and prevention of skill deficits, development of goals, progress monitoring, and determining the responsiveness to intervention. Students gain experience in team-based decision-making and communicating the results of assessments to diverse audiences.

SPSC-502 SOCIAL-BEHAVIORAL ASSESSMENT AND DATA BASED DECISION MAKING (3 cr.) **PREREQUISITES: SPSF-540 and SPSF-588**

The course examines major theoretical models and assessment of the socio-emotional development and behavior of the school-aged child. Students learn methods of observation and interview as well as objective measures (i.e., IDC-E, BASC, SEDS) and projective measures (e.g., drawings, sentence completion, structured story telling). Projective and objective measures are compared and contrasted with respect to value and appropriate use of each. It addresses the impact of cultural, linguistic and socioeconomic factors; and legal and ethical implications. It emphasizes on psycho-educational diagnosis and decision making for children with social-emotional and behavioral problems; formulation of hypotheses based on test data, and development of meaningful recommendations for behavior management and social-emotional learning at home and school.

SPSC-504 PSYCHO-EDUCATIONAL INTERVENTIONS WITH CHILDREN (3 cr.) **PREREQUISITES: SPSF-656 and SPSF-679**

This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children adolescents in clinical and school settings. Topics include establishing rapport, ethical responsibilities, intervention planning, psychodynamic techniques, and behavioral techniques, treatment of selected disorders, relationships with community agencies and service providers, transference and counter-transference, and the influence of social and cultural factors. It focuses on evidenced-based interventions in treating psychological disorders and academic problems in children and adolescents. Models and methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be discussed.

SPSC-505 CRISIS AND TRAUMA RESPONSE AND INTERVENTIONS WITH CHILDREN (3 cr.)

Theory, empirical research, and clinical issues related to primary prevention and crisis intervention with children and adolescents. Culturally appropriate counseling, classroom and school related techniques

and methods for the prevention, intervention, and post-intervention of such factors as crisis, trauma, violence, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment.

SPSC-506 CRISIS AND TRAUMA RESPONSE AND INTERVENTIONS WITH CHILDREN (3 cr.)

Theory, empirical research, and clinical issues related to primary prevention and crisis intervention with children and adolescents. Culturally appropriate counseling, classroom and school related techniques and methods for the prevention, intervention, and post-intervention of such factors as crisis, trauma, violence, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment.

SPSC-507 CONSULTATION IN EDUCATIONAL SETTINGS (3 cr.)

PREREQUISITES: SPSC-505

The course encompasses theory and practice of collaborative consultation in the schools and related settings. This course examines several models of consultation; the roles of consultant, consultee, and client systems; and comparison of the consultative role and techniques with those of assessment, and counseling/therapy. Focuses on consultation with teachers, administrators, parents, and various community agencies and applies behavioral, ecological, mental health, and organized models. Further areas of emphasis include: consultative intervention, evaluation of consultation, relevant research, legal and ethical issues, consultation with minority groups, resistance to consultation, communication skills and collaboration.

SPSC-509 SCHOOL AND FAMILY SYSTEMS (3 cr.)

This course introduces the principles of family development and models of family therapy, and how factors of race, gender, sexual preference, ethnicity, disability, and socioeconomic status affect therapeutic interactions with families. The study of family systems also covers home-school collaboration, parent education and counseling, and other ways to engage families in support of students' educational needs. The history of education in PR is studied as well as the current trends in education. The study of school systems is also explored within the context of organizational theories and interpersonal dynamics. The student will gain understanding on how to plan and implement new programs and services in their professional practice, school-wide efforts and in educational reforms.

SPSC-625 INTRODUCTION TO SCIENTIFIC RESEARCH (3 cr.)

PREREQUISITES: SPSF-568

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context, and the integration of such problems and hypotheses, when applicable, with an adequate research design. Basic concepts, such as the formulation of research questions, problems and hypotheses, variables, operational definitions, types of research and research designs are covered. Topics such as hypothesis testing, research design, sampling, analyzing and interpreting quantitative and qualitative data and statistical power analysis are included.

SPSE-508 POSITIVE BEHAVIORAL SUPPORTS AND CLASSROOM INTERVENTION (3 cr.)

PREREQUISITE: SPSF-656

This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns models and strategies of classroom management and the development, implementation and evaluation of behavioral interventions to increase student academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized. The course includes topics in developing data-based, positive behavioral interventions for students with severe behavioral difficulties like those with traumatic brain injury (TBI), autism, emotional disturbance, attention deficit and hyperactivity disorder, oppositional defiant disorder, etc.

SPSE-510 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 cr.)

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

SPSE-511 THEORIES OF GROUP COUNSELING (3 cr.) **PREREQUISITES: SPSC-510**

The purpose of this course is to introduce the student to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help the student develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, professional identity.

SPSE-600 CHILD PSYCHOTHERAPY (3 cr.)

This course will present the students with various models of assessment and psychotherapy to use with children. Psychodynamic, cognitive-behavioral, and non-directive approaches will be discussed. The theoretical fundamentals, its vision of a child, the concept of psychopathology, and the psychotherapeutic interventions of each model will be analyzed. This course will also expose the students to the basic principles of psychotherapy with children, regarding interviewing techniques, confidentiality, the process of diagnostics (assessment), establish rapport, play therapy, and the process of verbal and symbolic communication. Additionally it will present the role of parents in the therapeutic process, and necessary materials and equipment for the therapy room. The course will introduce the student to common problems that arise in the process of therapy and to the applicability of psychotherapeutic strategies for Puerto Rican children. Ethical and professional controversies related to child psychotherapy will also be presented.

SPSE-635 CULTURAL DIVERSITY: MINORITY GROUPS AND MULTIPLE INTERVENTIONS CULTURALLY SENSITIVE IN THE UNITED STATES (3 cr.)

This course presents a wide variety of theoretical and practical therapeutic orientations that are culturally sensitive for different ethnic groups, with emphasis on Hispanics, African-Americans, Asians, and American Indians. The student will familiarize him/herself with the contributions of each group in areas associated with clinical, didactic, methodological and industrial-organizational

SPSF-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

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

SPSF-540 LIFE-SPAN HUMAN DEVELOPMENT (3 cr.)

The course will review theory and research in life span development. The students will review physiological, historical, socio-cultural, economic and psychological foundations of human development. Emphasis will be given to social, emotional and intellectual factors. Puerto Rican cultural factors in child rearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course also studied. This course will also help the student develop the knowledge and skills to apply the concepts acquired during the course in their professional and research practice as psychologists.

SPSF-568 APPLIED INFERENTIAL STATISTICS (3 cr.)

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's U test, among others.

SPSF-588 THEORY OF TEST AND TEST CONSTRUCTION (3 cr.)

PREREQUISITE: SPSF-568

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

SPSF-500 PROFESSIONAL AND ETHICAL FUNCTIONS OF SCHOOL PSYCHOLOGISTS (3 cr.)

The role and functions of a school psychologist; laws and ethical principles relevant to the practice of school psychology and their application to daily practice and professional dilemmas; areas of professional expertise; and current trends of the profession are studied. Presents standards for the delivery of school psychological services based on the NASP Practice Model, the Code of Ethics for practicing psychologists in PR, collaborative service-delivery models, and NASP's ten domains of practice.

SPSF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 cr.)

This course will provide a review of the major theories of cognition and affective aspects of behavior. The course will include the description of the physiological processes of human behavior, such as: the structure of the neurological system, sensory systems, synaptic chemistry and electrophysiology of the encephalon. Also this course will present different pathologies and deficits related to the cognitive and affective aspects of behavior.

SPSF-635 CULTURAL DIVERSITY, MINORITY, AND MULTIPLE INTERVENTIONS CULTURALLY SENSITIVE IN THE U.S. (3 cr.)

This course presents a wide variety of theoretical and practical therapeutic orientations that are culturally sensitive for different ethnic groups, with emphasis on Hispanics, African-Americans, Asians, and American Indians. The student will familiarize him/herself with the contributions of each group in areas associated with clinical, didactic, methodological and industrial-organizational interventions.

SPSF-626 BEHAVIOR MODIFICATION (3 cr.)**PREREQUISITE: PSYF-500**

The purpose of this course is to present the theories, empirical foundations, and applications of behavior modification and cognitive-behavioral interventions for the treatment of psychological disorders. Cognitive, behavioral, and cognitive-behavioral theories and its applications in clinical settings will be presented and discussed. The basic principles of behavior modification and behavior therapy will be discussed. Behavior therapy techniques such as reinforcement contingencies, operant procedures, social reinforcement, token economy, systematic desensitization, exposure therapies, assertive training, and self-control interventions will be presented and discussed. The integration of theory and practice in the application of behavior modification and cognitive-behavioral techniques will be emphasized. Also, the student will be exposed to the epistemological and scientific debates that have been discussed in terms of this therapeutic paradigm. Emphasis will be given to critical issues on the effectiveness and efficacy of the different types of therapeutic techniques using empirical evidence. Ethical principles and dilemmas related to behavioral change and control will be also discussed.

SPSF-656 CHILD PSYCHOPATHOLOGY (3 cr.)

This course will present basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to psychopathology in children. It will provide information on etiology, characteristics, and diagnostic criteria concerning the major childhood disorders (e.g., ADHD, major depression, anxiety, pervasive developmental disorders, early onset schizophrenia). Treatment efficacy is also emphasized in the context of psychopathological models. Environmental factors contributing to the development of child psychopathology, including family dysfunction, interpersonal violence and trauma and assessment of risk for child abuse and neglect, drug use and suicide will be examined.

SPSF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN P.R. (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

SPSF-662 READING AND WRITING DISORDERS: ASSESSMENT AND INTERVENTION (3 cr.)

The course offers an introduction of concepts involved in reading and writing. It discusses the definition of reading and writing; pre-requisites, types, normal development, instructional methods and pathologies. Assessment strategies and intervention techniques for reading and writing problems will be discussed. The roles and functions of the school psychologist, speech and language pathologists, occupational therapist, educational therapist, teachers and other professionals will be mentioned. Technological assistive measures will be presented.

SPSF-679 EDUCATIONAL PSYCHOLOGY (3 cr.)

This course presents information about educational psychology approaches. It recognizes the complexity of the instruction and learning process and presents an interdisciplinary model. Different learning theories, new perspectives on development, memory, perception and brain structure will be explored. The course will emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, assessment. It presents current information on brain and neuroscience, the impact of technology and student diversity in educational issues.

DOCTORAL PROGRAM

Admission Requirements and Procedures

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

SJC offers doctoral programs in the following areas:

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

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

The two doctoral level clinical programs (Ph.D. and Psy.D.) represent different orientations within this mission. The Psy.D. program was designed to prepare clinical psychologists in psychotherapeutic and psychodiagnostic skills, supervisory and consultation work in mental health programs. The Ph.D. program adheres to the scientist practitioner philosophy, and as such emphasizes both preparation for competent evidence based clinical practice, as well as the development of clinical scientists who are well versed in research skills and able to contribute to the scientific development of the field.

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

All graduate candidates must satisfy the following minimal requirements:

1. **Admission Application** – Applicants must submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Payment of a nonrefundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **Grade Point Average** – For the Clinical Ph.D. and Psy.D. programs it is required an undergraduate level (B.A., B.S., B.I.) grade-point average (GPA) of 2.75 (on a 4.0 scale) or higher. For these programs the GPA of a graduate level degree will not be taken into consideration for admission. For the other doctoral programs a minimum graduate level GPA (M.A. or M.S.) of 3.00 (on a 4.00 scale) is required. This is the general cumulative GPA, not the concentration or graduation GPA. This is the minimum GPA required to apply. Only the GPA of conferred degrees will be taken into consideration. The GPA of a masters degree in progress will not be used to qualify for admission.
3. **Official Transcripts** – Request that official transcripts from **ALL** previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at CAU an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold, preventing any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitute a**

falsification of application which will result in the loss of all credits earned and may result in dismissal.

Applicants to any of the Doctoral Programs in Clinical Psychology (Ph.D. or Psy.D.) must have obtained a BA, BS, MA or MS in psychology, or a related field of study, from an institution accredited by the Puerto Rico Council of Education. Degrees or credits taken outside of Puerto Rico must have been taken at an institution accredited by a regional accrediting body recognized by the CHEA; or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the CHEA. Please take note that six weeks typically elapse between the filing of an application and receipt of all supporting documents.

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

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

13. Additional Requisites Specific of Each Academic Program – Every applicant must comply with the admission requisites that are specific of the program of interest.

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

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

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

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

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

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

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

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

Candidates' Evaluation Procedures

1. Candidates will submit all the required documentation according to the level and program of interest and any other additional document requested by the program.
2. The **Evaluation Committee** will evaluate all applications and assign a preliminary score based on all the criteria and weights established for the level and program (**Institutional Admission**

Index). Due to restrictions in terms of the number of positions opened each year, only those candidates with the best scores (highest Institutional Admission Indexes) will receive an appointment for an admission interview.

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

DOCTOR OF CLINICAL PSYCHOLOGY (Psy.D.)

Mission

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

Vision

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

Philosophy of Training

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

Training Model

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

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

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

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

<p>Goal #1: Educate students to practice professional clinical psychology according to the theories, methods, and findings of scientific research and scholarly works.</p>
<p>Objectives for Goal #1: 1.1 Acquire knowledge in foundational areas of applied psychology. 1.2 Develop the skills to be ethical, discerning consumers of scholarly works and research, including studies of evidence-based interventions.</p>
<p>Competencies Expected for these Objectives: 1.1.a Learn theories that are fundamental for the understanding of the biological and developmental aspects of behavior. 1.1.b Learn theories that are fundamental for the understanding of the cognitive aspects of behavior. 1.1.c Learn theories that are fundamental for the understanding of affective and social aspects of behavior. 1.1.d Demonstrate the ability to study diverse clinical problems and interventions applying empirical research findings. 1.2.a Develop conscientiousness for life-long learning, maintaining an ethical, proactive and analytic attitude for theoretical, applied, and professional issues.</p>
<p>Goal #2: Prepare students to become professional clinical psychologists who provide comprehensive psychological assessment and psychotherapeutic interventions in an ethical and competent manner.</p>
<p>Objectives for Goal #2: 2.1 Develop self-awareness, personal and interpersonal skills. 2.2 Develop comprehensive skills in clinical assessment, diagnosis and psychotherapy. 2.3 Develop a thorough knowledge of and ability to apply ethical principles and professional standards to clinical practice.</p>
<p>Competencies Expected for these Objectives: 2.1.a Identify, analyze and apply personal characteristics and interpersonal styles that may enhance or hinder the ability to relate to others. 2.1.b Demonstrate empathy, verbal and non-verbal clinical skills. 2.2.a Ability to develop assessment diagnosis and case management skills. 2.2.b Develop intervention skills in individual, group and family therapies. 2.2.c Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality and prepare professional reports that integrate test data with collateral findings. 2.3.a Incorporate ethical skills based on the APA, Examining Board of Puerto Rico (EBPPR) and Puerto Rico Psychological Association (PRPA) Codes of Ethics, as well as national and federal laws, rules, regulations and professional standards relevant to clinical practice in professional relationships.</p>
<p>Goal #3: Educate students in conceptual models, skills and attitudes toward culturally and individually diverse populations, emphasizing a sense of social commitment within the community.</p>
<p>Objectives for Goal #3: 3.1. Understand and demonstrate knowledge and skills related to cultural sensitivity and individual differences with social responsibility and commitment.</p>
<p>Competencies Expected for these Objectives: 3.1.a Identify individual, biological, and sociocultural differences in clinical assessment and selection of tests. 3.1.b Demonstrate and apply knowledge and skills of evidence-based interventions with sensitivity to diverse populations.</p>
<p>Goal #4: Prepare students to function as clinical supervisors, program designers and implementers, and consultants.</p>

Objectives for Goal #4:

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

Competencies Expected for these Objectives:

4.1.a Acquire, select and demonstrate knowledge of clinical supervision models.

4.1.b Demonstrate knowledge and skills in program designing and implementation.

4.1.c Demonstrate knowledge and skills in professional consulting models.

Practicum Training

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

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

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

Program Length and Residency Requirements

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

Student Performance Evaluation, Feedback, and Advisement

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

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

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

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

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

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

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

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

Time to Completion for all Students Entering the Program

Outcome	Years in which Degrees were Conferred															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Total	
Total number of students with doctoral degree conferred on transcript	43		48		34		53		55		44		46		323	
Mean number of years to complete program	6.79		7.40		6.21		6.91		7.36		6.56		6.58		6.83	
Median number of years to complete the program	7		7.5		6		6		7		6		5.92		6	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	2	3	6	0	0	1	2	1	2	1	2	0	0	7	2
Students in 5 years	3	7	2	4	13	38	18	34	17	31	16	36	24	52	69	21
Students in 6 years	16	37	12	25	10	29	10	19	6	11	15	34	8	17	69	21
Students in 7 years	9	21	7	15	6	18	10	19	7	13	4	9	9	20	43	13
Students in more than 7 years	14	33	24	50	5	15	14	26	24	44	8	18	5	11	89	28

Program Costs

Description	2015 - 2016 1 st Year Cohort Cost
Tuition for full-time students (in-state)	\$12,693.00
Tuition for full-time students (out-of-state)	\$12,693.00
Tuition per credit hour for part-time students (if applicable)	\$301.00
University/institution fees or costs	\$1,785.00
Additional estimated fees or costs (e.g. books, travel, etc.)	\$720.00

Internship Placement – Table 1

Outcome	Year Applied for Internship													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for Internships including those who withdrew from the application process*	45	-	45	-	43	-	50	-	53	-	42	-	38	-
Students who obtained any internship	45	100	45	100	43	100	50	100	53	100	42	100	36	95
Students who obtained APA/CPA-accredited internships	2	4	1	2	0	0	1	2	0	0	1	2	2	5
Students who obtained APPIC member internships that were not APA/CPA accredited (<i>if applicable</i>)	7	16	3	7	63	7	4	8	7	13	9	21	14	37
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (<i>if applicable</i>)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (<i>if applicable</i>)	36	80	41	91	40	93	45	90	46	87	32	76	34	89

Internship Placement – Table 2

Outcome	Year Applied for Internship													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	45	-	45	-	43	-	50	-	53	-	42	-	38	-
Students who obtained paid internships	37	82	36	80	41	95	43	86	46	87	35	83		0
Students who obtained half-time internships* (<i>if applicable</i>)	1	2	1	2	0	0	0	0	1	2	2	5		0

*Cell should only include students who applied for internships and are included in applied cell count from "Internship Placement – Table 1"

Attrition

Variable	Year of First Enrollment													
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	50	-	51	-	49	-	50	-	50	-	62	-	40	-
Students whose doctoral degrees were conferred on their transcripts	17	34	0	0	0	0	0	0	0	0	0	0	0	0
Students still enrolled in the program	20	40	33	65	41	84	43	86	40	80	49	79	38	95
Students no longer enrolled for any reason other than conferral of doctoral degree	13	26	18	35	8	16	7	14	10	13	21	23	2	5

Licensure

Outcome	2005 to 2015
Total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	324
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	181
Licensure percentage	56%

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

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

Courses Required for a Master Degree Diploma

PRAD-591 Clinical Practicum I	0 cr.
PRAD-592 Clinical Practicum II	0 cr.
PRAD-593 Clinical Practicum III	0 cr.
PRAD-594 Clinical Practicum IV	0 cr.
PSYF-500 Theories of Learning and Motivation	3 cr.
PSYF-505 Ethics and Professional Conduct	3 cr.
PSYF-512 History and Systems of Psychology	3 cr.
PSYF-540 Life-Span Human Development	3 cr.
PSYF-568 Applied Inferential Statistics	3 cr.
PSYF-588 Theory of Test and Test Construction	3 cr.
PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior ..	3 cr.
PSYF-661 Social Psychology with Emphasis in Puerto Rico.....	3 cr.
PSYF-753 Family Theory and Systems	3 cr.
PSYC-515 Comparative Theories of Personality and Psychotherapy	3 cr.
PSYC-516 Techniques of Psychotherapy	3 cr.
PSYC-534 Psychopathology	3 cr.
PSYC-535 Advanced Psychopathology	3 cr.
PSAC-603 Assessment of Intelligence	3 cr.
PSDL-603 Assessment of Intelligence Laboratory	0 cr.
PSAC-604 Assessment of Personality	3 cr.
PSDL-604 Assessment of Personality Projective Techniques	0 cr.
PSYC-617 Advanced Techniques of Psychotherapy	3 cr.
PSDL-617 Advanced Techniques of Psychotherapy (Lab.)	0 cr.
PSYC-626 Cognitive Behavioral Therapy	3 cr.
PSYC-634 Cross Cultural Psychotherapies	3 cr.
PSYC-749 Psychopharmacology	3 cr.
PSYD-605 Clinical Examination	0 cr.
Total Academic Credits	57 cr.
Total Practicum Units (Psy.D. Students) PRAD 591, 592, 593 & 594	16 cr.

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

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

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

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

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

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

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

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

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

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

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSDC-714	Design and Administration of Human Services Programs**		3
	ELECTIVE COURSE # 1		3
	ELECTIVE COURSE # 2		3

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

PRAD - 597 Clinical Practicum VII 0 Credits

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

PRAD - 901 Optional Clinical Practicum 0 Credits

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

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

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

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

*Pre-requisites for the Clinical Exam

**Pre-requisites for the Specialty Exam

**DOCTOR OF PSYCHOLOGY (PSY.D)
CLINICAL PSYCHOLOGY
COURSE DESCRIPTIONS**

DISS-870 DISSERTATION

PREREQUISITE: Pass Doctoral Level Examinations

Students are required to enroll in this course while they are actively working on their dissertation.

PRAD-591, 592, 593, 594, 595, & 596 CLINICAL PRACTICUMS (4 cr.) (PSYD. Program only)

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings.

PRAD-591 - only offered in Fall session

PRAD-592 - only offered in Spring session

PREREQUISITES : PSYF 505, PSYC 515, PSYC 534,
PRAD 591

PRAD-593

PREREQUISITES : PSYC 516, PSYC 535 and PRAD 592.

PRAD-594

PREREQUISITES : PSYC 603, PSYL 603, PSYC 626 and PRAD 593.

PRAD-595

PREREQUISITES : PSYC 604, PSYL 604, PSYC 517, PSYC 626, PSFY 753, PSDC 761, PSDL 761 and PRAD 594

PRAD-596

PREREQUISITES: PSYC 617, PSYD 781, PSYL 781 and PRAD 595.

PRSP-656 ADVANCED CLINICAL PRACTICUM I (3 CR)

Clinical practicum that requires a minimum of 150 hours of supervised intervention in evaluation and treatment of children and adults with auditory, and speech and language disorders.

PRSP-657 ADVANCED CLINICAL PRACTICUM II (3 CR)

Clinical practicum that requires a minimum of 200 hours of supervised intervention in evaluation and treatment of children and adults with auditory and speech and language disorders.

PSAC-603 ASSESSMENT OF INTELLIGENCE (3 cr.)

PRE-REQUISITE PSYF-540/PHCP-540

A critical analysis of the principal theories dealing with cognitive development and their application to measurement of intelligence. The student is expected to develop skills in the Administration, scoring and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices and the Stanford Binet. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. Laboratory course.

PSAC-604 ASSESSMENT OF PERSONALITY: PROJECTIVE TECHNIQUES (3 cr.)

PREREQUISITES: PSAC-603, PSYC-534, PSYC-535

The administration and clinical interpretation of the Rorschach using the Exner Scoring system, TAT, and Draw a Person test. A critical discussion of the utility of psycho-diagnosis in clinical practice, including reference to cross-cultural research and application. Laboratory course

PSAC-681 ASSESSMENT OF PERSONALITY I; OBJECTIVE TECHNIQUES (3 cr.)

PREREQUISITES: PSAC-603, PHCP-585, PHCP-587, RMIC-568.

Administration and clinical interpretation of the MMPI-2 and Beck's Depression Inventory. A critical discussion of the utility and applicability of objective tests in psycho-diagnosis, especially including reference to test use with minority populations and research applications. Laboratory course

PSDC-711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 cr.)

PREREQUISITES: PSYC-617, PSYC-535

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

PSDC-713 THE TEACHING OF PSYCHOTHERAPY: STRATEGIES AND TECHNIQUES IN CLINICAL SUPERVISION (3 cr.)

PREREQUISITE: PSYC-617, PSYC-535, PSDC-761

Readings and discussion of theory and practice in the supervision of psychotherapists.

PSDC-714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 cr.)

This course attempts to orient the student to the possible roles that a psychologist can play in the design and administration of human services programs. The historical framework, structural aspects, human processes, public policies and program procedures are discussed. Emphasis will be given to program planning, implementation and evaluation. A review of the norms of the Joint Commission on Accreditation of Health Care Organizations is performed. The content exposes the student to the complexities of the Puerto Rican socio-political environment, its relation with individual and collective mental health and its impact on administrative processes in the field of mental health.

PSDC-720 DESIGN AND INTERPRETATION OF STATISTICAL ANALYSIS (3 cr.)

PREREQUISITE: PSYF-568

An examination of the basic methods of research in psychology. Discussion of the use of controls, the concepts of prediction in research, the selection of areas and methods, and topics of psychological research. Data analysis and the effective discussion of research results are topics included in the course.

PSDC-740 GROUP THERAPY (3 cr.)

PREREQUISITE: PSY-517

Discussion of the major theories of group dynamics and review the relevant literature. Topics include selection of group members, beginning a group, techniques for conducting groups, and termination procedures. Also covered: closed and open-ended groups, family groups, alternative sessions, special purpose groups. Experiential exercises will be used.

PSDC-761 FAMILY THERAPY I (3 cr.)

PREREQUISITES: PSY-517, PSY-553

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized. Laboratory course.

PSDL-603 ASSESSMENT OF INTELLIGENCE LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSDL-604 ASSESSMENT OF PERSONALITY: PROJECTIVE TECHNIQUES LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSDL-681 ASSESSMENT OF PERSONALITY I; OBJECTIVE TECHNIQUES LABORATORY (0 cr.)

PREREQUISITES: PSAC-603, PHCP-585, PHCP-587, RMIC-568.

To be taken concurrently with regular course at assigned schedule.

PSDL-761 FAMILY THERAPY I LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSIN-890 INTERNSHIP

PRE-REQUISITE: All courses, practicums and seminars, except dissertation, must have been approved prior to enrollment in this course.

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to predoctoral psychology students. Completion of the internship requires a minimum of two thousand (2,000) hours of supervised clinical experience.

PSYC-515 COMPARATIVE THEORIES OF PERSONALITY AND PSYCHOTHERAPY (3 cr.)

Major theoretical positions in the field of personality will be presented as well as their applications to psychotherapy. Pertinent research literature will be reviewed. The application of theory to Hispanic client needs will be reviewed.

PSYC-516 TECHNIQUES OF PSYCHOTHERAPY (3 cr.)

PREREQUISITES: PSYC-515

Strategies and techniques of psychotherapeutic intervention approaches. The student will apply techniques during supervised clinical practice. Clinical intervention with Hispanic clients will be stressed.

PSYC-534 PSYCHOPATHOLOGY (3 cr.)

Introduction to dysfunctional behavior through the study of the method of classifying behavioral disorders according to the multi-axial system of the Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R). The course is designed to develop clinical skills in the use of DSM diagnostic system. Introduction to theories of psychopathology and their application to clinical conditions.

PSYC-535 ADVANCED PSYCHOPATHOLOGY (3 cr.)

PREREQUISITES: PSYC 515/ PHCP 526, PSYC 534/PHCP 585

Advanced skills in determining the etiology and classifying mental disorders within the DSM diagnostic system.

PSYC-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 cr.)**PREREQUISITES: PSYC-516/PHCP-528, PSYC-535/PHCP-587**

Discussion of cases being seen in clinical practicums. Techniques for clinical conceptualization are presented and analyzed. Cases will be presented before a clinical conference. Emphasis is given to conceptualization, diagnoses and the development of the treatment plan.

PSYC-626 BEHAVIOR MODIFICATION (3 cr.)**PREREQUISITE: PSYF-500**

Basic principles of behavior modification and behavior therapy with emphasis on theoretical and practical applications. Operant procedures; reinforcement contingencies, social reinforcement; token economy and their application; systematic desensitization; and other behavior therapy techniques will be discussed within the context of their application to normal and abnormal behavior. Implications for ethics of behavioral control are discussed.

PSYC-634 CROSS CULTURAL PSYCHOTHERAPY: MULTICULTURAL & INDIVIDUAL DIVERSITY

This course will examine the disparity in the quality of mental health care received by ethnic minority groups and individuals with differences. It will explore theoretical and practical aspects in the conceptualization of diverse groups. It will develop the required competencies of clinical assessments, diagnosis and treatment with multicultural and diverse groups, such as: Hispanics, African-American, Asian and Asian Indians, Gender Issues, GLBT, Elderly population and Individual with disabilities.

PSYC-765 CONFLICT MEDIATION (3 cr.)

The students in this course examine the history, theoretical principles, practical aspects and ethical dilemmas of mediation. Emphasis is made on the practical aspects of the basic stages that make up the mediation process. The students participate actively in role playing sessions.

PSAC-681 ASSESSMENT OF PERSONALITY; OBJECTIVE TECHNIQUES (3 cr.)**PREREQUISITES : PSY-503, PSY-504, PSY-534, PSY-535, PSY-568**

Administration and clinical interpretation of the MMPI-2 and Beck's Depression Inventory. A critical discussion of the utility and applicability of objective tests in psychodiagnosis, especially including reference to test use with minority populations and research applications. Laboratory course.

PSYC-749 PSYCHOPHARMACOLOGY (3 cr.)

This course aims to explain the effects of drugs on the mind and on behavior of human beings. The course familiarizes the student with basic knowledge, therapeutic issues and recent research related to the psychopharmacology area. Since 1950, psychopharmacotherapy has been a major factor in allowing the early discharge of hospitalized mental patients and permitting them to function in the community. The course aims to present biochemical mechanisms of major drug families commonly used in psychopathologies. In addition, biotransformation process, therapeutics doses, toxicity effects and contraindications of major psychoactive drugs are discussed. The implications of the bio-psycho-social model and the importance in the prevention, treatment and incidence of drug abuse are emphasized.

PSYE-743 PSYCHOTHERAPY RESEARCH IN CLINICAL PRACTICE (3 cr.)

In this course the student will learn how psychotherapy research can inform the clinical practice of psychologists. The student will learn how to critically and empirically assess the results of psychotherapy interventions and the many pitfalls that abound in the clinical literature. Emphasis will be given to the recent advances in the field, such as the use of treatment manuals, the use of clinical guidelines, and will be exposed to the empirically supported psychotherapies. Also, emphasis will be given to current debates, such as the use of qualitative versus meta-analytic reviews of the empirical literature, and the evaluation of common versus specific effects of the psychotherapies.

PSYE-767 HEALTH PSYCHOLOGY AND PRIMARY CARE (3 cr.)**PREREQUISITE : PSYC-535**

The course emphasizes the application of psychology to health in diverse contexts and settings, identifying how psychological approaches can be used to understand and change the way people think and behave in relation to health, illness and health care issues. The student will investigate individual differences in health and will review a range of health conditions applying the theoretical and practical aspects of health psychology. The course will explore the psychological mechanisms that affect physical health, including health behavior and health promotion, stress, and coping with pain and chronic disease within a primary care environment.

PSYF-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

PSYF-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

PSYF-506 SOCIAL AND TRANSCULTURAL PSYCHOLOGY (3 cr.)

Discussion of the major theories and research in social psychology. Among the key topics covered are: conformity, attraction and affiliation, persuasion and aggression. The course explores the extent to which social psychology is subject to variations within different cultural contexts. Research methods in social psychology are discussed.

PSYF-508 PHYSIOLOGICAL PSYCHOLOGY (3 cr.)

Discussion of human behavior from a physiological point of view. Brain-behavior relationships are explored. The course discusses the structure of the human nervous system, neural transmission, effects of drugs on behavior, sleep and wakefulness, as well as the genetic basis of behavior.

PSYF-540 LIFE-SPAN HUMAN DEVELOPMENT (3 cr.)

A review of theory and research on human development across the life span. The focus is on the psychosocial, cognitive, moral and intellectual development. Emphasis is given to the identification of factors in developmental disorders, and cross-cultural differences in life context and world view.

PSYF-548 SUPERIOR FUNCTIONS: COGNITION, PERCEPTION AND MEMORY (3 cr.)**PREREQUISITE PSYF 508**

Different sections of this course will deal in depth with divergent theories of cognition, perception and memory. The explanatory power and limitations of each theory will be analyzed.

PSYF-568 APPLIED INFERENTIAL STATISTICS (3 cr.)**PREREQUISITE(S): The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.**

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include: hypothesis testing, statistical inference and research, probability theory,

sampling distributions, parametric and non-parametric statistical tests, the normal curve, t and F distributions, Chi square and the U test, among others.

PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 cr.) PRE-REQUISITE: PSYF-568

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

PSYF-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

This course will review of systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

PSYF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN PR (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

PSYF-677 SOCIOCULTURAL BASES OF BEHAVIOR IN PUERTO RICO (3 cr.) PRE-REQUISITE: PSYF 506

The purpose of this course is to review pertinent information concerning the indicators of change in Puerto Rican society as relates to: population, migration and immigration, urbanism, poverty, slums, social stratification, education, housing, employment, industrialization and modernization. These topics or indicators of change, among others, will be analyzed on the basis of the objective information to be gathered from the literature and studies with emphasis on psychology which have been conducted in Puerto Rico and outside of Puerto Rico. The course will explore how changes in these areas affect interpersonal relations, human development, the formation of beliefs and values, and living with others in Puerto Rico.

PSYF-765 CONFLICT MEDIATION (3 cr.)

The main purpose of this course is to study the mediation process as a non adversarial and non violent method to manage conflict in the society. The history, theoretical foundations and application to different scenarios is examined. The stages of the mediation process, as well as its characteristics and techniques are among the specific aspects to be studied. Ethical dilemmas inherent to its utilization are analyzed. Also, the role of the psychologist as a mediator, as well as the advantages offered by this method to solve conflicts in different scenarios encountered in his/her professional practice are analyzed.

RPDR-801 RESEARCH PAPER DOCTORAL REQUIREMENT

The goal of this practice is for students to carry out an applied research IRB approved project that will end in the submission of a paper for both: a peer review journal and professional presentation.

Students have three chances (can begin on summer of second year after approval of previous pre-requisite practice) to enroll in this practice to finish their project and submitting it. Students should pair with a supervisor for this Practice. Students must also attend two Dissertation Defenses and two Colloquiums as prerequisite of these practices.

SEMM-531 APA Writing Style Seminar (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-540 SELF CARE/GRADUATE STUDIES (0 cr.)

The incursion into a graduate school environment requires appropriate skills for self-care, especially to address and meet the challenges that arise during a doctoral career. Given this reality, students must develop, strengthen and promote self-care skills to maintain an adequate quality of life helping them find balance between various roles. To achieve this goal, the seminar will facilitate the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school and professional relationships within and outside the academic environment.

SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 cr.)

The writing skills in psychology workshop has the purpose of helping students understand the importance of developing and maintaining professional writing skills to maintain a record of information directly related to the clinical training. Ethical and legal implications of professional writing skills will be offered. Emphasis on the elements required on a progress note will serve as the foundation to the practice of skills students will carry out as part of the workshop.

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

Mission of the Program

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

Training Model and Competencies Required

Since November 2010, our training model has been identified as **Scientist-Practitioner**. The scientist-practitioner training model in psychology is an innovative approach that incorporates science and practice, whereby “each must continually inform the other” (Belar & Perry, 1992, p. 72). The scientist-practitioner model is founded on the idea that psychologists should be trained as both scientists and practitioners (Jones & Mehr, 2007). The goal of this model is to: to train psychologists who are capable of applying psychological knowledge to their work with patients as well as possessing the ability to move the field forward and generate fresh knowledge in the form of new empirical findings, new theories, or new treatment programs. A psychologist who blends the role of a clinician and a researcher into one entity is practicing in accordance with the scientist-practitioner model. The scientist-practitioner model provides the student with broad experience and knowledge in the science of psychology as well as in related fields that form the foundations of psychology. Therefore, the model provides for the development of the knowledge, skills, and attitudes that encourage the scientific approach to practice (Jones & Mehr, 2007). The program aims to promote understanding of scientific methodology in clinical practice and decision-making; to evaluate and treat clients using evidence-based methods, tools, and techniques; to ensure that practice and approaches to clinical problems are informed by science; and to foster practice-based research. The program trains the broad range of core competencies in academic psychology in the substantive area of training in accordance with the American Psychological Association’s Standards of Accreditation for Health Service Psychology (2015).

The nine domains emphasized in this model are (i) Research, (ii) Ethical and Legal Standards (iii) Individual and Cultural Diversity, (iv) Professional Values, Attitudes and Behaviors, (v) Communication and Interpersonal Skills, (vi) Assessment, (vii) Intervention, (viii) Supervision and (ix) Consultation and Interprofessional/interdisciplinary skills. Our Program goals and objectives are based on these nine domains. The program goals are: **Goal 1: To train students in the construction/creation and integration in research in clinical psychology in a culturally and ethically appropriate manner.** **Goal 2: To train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology in a culturally and ethically appropriate manner.**

The PhD program provides and implements a clear and coherent curriculum plan, which consists of 96 credits, including: 11 foundation courses; 17 concentration courses; 4 elective courses; 7 laboratories, 2 seminars, 8 clinical practicum; 8 research practicum; a second year project ; the dissertation; and the PhD Comprehensive Integrative Program Examination. Students are required to submit their second year project in article form to professional peer-reviewed journal.

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

Research Practicum

The research practicum is supervised by doctoral-level research faculty. We expect students to master these research competencies: knowledge of the APA and Puerto Rican Psychological Association Code of Ethics; ability to apply ethical principles in clinical research; perform literature reviews; skills to use computers for research purposes (data entry); capacity to identify research problems, formulate research hypothesis, design a research plan, apply qualitative and quantitative research methodologies, conduct and interpret statistical analyses; ability to write a research report; and understand the role of social responsibility in the formulation of research problems. The program follows a mentorship model in which students are assigned a research mentor, based on common research interests, on entry to the program. The mentor will help the student develop the research skills necessary to be able to develop and complete an individual second year research project and subsequently a doctoral thesis. Students complete a research practicum each semester they are in the program. By January of the second year the student is expected to defend his/her second year project proposal and to complete it by January of their third year. The completed research project must be submitted for publication prior to applying for internship.

Clinical Practicum

There are eight Clinical Practicum (PRAC-591, PRAC-592, PRAC-593, PRAC-594, PRAC-595, PRAC-596, PRAC-597 and PRAC-598) courses. In the first two clinical practices (PRAC-591 & PRAC-592), didactic and clinical experiences are oriented to the development of personal, interpersonal and communication skills along with the basic skills of initial interviewing and case conceptualization using major psychological intervention models. In Clinical Practice III and IV students practice the necessary skills in assessment, conceptualization, treatment plans, psychotherapy interventions and the basic skills to conduct psychological evaluations in the areas of intelligence, perceptual motor and adaptive behaviors. The developmental dimension is emphasized as students are exposed to different populations including children, adolescents and adults. The incorporation of the different models of conceptualization and therapy include behavioral, cognitive, and social cultural approaches. In Clinical Practice I the students begin by shadowing advanced students. In Clinical Practice II they begin seeing two clients. In Clinical Practice III they have a caseload of six clients. In Clinical Practice IV they start including cases of psychological tests and also psychotherapy. Clinical Practice V through VIII (third and fourth years), students will continue refining clinical skills in evidenced based interventions with different clients and conditions and incorporate the evaluation of personality into a battery of psychological tests. Students interested in working in more specialized areas such as health, neuropsychology or forensic populations will be able to complete clinical practica in these areas in their third and fourth years after having mastered more basic and general clinical skills in years one and two. The total amount of clinical practice hours amassed is 1 529 (practices I to VIII).

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

Practicum	Requirement	Supervision	Indirect Hours	Clinical Hours (Face/Face)	Clinical Hours (Assessment)	Didactic Hours	Weekly Clinical Hours	Total
PRAC 591 16 weeks	4 shadow cases	80	32	64	N/A	20	9	196
PRAC 592 24 weeks	3 individual cases	56	24	72	N/A	10	5	162
PRAC 593 16 weeks	6 individual case	24	32	96	N/A	10	7.5	162
PRAC 594 24 weeks	4 individual cases/ 4 cognitive evaluations	34	24	96	40	10	7	204
PRAC 595 16 weeks	5 individual cases/4 cognitive evaluations	30	16	80	40	10	9	176
PRAC 596 26 weeks	3 individual cases/ 1 family/couples case/ 3 psychological, or psycho-educational evaluation	38	24	120	30	10	8	222
PRAC 597	3 individual cases 1 family or couples case, 4 psychological or psychoeducational evaluations	30	16	80	40	10	9	176
PRAC 598	3 individual cases, 1 family case, 4 psychological or psycho-educational evaluations	40	24	120	40	10	8	
Total		332	192	728	190	40		1,529

For the clinical area, progressive mastery of the following competencies is expected: skill in performing interviews; ability to integrate ethical principles into clinical practice; knowledge of professional guidelines and standards; self-awareness about interpersonal skills; capacity to diagnose mental disorders and other deviant condition; skills to plan treatments; apply short and long term psychotherapeutic interventions; skills in behavioral-cognitive and multi-modal therapies; ability to apply empirically-supported interventions; and ability to administer, score and interpret intelligence, perceptual, personality and adaptive tests. The student is also required to successfully complete a clinical case presentation as an outcome of readiness for internship. This requirement must be fulfilled anytime between the fifth or sixth practicum. As of Fall 2013 the successful completion of a clinical case presentation will have a weight of 25% of the Ph.D. Clinical Psychology Program requirements for the readiness to internship and the completion of the programs' requirements. The remaining 75% of the weight will be attributed to the Doctoral Comprehensive Integrative Examination.

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

Training Goals

The main goals of the Ph.D. Clinical Psychology Program are to:

Goal 1:To train students in the construction/creation and integration in research in clinical psychology in a culturally and ethically appropriate manner.

Goal 2:To train students in the application of knowledge, assessment skills and clinical skills in the practice of psychology in a culturally and ethically appropriate manner.

Training Objectives

The Ph.D. Clinical psychology program has nine training objectives. Upon successful completion of all academic courses and practice, the students will be able to demonstrate competence in the following nine profession wide competencies:

- (i) Research
 - a) Demonstrate the substantially independent ability to formulate research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base
 - b) Conduct research or other scholarly activities.
 - c) Critically evaluate and disseminate research or other scholarly activity
- (ii) Ethical and Legal Standard
 - a) Be knowledgeable of and act in accordance with:
 - APA Ethical Principles of Psychologists and Code of Conduct
 - Relevant laws, regulations, rules, and policies governing health service psychology
 - Relevant professional standards and guidelines.
 - b) Recognize ethical dilemmas and apply ethical decision-making processes.
 - c) Conduct self in an ethical manner in all professional activities
- (iii) Individual and Cultural Diversity:
 - a) An understanding of how their own personal/cultural history may affect how they understand and interact with people different from themselves;
 - b) Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity.
 - c) The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.
- (iv) Professional Values, Attitudes and Behaviors:
 - (a) Behave in ways that reflect the values and attitudes of psychology.
 - (b) Engage in self-reflection; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness.

- (c) Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- (d) Respond professionally in increasingly complex situations with a greater degree of independence as they progress

(v) Communication and Interpersonal Skills:

- (a) Develop and maintain effective relationships with a wide range of individuals.
- (b) Produce and comprehend oral, nonverbal, and written communications.
- (c) Demonstrate effective interpersonal skills.

(vi) Assessment:

- (a) Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
- (b) Interpret assessment results to inform case conceptualization, classification, and recommendations.
- (c) Communicate findings in an accurate and effective manner

(vii) Intervention:

- (a) establish and maintain effective relationships with the recipients of psychological services.
- (b) develop evidence-based intervention plans specific to the service delivery goals.
- (c) implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- (d) demonstrate the ability to apply the relevant research literature to clinical decision making.
- (e) modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
- (f) evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

(viii) Supervision;

Demonstrate knowledge of supervision models and practices.

(ix) Consultation and Interprofessional/interdisciplinary skills.

- (a) Demonstrate knowledge and respect for the roles and perspectives of other professions.
- (b) Demonstrates knowledge of consultation models and practices

(X) Students will additionally be required to demonstrate discipline specific knowledge in:

History and Systems of Psychology
Basic content areas in scientific psychology

Affective Aspects of Behavior; Biological Aspects of Behavior; Cognitive Aspects of Behavior, Developmental Aspects of Behavior and Social Aspects of Behavior

Research and Quantitative Methods

Advanced Integrative Knowledge in Scientific Psychology:

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

Research Methods

Quantitative Methods

Psychometrics

Time and Residency Requirements

The Program can be completed in 5 years; including 4 years of academic training including the PhD Integrative Program exam and dissertation, and 1 year for their clinical psychology internship. The Program's residency requirements of 3 years are that 2 of the 4 academic training years must be at CAU and at least 1 of which must be in full-time residence at the Program. The Program's time limitation for completion of degree requirements is 7 years. After 7 years, students must petition the Provost for additional time. Although the program can be completed in 5 years, students typically complete the program in 6.5 years.

Student Performance Evaluation, Feedback, and Advisement

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

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

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

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

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

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

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

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

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

Time to Completion for all Students Entering the Program

Outcome	Years in which Degrees were Conferred															
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Total	
Total number of students with doctoral degree conferred on transcript	21		18		21		24		13		26		31		154	
Mean number of years to complete program	9		6		7		6		6		6		6.4		6.6	
Median number of years to complete the program	6		8		6		6		7		6		6		6.4	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	2	10	0	0	0	0	0	0	0	0	0	0	1	3	3	2
Students in 5 years	3	14	1	6	7	33	10	42	5	38	10	38	6	19	42	27
Students in 6 years	7	33	3	17	6	29	6	25	1	8	9	35	13	42	45	29
Students in 7 years	4	19	5	28	3	14	3	13	3	23	1	4	6	19	25	16
Students in more than 7 years	5	24	9	50	5	24	5	21	4	31	6	23	5	16	39	25

Program Costs

Description	2015 - 2016 1 st Year Cohort Cost
Tuition for full-time students (in-state)	\$14,137
Tuition for full-time students (out-of-state)	\$14,137
Tuition per credit hour for part-time students (if applicable)	\$301
University/institution fees or costs	\$1,570
Additional estimated fees or costs (e.g. books, travel, etc.)	\$850

Internship Placement – Table 1

Outcome	Year Applied for Internship													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for Internships including those who withdrew from the application process	29	-	25	-	13	-	22	-	34	-	28	-	26	-
Students who obtained any internship	28	97	23	92	13	100	22	100	34	100	28	100	20	77
Students who obtained APA/CPA-accredited internships	1	3	4	16	1	8	0	0	1	3	4	14	2	8
Students who obtained APPIC member internships that were not APA/CPA accredited (if applicable)	2	7	1	4	0	0	4	18	9	26	6	21	7	27
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	25	86	18	72	12	92	18	82	24	71	18	64	11	42

Internship Placement – Table 2

Outcome	Year Applied for Internship													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	29	-	25	-	13	-	22	-	34	-	28	-	26	-
Students who obtained paid internships	28	97	20	80	12	92	18	82	31	91	26	93	19	73
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	1	5	1	3	0	0	0	0

*Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement – Table 1"

Attrition

Variable	Year of First Enrollment													
	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	32	-	35	-	32	-	31	-	30	-	30	-	33	-
Students whose doctoral degrees were conferred on their transcripts	9	28	11	31	0	0	0	0	0	0	0	0	0	0
Students still enrolled in the program	17	53	21	60	24	75	22	71	20	67	30	100	31	94
Students no longer enrolled for any reason other than conferral of doctoral degree	6	19	3	9	8	25	9	29	10	33	0	0	2	6

Licensure

Outcome	2005 to 2015
Total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	199
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	159
Licensure percentage	80%

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)
CURRICULAR REQUIREMENTS
Effective Fall 2015**

Please refer to Page 47 for costs associated with credits, laboratories and practices.

AREAI. Clinical Courses57cr.

PHCP-500 Theories of Learning and Motivation	3 cr.
PHCP-505 Ethics in Clinical Practice and Research	3 cr.
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality	3 cr.
PHCP-529 Professional Seminar in Clinical Fundamentals	3 cr.
PHCP-540 Life-Span Human Development	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy	3 cr.
PHCP-585 Psychopathology I	3 cr.
PHCP-587 Advanced Psychopathology	3 cr.
PHCP-612 History and Systems of Psychology	3 cr.
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent	3 cr.
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent	0 cr.
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multicultural & Individual Diversity	3 cr.
PHCP-643 Psychotherapy Research in Clinical Practice	3 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PHCP-713 Techniques and Strategies of Clinical Supervision & Consultation	3 cr.
PSYC-749 Psychopharmacology	3 cr.
PHCP-750 Trauma: Psychological Perspectives	3 cr.
PHCP-753 Family Therapy	3 cr.
PHCL-753 Family Therapy Laboratory	0 cr.
PHCP-754 Health Psychology: Cognitive, Affective & Physiological Bases for Behavior	3 cr.

Assessment Courses6 cr.

- PSAC-603 Assessment of Intelligence3 cr.
- PSDL-603 Assessment of Intelligence Laboratory0 cr.
- PHCP-681 Assessment of Personality I3 cr.
- PHCL-681 Assessment of Personality I Laboratory0 cr.

AREA II. Research Courses21 cr.

RMIC-826 Statistics I	3 cr.
RMSL-826 Statistics I Laboratory	0 cr.
PHCP-588 Theory of Tests and Test Construction	3 cr.
RMIC-825 Research Design and Program Evaluation	3 cr.
RMIC-824 Techniques of Correlation and Multiple Regression	3 cr.
RMSL-824 Techniques of Correlation and Multiple Regression Laboratory	0 cr.
RMIC-829 Advanced Statistics	3 cr.
RMIC-875 Qualitative Research Design	3 cr.
RMIC-830 Cross Cultural and Advanced Methods of Measurement and Evaluation	3 cr.

AREA III. Practicums 0 cr.

Clinical Practices

- PRAC-591 Clinical Practicum I
- PRAC-592 Clinical Practicum II
- PRAC-593 Clinical Practicum III
- PRAC-594 Clinical Practicum IV

- PRAC-595 Clinical Practicum V
- PRAC-596 Clinical Practicum VI
- PRAC-597 Clinical Practicum VII
- PRAC-598 Clinical Practicum VIII

Research Practices

- RPIC-671 Research Practice Fall year 1
- RPIC-671 Research Practice Spring Year 1
- RPIC-671 Research Practice Fall year 2
- RPIC-671 Research Practice Spring year 2
- RPIC-671 Research Practice Fall year 3
- RPIC-671 Research Practice Spring year 3

AREA IV. Electives	12 cr.
AREA V. Ph.D. Integrative Program Exam	0 cr.
AREA VI. PSIN 890 Clinical Psychology Internship	0 cr.
AREA VII. DISS-870 Doctoral Dissertation	0 cr.
AREA VIII. Seminars and Workshops	0 cr.
▪ SEMM-531 APA Writing Seminar	0 cr.
▪ SEMM-532 Workshop on Writing skills and Case Conceptualization	0 cr.
Total Academic Credits	96 cr.
Total Practicum Credits	0 cr.

Courses Required for a Master Degree Diploma

PSYF-500 Theories of Learning and Motivation	3 cr.
PHCP-505 Ethics in Clinical Practice and Research	3 cr.
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality	3 cr.
PHCP-585 Psychopathology I	3 cr.
PHCP-587 Advanced Psychopathology	3 cr.
PHCP-540 Life-Span Human Development	3 cr.
PHCP-612 History and Systems of Psychology	3 cr.
PHCP-548 Advanced Techniques of Psychotherapy	3 cr.
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent	3 cr.
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent Laboratory	0 cr.
PHCP-754 Health Psychology: Cognitive, Affective and Physiological Bases of Behavior.....	3 cr.
PHCP-661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PHCP-634 Cross Cultural Psychotherapy: Multicultural & Individual Diversity	3 cr.
PSAC-603 Assessment of Intelligence	3 cr.
PSDL-603 Assessment of Intelligence Laboratory	0 cr.
PHCP-681 Personality Assessment	3 cr.
PHCL-681 Personality Assessment Laboratory	0 cr.
RMIC-826 Statistics I	3 cr.
RMSL-826 Statistics I Laboratory	0 cr.
PHCP-588 Theory of Tests and Test Construction	3 cr.
RMIC-825 Research Design and Program Evaluation	3 cr.
PHCP-643 Psychotherapy Research in Clinical Practice	3 cr.
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior	3 cr.
PRAC-591 Clinical Practicum I	0 cr.
PRAC-592 Clinical Practicum II	0 cr.

PRAC-593 Clinical Practicum III	0 cr.
PRAC-594 Clinical Practicum IV	0 cr.
RPIC-671 Research Practice Fall Year 1	0 cr.
RPIC-671 Research Practice Spring Year 1	0 cr.
RPIC-671 Research Practice Fall Year 2	0 cr.
RPIC-671 Research Practice Spring Year 2	0 cr.
SEMM-531 APA Writing Style Seminar	0 cr.
SEMM-532 Workshop on Writing Skills & Case Conceptualization.....	0 cr.
 Total Credits for Master's Degree	 57 cr.

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)
CURRICULAR SEQUENCE**

FALL - FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-505	Ethics in Clinical Practice & Research *		3
PHCP-528	Techniques of Psychotherapy and Comparative Theories of Personality		3
PHCP-585	Psychopathology I *		3
PRAC-591	Clinical Practicum I *		0
RMIC-826	Statistics I		3
RMSL-826	Statistics I Laboratory		0
RPIC-671	Research Practicum I *		0
SEMM- 531	APA Writing Style Seminar		0

SPRING FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-587	Advanced Psychopathology *	PHCP-585	3
PHCP-548	Advanced Techniques of Psychotherapy *	PHCP-528	3
RMIC-824	Techniques of Correlation and Multiple Regression	RMIC-568	3
RMSL-824	Techniques of Correlation and Multiple Regression (Lab.)		0
RMIC-825	Experimental Design and Program Evaluation *		3
PHCP-529	Professional Seminar in Clinical Fundamentals		3
PRAC-592	Clinical Practicum II	PRAC-591, PHCP-528, PHCP-585	0
RPIC-671	Research Practicum I *		0

SUMMER FIRST YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-540	Life Span Human Development *		3
PHCP-500	Theories of Learning and Motivation *		3
PHCP-527	Cognitive and Behavioral Therapy: Child and Adolescent		3
PHCL-527	Cognitive and Behavioral Therapy: Child and Adolescent (Lab.)		0
RPIC-671	Research Practicum		0

FALL SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-588	Theory of Test and Test Construction *		3
PHCP-661	Social Psychology with Emphasis in Puerto Rico *		3
PHCP-643	Psychotherapy Research in Clinical Practice *	PHCP-548	3
PSAC-603	Assessment of Intelligence *		3
PSDL-603	Assessment of Intelligence Laboratory *		0
PRAC-593	Clinical Practicum III *	PRAC- 592	0
RPIC-671	Research Practicum		0
SEMM-532	Workshop on Writing Skills and Case Conceptualization *		0

SPRING SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PHCP-634	Cross Cultural Psychotherapy: Multicultural and Individual Diversity	PSAC-603	3
PHCP-753	Family Therapy		3
PHCL-753	Family Therapy (Lab.)		0
RMIC-829	Advanced Statistics		3
PRAC-594	Clinical Practicum IV	PRAC-593, PSAC-603, PSDL-603	0
RMIC-830	Cross Cultural and Advanced Methods of Measurement & Evaluation	RMIC-588	3
RPIC-671	Research Practicum		0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#1	ELECTIVE # 1		3
PHCP-612	History and Systems of Psychology *		3
PHCP-754	Health Psychology: Cognitive, Affective and Physiological Bases		3
RMIC-875	Qualitative Research Design	RMIC-825	3
RPIC-671	Research Practicum		0

FALL THIRD YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#2	ELECTIVE # 2		3
PHCP-628	Neuroscience Approach of Cognitive and Effective Aspects of Behavior *		3
PRAC-595	Clinical Practicum V	PRAC-594	0
PHCP-681	Personality Assessment I*	PSAC-603, PSDL-603	3
PHCL-681	Personality Assessment I (Lab.) *		0
RPIC-671	Research Practicum		0

*Courses that must be completed to obtain a Master Degree in Clinical Psychology. Students must have passed 57 credits as well as completed the second year project.

SPRING THIRD YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#3	ELECTIVE # 3		3
PSYC-749	Psychopharmacology	PHCP-628	3
PRAC-596	Clinical Practicum VI	PRAC-595	0
RPIC-671	Research Practicum		0

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#4	ELECTIVE # 4		3
PHCP-713	Techniques and Strategies of Clinical Supervision & Consultation		3
PHCP-750	Trauma: Psychological Perspectives		3
RPIC-671	Research Practicum		0

FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PHCP-830	PHD. Program Integrative Exam**		0
PRAC-597	Clinical Practicum VII		0

Note: Applications of Clinical Internship for Fall Fifth Year.

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

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PRAC-598	Clinical Practicum VIII		0

FALL-SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PRAC-901	Optional Clinical Practicum		0

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

***During Fall of the fifth year, students can apply for their Clinical Internship, if they have completed the curricular sequence (96 credits) and all Clinical and Research Practice. Students must also have submitted their second year paper for publication and defended their dissertation proposal.

**DOCTOR OF PHILOSOPHY (PH.D.)
CLINICAL PSYCHOLOGY
COURSE DESCRIPTIONS**

DISS-870 DISSERTATION

PRE-REQUISITE: Pass Doctoral Level Examinations

Students are required to enroll in this course while they are actively working on their dissertation.

PHCE-755 CONCEPTUALIZATION AND FORMULATION SEMINAR

Students will meet once a month with their same year peers and the Program Director. Meetings will be held once a month for two and a half hours periods. During these meetings students will discuss their clinical practicum experiences and share their experiences via group case presentations. Particular attention will be paid to helping students develop conceptualization, case formulation and treatment skills. Students will develop a greater breadth of knowledge through vicarious experiences since they will be exposed to different types of cases that they would not customarily be exposed to. Student will also be able to present any issues they need clarification with or any difficulties they are experiencing in their clinical practicums. Students will receive help with any difficulties they are encountering in their practicum placement.

PHCE-756 EMOTIONS AND COGNITIONS: A DEVELOPMENTAL PSYCHOPATHOLOGY PERSPECTIVE

This course is designed to review the latest scientific knowledge of how functioning in a particular domain of human development is integrated and influences other areas. In particular, we will be learning about the latest research on the integration of emotional and cognitive development and the latest findings from neuroscience, brain development and genetics/epigenetics that elucidate how these processes occur. We will be using a developmental psychopathology perspective to interpret this research and to identify clinical, research, practice and policy implications. Emphasis will be placed in early childhood and adolescence where most of the current work is been done. Specific disorders will be analyzed from this theoretical perspective. In addition, contextual factors will be ascertain as we learn how critical is the diversity in early experiences and how it can impact developmental processes and outcomes through the lifespan.

PHCE-757 HEALTH PSYCHOLOGY: PSYCHOLOGICAL COMORBIDITIES OF PHYSICAL ILLNESS

This course introduces the psychological disorders that are frequently co-morbid with physical health conditions. The etiology of select physical conditions, their psychological correlates, assessment, and specific interventions as part of an interdisciplinary team will be discussed. Learning objectives will be attained through attendance, active participation, reading, and completing assignments. The students will gain knowledge of aforementioned issues in both adult and pediatric populations.

PHCL-626 BEHAVIOR THERAPY LABORATORY (0 cr.)

PREREQUISITE: PSYF 500

To be taken concurrently with regular course at assigned schedule.

PHCL-753 FAMILY THERAPY LABORATORY (0 cr.)

To be taken concurrently with regular course at assigned schedule.

PHCP-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

PHCP-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

PHCP-525 COMPARATIVE THEORIES OF PERSONALITY (3 cr.)

Major theoretical positions in the field of personality will be presented as well as their applications to psychotherapy. Pertinent research literature will be reviewed. The application of theory to Hispanic client needs will be reviewed.

PHCP-528 TECHNIQUES OF PSYCHOTHERAPY (3 cr.)

PREREQUISITE: PSYC 515

Strategies and techniques of psychotherapeutic intervention approaches. The student will apply techniques during supervised clinical practice. Clinical intervention with Hispanic clients will be stressed.

PHCP-529 PROFESSIONAL SEMINAR IN CLINICAL FUNDAMENTALS – THERAPY (3 cr.)

This class is designed to help prepare students to work with clients in general and for the therapy practica in the spring of the first year and onwards. Students will learn the fundamentals of interviewing, develop an understanding of formulation based cognitive behavior therapy, increase their knowledge, awareness and skill in working with diverse populations and understand the importance of professionalism, such as boundaries, limits of competence and confidentiality. Through practice, they will also discover basic clinical strengths and areas of growth.

PHCP-540 LIFE-SPAN HUMAN DEVELOPMENT (3 cr.)

A review of theory and research on human development across the life span. The focus is on the psychosocial, cognitive, moral and intellectual development. Emphasis is given to the identification of factors in developmental disorders, and cross-cultural differences in life context and world view.

PHCP-548 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 cr.)

PREREQUISITES: PSYC 516/ PHCP 528, PSYC 535/PHCP 587

Discussion of cases being seen in clinical practicums. Techniques for clinical conceptualization are presented and analyzed. Cases will be presented before a clinical conference. Emphasis is given to conceptualization, diagnoses and the development of the treatment plan.

PHCP-585 PSYCHOPATHOLOGY (3 cr.)

Introduction to dysfunctional behavior through the study of the method of classifying behavioral disorders according to the multi-axial system of the Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R). The course is designed to develop clinical skills in the use of DSM diagnostic system. Introduction to theories of psychopathology and their application to clinical conditions.

PHCP-587 ADVANCED PSYCHOPATHOLOGY (3 cr.)

PREREQUISITES: PSYC 515/ PHCP 526, PSYC 534/PHCP 585

Advanced skills in determining the etiology and classifying mental disorders within the DSM diagnostic system.

PHCP-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 cr.)**PREREQUISITE: PSYF-568**

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

PHCP-626 BEHAVIOR THERAPY (3 cr.)**PRE-REQUISITE: PSYF 500 (3 cr.)**

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

PHCP-643 PSYCHOTHERAPY RESEARCH IN CLINICAL PRACTICE (3 cr.)

In this course the student will learn how psychotherapy research can inform the clinical practice of psychologists. The student will learn how to critically and empirically assess the results of psychotherapy interventions and the many pitfalls that abound in the clinical literature. Emphasis will be given to the recent advances in the field, such as the use of treatment manuals, the use of clinical guidelines, and will be exposed to the empirically supported psychotherapies. Also, emphasis will be given to current debates, such as the use of qualitative versus meta-analytic reviews of the empirical literature, and the evaluation of common versus specific effects of the psychotherapies.

PHCP-661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN PR (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

PHCP-681 PERSONALITY ASSESSMENT (3 cr.)**PREREQUISITES: PSAC-603, PSDL-603**

Administration and clinical interpretation of the MMPI-2 and Beck's Depression Inventory. A critical discussion of the utility and applicability of objective tests in psychodiagnosis, especially including reference to test use with minority populations and research applications. Laboratory course

PHCP-713 TECHNIQUES AND STRATEGIES OF CLINICAL SUPERVISION & CONSULTATION (3 cr.)**PREREQUISITE: PHCP 548, PHCP 587,**

Readings and discussion of theory and practice in the supervision of psychotherapists & Consultation.

PHCP-749 PSYCHOPHARMACOLOGY (3 cr.)

This course aims to explain the effects of drugs on the mind and on behavior of human beings. The course familiarizes the student with basic knowledge, therapeutic issues and recent research related to the psychopharmacology area. Since 1950, psychopharmacotherapy has been a major factor in allowing the early discharge of hospitalized mental patients and permitting them to function in the community. The course aims to present biochemical mechanisms of major drug families commonly used in psychopathologies. In addition, biotransformation process, therapeutics doses, toxicity effects and contraindications of major psychoactive drugs are discussed. The implications of the bio-psycho-social model and the importance in the prevention, treatment and incidence of drug abuse are emphasized.

PHCP-750 TRAUMA (3 cr.)

The main purpose of this course is to deepen the knowledge about the effects of a diverse array of traumas on human subjects, including children, adults and the elderly. The student that takes this course will be exposed to the latest investigations and theories of the subject matter, with the purpose that they amplify their knowledge and clinical skills at the moment of making a diagnosis, a case conceptualization or a treatment recommendation. Additionally, the student will become familiar with such subject matters and controversies as: the issue of comorbidity; the relation between trauma and memory; countertransference reactions; cultural issues on assessment and treatment; approaches.

PHCP-753 FAMILY THERAPY (3 cr.)

PREREQUISITES: PHCP 548

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized. Laboratory course.

PRAC-591, 592, 593, 594, 595, 596 & 597 CLINICAL PRACTICUMS (4 cr.) (Ph.D. Program only)

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings.

PRAC-591 - only offered in Fall session

PRAC-592 - only offered in Spring session

PREREQUISITES: PHCP-505, PHCP-515, PHCP-585, PRAC-591

PRAC-593

PREREQUISITES: PHCP-528, PHCP-587 and PRAC-592

PRAC-594

PREREQUISITES: PHCP 626, and PRAC 593

PRAC-595

PREREQUISITES: PSAC 634, PSDL 603, PHCP 626, and PRAC- 594

PRAC-596

PREREQUISITES: PHCP 548, PSAC 681, PSDL 681 and PRAC 595

PSAC-603 ASSESSMENT OF INTELLIGENCE (3 cr.)

PREREQUISITE(S): PSYF-540, PHCP-540

A critical analysis of the principal theories dealing with cognitive development and their application to measurement of intelligence. The student is expected to develop skills in the Administration, scoring and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices and the Stanford Binet. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. Laboratory course.

PSDL-603 ASSESSMENT OF INTELLIGENCE LABORATORY

To be taken concurrently with regular course at assigned schedule.

PSIN-890 INTERNSHIP

PREREQUISITE: All courses, practicums and seminars, except dissertation, must have been approved prior to enrollment in this course.

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to pre-doctoral psychology students. Completion of the internship requires a minimum of two thousand (2,000) hours of supervised clinical experience.

PSYC-634 CROSS CULTURAL PSYCHOTHERAPY: MULTICULTURAL & INDIVIDUAL DIVERSITY

This course will examine the disparity in the quality of mental health care received by ethnic minority groups and individuals with differences. It will explore theoretical and practical aspects in the conceptualization of diverse groups. It will develop the required competencies of clinical assessments, diagnosis and treatment with multicultural and diverse groups, such as: Hispanics, African-American, Asian and Asian Indians, Gender Issues, GLBT, Elderly population and Individual with disabilities.

PSYF-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

This course will review of systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

RMIC-822 ANALYSIS OF VARIANCE (3 cr.)

PRE-REQUISITES: PHCP-568

Use and misuse of analysis of variance; one factor ANOVA (correlated and independent designs); two or more factors ANOVA models; ANOVA for equal, unequal, proportional and non-proportional samples; split-plot design; randomized block design; analysis of covariance; mixed design; multiple comparison (Dunn-Tuckey-Newman-Keul-Sheffe) and analysis of variance with ordinally scaled variables (Kruskal-Wallis/Friedman), are among the topics included.

RMIC-823 QUANTITATIVE RESEARCH DESIGNS (3 cr.)

PREREQUISITES: RMIC-625

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

RMIC-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 cr.)

PREREQUISITES: PSYF-568

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data. Topics included are: use and misuse of correlational analysis, correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, explained and residual variance and standard error of measurement.

RMIC-826 STATISTICS I (3 CR.)

This course provides a comprehensive overview of the logic and application of basic univariate statistical techniques commonly used in psychological research. Students will gain familiarity and competency in key concepts underlying social science research design, statistical analysis (both descriptive and

inferential), and use of SPSS for data analysis. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests such as Student's t tests, ANOVA, Chi square.

This course will focus on assisting students in understanding how to compute descriptive and inferential statistics, when and how to apply various inferential statistical analyses, how to interpret the statistical output from SPSS, and how to communicate results and implications of data analyses in writing. The course will help students gain skills in identifying the appropriate statistical model as it applies to a given research question, understanding the assumptions that underlie statistical tests, carrying out common univariate tests, and correctly interpreting the statistical results. A concurrent statistics lab component will be required.

RMIC-829 ADVANCED STATISTICS (3cr.)

The main objective of this course is to familiarize students with a range of procedures for multivariate statistical methods and to develop data analysis skills. The focus will be on conceptual and practical issues of multivariate data analysis techniques and interpretation of results. The course will cover topics such as mediation and moderation with a regression based approach, conceptual and practical aspect of structural equation modeling (including path analysis, confirmatory factor analysis and structural models), conceptual and analytical introduction to multilevel analysis and meta-analysis, among other.

RMIC-830 CROSS CULTURAL METHODS OF MEASUREMENT AND EVALUATION (3 cr.)

PREREQUISITES: PSYF-588

The goal of this course is to introduce cross cultural considerations to the construction, translation, adaptation and interpretations of psychological and behavioral tests, assessments and evaluations. It is expected that students will learn about the issues of using tests/assessments/evaluations from another culture in the Puerto Rican reality. Also, the course considers the construction of tests/assessments/evaluations that can be used effectively cross-culturally.

This course will also help the student to develop the knowledge and skills to apply the concepts acquired during the course of their clinical and research practice as psychologists, including critical skills such as:

- Raising vital questions about the material, formulating them clearly and precisely
- Using abstract ideas to interpret effectively the material and coming to well-reasoned conclusions
- Testing these ideas against relevant criteria, evidence and standards
- Recognizing and assessing, as need be, their own assumptions and biases
- Drawing implications and practical consequences
- Communicating effectively these analyses in oral and written form
- Using them to present solutions to complex problems

RMIC-875 QUALITATIVE RESEARCH DESIGN

PRE-REQUISITE: RMIC-625

In this course we study theoretical and practical foundations of qualitative methods and its application to research within different perspectives of the multiple social sciences, especially psychology. We will focus on the following areas: Historical background, ethical controversies and paradigms as well as contemporary perspectives, research strategies, compilation of data methodology and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

RMSL-568 INFERENTIAL STATISTICS LABORATORY (0 cr.)

COREQUISITE: RMIC-568

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

RMSL-822 ANALYSIS OF VARIANCE LABORATORY (0 cr.)**CO-REQUISITES: RMIC 822**

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in running General Linear Models using ANOVA, ANCOVA, and MANOVA.

RMSL-824 TECHNIQUES OF CORRELATION & MULTIPLE REGRESSION LABORATORY (0 cr.)

The main Objective of this course is to familiarize the student with the correlation and regression technique available for the treatment of research data using computer programs. Topics included are correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical interference for correlation coefficients, simple and multiple regression analysis, stepwise regression, logistic regression, explained and residual variance, standard error of measurement, and factor analysis.

RMSL-826 STATISTICS I LABORATORY (0 CR.)

To be taken concurrently with regular course at assigned schedule.

RPDR-801 RESEARCH PAPER DOCTORAL REQUIREMENT

The goal of this practice is for students to carry out an applied research IRB approved project that will end in the submission of a paper for both: a peer review journal and professional presentation. Students have three chances (can begin on summer of second year after approval of previous prerequisite practice) to enroll in this practice to finish their project and submitting it. Students should pair with a supervisor for this Practice. Students must also attend two Dissertation Defenses and two Colloquiums as prerequisite of these practices.

RPIC-671 RESEARCH PRACTICUM I (0 cr.)

This practicum provides the opportunity for students to work in research on projects sponsored by the SRI with a faculty member in a research topic. Topics will be determined jointly by the student and the professor. The activity of the student may be two or more small research experiences, and/or a subset of a large project. Ph.D. students are expected to enroll in RPIC 874 for two sessions and complete 256 hours in research practice. A pilot research project must be submitted to the IRB. (Ph.D. students only).

SEMM-531 APA Writing Style Seminar (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-532 Workshop on Writing Skills and Case Conceptualization

The student will develop the professional writing skills in conceptualization and case- study method. He/she will also develop the knowledge of the different levels of intervention and the vocabulary relevant to each level. The levels of intervention are: orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level. The method of conceptualizing in Family Systems therapy will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

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

Mission of the Program

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

Training Model

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

Program Objectives

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

Program Competencies

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

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

AREA I. Foundation Courses	27 cr.
PHCP 500 Theories of Learning and Motivation	3 cr.
IOPC 505 Ethics and Professional Conduct	3 cr.
PHCP 661 Social Psychology with Emphasis in Puerto Rico	3 cr.
PSYF 628 Neuroscience Approach of Cognitive & Affective Aspects of Behavior.....	3 cr.
PSYF 540 Life-Span Human Development	3 cr.
IOPC 568 Applied Inferential Statistics	3 cr.
IOPL 568 Applied Inferential Statistics (LAB)	
IOPC 588 Theory of Tests and Test Construction	3 cr.
IOPC 570 Comparative Theories of Personality	3 cr.
PHCP 612 History and Systems of Psychology	3 cr.
AREA II. Concentration Courses	42 cr.
IOPC 573 Group Interaction and Decision-Making	3 cr.
IOPC 574 Personnel Psychology	3 cr.
IOPC 575 Organizational Behavior	3 cr.
IOPC 569 Research Methods in I/O Psychology.....	3 cr.
IOPC 681 Positive Occupational Health Psychology	3 cr.
IOPC 651 Diagnosis, Change, and Organization Development.....	3 cr.
IOPC 678 Psychosocial Aspects of Health in Organizations	3 cr.
IOPC 679 Labor Law	3 cr.
IOPC 683 Psychological Assessment Techniques in the Organization	3 cr.
IOPL 683 Laboratory	0 cr.
IOPC 698 Theory and Methods of Training Workshops.....	3 cr.
IOPC 610 Leadership in Organizations	3 cr.
RMIC 824 Techniques of Correlation and Multiple Regression	3 cr.
RMSL 824 Techniques of Correlation & Multiple Regression Laboratory	0 cr.
RMIC 829 Advanced Statistics	3 cr.
RMIC 875 Qualitative Research Design	3 cr.
AREA III. Practicums	
I/O Practicums: Practicum I (IOMO 611), Practicum II (IOMO 613 & IOMO 614), Practicum III (IOMO 615) and Practicum IV (IOMO 616) and IOMO 617 (512 hours) .	16 cr.
IOMO-801 Research Paper Doctoral Requirement.....	8 cr.
AREA IV. CPIO 670 Capstone Project	0 cr.
AREA V. Electives	12 cr.
AREA VI. PHIO-705 Doctoral Level Examination 1ST part and PHIO-706 Doctoral Level Examination 2nd part.....	No cr.
AREA VII. DISS 870 Doctoral dissertation	No cr.
Total Academic Credits	81 cr.
Total Practicum Credits 24 cr.	

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

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

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

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

	FALL	PRE-REQUISITES
IOPC-570	Comparative Theories of Personality	
IOPC-698	Theory and Methodology of Training Workshops	IOPC-574
IOPC-651	Diagnosis, Change, and Organization Development	IOPC: 573,575
IOPC-683	Psychological Assessment Techniques in the Organization	IOPC: 574,588
IOPL-683	Laboratory: Psychological Assessment Techniques in the Organization (Concurrent with IOPC-683)	IOPC: 574,588
IOMO-615	Industrial Organizational Practicum III	IOPC: 505, 574, 573, 575, 588; IOMO: 611, 613, 614

	SPRING	PRE-REQUISITES
IOPC-678	Psychosocial Aspects of Health in Organizations	IOPC-575
IOPC-679	Labor Law	IOPC-574
IOMO-617	Current Topics in Industrial Organizational Psychology	IOPC: 698, 574, 573, 575, 651
IOMO-616	Industrial/Organizational Practicum IV	IOMO- 615
PHCP-661	Social Psychology with Emphasis in Puerto Rico	
CPIO-670	Capstone Project	IOPC-505, 574, 573, 575, 569, 588, 698, 651; IOMO-611, 613, 614, 615

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

	FALL	PRE-REQUISITES
	Elective Course	
	Elective Course	
	Elective Course	

	SPRING	PRE-REQUISITES
	Elective Course	
RMIC-824	Techniques of Correlation & Multiple Regression	IOPC-568
RMSL-824	Techniques of Correlation & Multiple Regression Laboratory	IOPC-568
RMIC-829	Advanced Statistics	

	SUMMER	PRE-REQUISITES
RMIC-875	Qualitative Research Design	IOPC-569
PHCP-612	History and Systems of Psychology	

	FALL	PRE-REQUISITES
IOMO-801	Research Paper Doctoral Requirement	IOPC-569, RMIC-824, 829
PHIO-705	Qualifying Examination	

	SPRING	PRE-REQUISITES
IOMO-801	Research Paper Doctoral Requirement	IOPC-569, RMIC-824, 829
PHIO-706	Qualifying Examination	

	SUMMER	PRE-REQUISITES
IOMO-801	Research Paper Doctoral Requirement	IOPC-569, RMIC-824, 829
DISS 870	Dissertation	

	FALL	PRE-REQUISITES
DISS 870	Dissertation	

	SPRING	PRE-REQUISITES
DISS 870	Dissertation	

Suggested electives:

IPEC-701 Motivation and Work

IPEC-711 Strategies and Techniques in Professional Consultation

IPEC-763 Methods and Techniques in Organizational Development

IPEC-581 Consumer Psychology

**DOCTOR OF PHILOSOPHY (Ph.D.)
INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY
COURSE DESCRIPTIONS**

CPIO-670 CAPSTONE PROJECT (0 cr.)

PREREQUISITES: IOPC 505, IOPC 574, IOPC 573, IOPC 575, IOPC 569, IOPC 588, IOPC 698, IOPC 651, IOMO 611, IOMO 613, IOMO 614, IOMO 615

The student will present, during the academic session when he/she expects to finish the degree requirements, a portfolio of evidence of how during the Program courses and/or practice experiences, he/she developed the institutional competencies. In addition to this portfolio, the student will present a written reflection of the competencies development process.

IOMO-611 INDUSTRIAL ORGANIZATIONAL PRACTICUM I (0 cr.)

Study of human relations in workplace settings, and how communication and perception are the principal elements of such relations. Students have the opportunity to assess their communication skills and their abilities as facilitators in the human relations area. The interview will be studied as an organizational tool to describe, predict, modify and assess human beings in organizational settings. Offered only during the Fall session concurrent with **IOPC 574**.

IOMO-613 INDUSTRIAL ORGANIZATIONAL PRACTICUM II (0 cr.)

PREREQUISITES: IOPC-505, IOPC-574, IOMO-611

Study of small group dynamics and the development of skills in group management. Special attention will be given to the following topics: decision making, communication, conflict management, group cohesion, and group norms. Offered only during the Spring session concurrent with **IOPC 573**.

IOMO-614 FOUNDATIONS OF PROFESSIONAL CONSULTATION IN INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (0 cr.)

PREREQUISITES: IOPC-505, IOPC-574, IOMO-611

Discussion of strategies and techniques in the practice of professional consultation in industrial organizational psychology. Theoretical aspects will be discussed and practical exercises will be conducted to develop student's competencies in such techniques. Offered only during the Spring session concurrent with **IOPC-573**.

IOMO-615 & 616 INDUSTRIAL ORGANIZATIONAL PRACTICUM III & IV (0 cr.)

The main objective of the practicum experience is that the student integrates theoretical knowledge with the realities confronted by industrial/organizational psychologists. Through placement arrangements in different workplace settings, students learn to develop skills in performing the multiple tasks and roles of an industrial/organizational psychologist.

IOMO-615 MODULE III (0 cr.)

PREREQUISITES: IOMO-611, IOMO-613, IOMO-614 IOPC-505, IOPC-588, IOPC-574, IOPC-575, IOPC 573

IOMO-616 MODULE IV (0 cr.)

PRE-REQUISITES: IOMO-615

IOMO-617 CURRENT TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (0 cr.)

PREREQUISITES: IOPC-574, IOPC-573, IOPC-575, IOPC-698, IOPC-651

Current issues and topics related to the development of the discipline as a science and related to the practice of I/O Psychology are discussed. Faculty and students select the topics that they will discuss.

IOMO-801 RESEARCH PAPER DOCTORAL REQUIREMENT (8 cr.)**PREREQUISITES: IOPC 569, RMIC 824, RMIC 829**

The goal of this practice is for students to carry out an applied research IRB approved project that will end in the submission of a paper for a peer review journal or a professional presentation. Students has three consecutive chances (begin on fall after approval of pre-requisites) to enroll in this practice. Enrollment must be consecutive. Students should pair with a supervisor for this practice.

IOPC-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of counseling psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

IOPC-568 APPLIED INFERENTIAL STATISTICS (3 cr.)**PRE-REQUISITE: The course requires that the student have previous knowledge of basic statistical concepts, including descriptive statistics.**

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include: hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, among others. A concurrent statistics lab component will be required.

IOPC-569 RESEARCH METHODS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 cr.)**PREREQUISITES: IOPC 568, IOPL 568**

The purpose of this course is to examine the primary research techniques used on industrial organizational psychology. Theoretical aspects of each technique would be discussed and student's competencies would be developed through practical exercises.

IOPC-570 COMPARATIVE THEORIES OF PERSONALITY (3 cr.)

This course includes a critical analysis of the principal theoretical positions in the field of personality. Analysis of personality constructs from different perspectives will be discussed.

IOPC-573 GROUP INTERACTION AND DECISION MAKING (3 cr.)**PREREQUISITE: IOPC-574**

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict and decision making will be considered as they apply to organizational groups.

IOPC-574 PERSONNEL PSYCHOLOGY (3 cr.)

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in the area of personnel psychology and the role of industrial organizational psychology in the areas mentioned above.

IOPC-575 ORGANIZATIONAL BEHAVIOR (3 cr.)**PREREQUISITE: IOPC-574**

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

IOPC-588: THEORY OF TESTS AND TEST CONSTRUCTION**PREREQUISITES: IOPC-568, IOPL-568**

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

IOPC-610 LEADERSHIP IN ORGANIZATION (3 cr.)**PREREQUISITES: IOPC-573, IOPC-575**

This course allows students to develop the skills necessary to conduct effective interventions in the organizational environment related to leadership development and analysis of leadership processes in this scenario. The main concepts and theories on this subject at the workplace are discussed. Similarities and differences between being supervisor, manager and leader are discussed, establishing the basic characteristics of every leader in the workplace. Similarly, current and future challenges of leadership in organizations according to the current socio-economic circumstances and future projections are evaluated. It concludes with an analysis of several controversies in this field, such as cross-cultural manifestation of leadership, according to their particular sexual and gender findings in Puerto Rico so far in organizations.

IOPC-651 DIAGNOSIS, CHANGE AND ORGANIZATIONAL DEVELOPMENT (3 cr.)**PREREQUISITES: IOPC-574, IOPC-575**

Development of the basic competencies needed to engage in organizational problems diagnosis, implement change and organization development strategies, and assess its effectiveness. In addition, ethical, legal, and professional issues related to the practice of organization development are discussed.

IOPC 678: PSYCHOSOCIAL ASPECTS OF HEALTH IN ORGANIZATIONS (3 cr.)

Study of occupational health psychology and the organizational factors that promotes and impede health in the workplace. Discussion of workplace violence, theoretical models that study stress, alcoholism and drug addiction in organizations, psychological disorders and their relation with the workplace, and the reasonable accommodation of employees with emotional disability. Special attention will be given to the role of industrial organizational psychology in the promotion of occupational health.

IOPC-679 LABOR LAW (3 cr.)**PREREQUISITE: IOPC-574**

Overview of the historical evaluation of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

IOPC-681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 cr.)**PREREQUISITE: IOPC-678**

This course examines the foundations of occupational health psychology emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

IOPC-683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (3 cr.)**PREREQUISITES: IOPC-574, IOPC-588**

Encourages the critical analysis of psychological instruments used in assessment of human resources for selection, placement, and development. It uses different assessment instruments and strategies to assess personality, abilities, skills and vocational preferences. Their conceptual rationale will be discussed. The student will be required to perform a psychological assessment and submit a written report with recommendations as part of a laboratory experience.

IOPC-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 cr.)**PREREQUISITE: IOPC-574**

The course Theory and Methods of Training Workshops intends to initiate the development of the student in its function as trainer, in the context of the consultancy of training and as an organizational member that perform those functions. The theories of basic learning are discussed for an effective design of programs of training directed to adults. Similarly, the conceptual framework for the development of effective training design is analyzed and the necessary concepts and skills for the development of needs training analysis are discussed. Suggestions are offered to carry out presentations for an effective training, management of difficult participants and to create a favorable environment of learning. The student will have the opportunity to know methods of training, its uses, its advantages and disadvantages and its potential to achieve the transfer of learning. Finally, the diverse strategies for the evaluation of training are discussed, taking as starting point the instructional objectives established.

IOPL-568: INFERENCE STATISTICS LABORATORY (0 cr.)**COREQUISITE: IOPC-568**

The goal of this laboratory is to provide opportunities for Ph.D. students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

IOPL 683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION LABORATORY**(0 cr.)****COREQUISITE: IOPC-683**

To be taken concurrently with regular course at assigned schedule.

PHCP-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

PHCP-661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN PR (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

PSYF-540 LIFE-SPAN HUMAN DEVELOPMENT (3 cr.)

A review of theory and research on human development across the life span. The focus is on the psychosocial, cognitive, moral and intellectual development. Emphasis is given to the identification of factors in developmental disorders, and cross-cultural differences in life context and world view.

RMIC-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 cr.)

PREREQUISITE: IOPC-568

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data. Topics included are: use and misuse of correlational analysis, correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, explained and residual variance and standard error of measurement.

RMIC-829 ADVANCED STATISTICS

The main objective of this course is to familiarize students with a range of procedures for multivariate statistical methods and to develop data analysis skills. The focus will be to discuss conceptual and practical issues of multivariate data analysis techniques and the interpretation of results. The course will cover topics such as mediation and moderation with a regression based approach, conceptual and practical aspect of structural equation modeling (including path analysis, confirmatory factor analysis and structural models), conceptual and analytical introduction to multilevel analysis and meta-analysis, among other.

RMIC-875 QUALITATIVE RESEARCH DESIGN

PREREQUISITE: RMIC-625

In this course we study theoretical and practical foundations of qualitative methods and its application to research within different perspectives of the multiple social sciences, especially psychology. We will focus on the following areas: Historical background, ethical controversies and paradigms as well as contemporary perspectives, research strategies, compilation of data methodology and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

RMSL-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION LABORATORY (0 cr.)

COREQUISITE: RMIC-824

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data using computer programs. Topics included are correlation analyses for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, logistic regression, explained and residual variance, standard error of prediction and factor analysis.

SEMM-531 APA WRITING STYLE SEMINAR (0 cr.)

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 cr.)

The writing skills in psychology workshop has the purpose of helping students understand the importance of developing and maintaining professional writing skills to maintain a record of information directly related to the clinical training. Ethical and legal implications of professional writing skills will be offered. Emphasis on the elements required on a progress note will serve as the foundation to the practice of skills students will carry out as part of the workshop.

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

Mission of the Program

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

Training Model and Competencies Required

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

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

Training Goals

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

Training Objectives

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

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

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

Please refer to Page 47 for costs associated with credits, laboratories and practices.

Seminars

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

Foundation Courses (15 credits)

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

Concentration Courses: Professional Consulting (15 credits)

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

Concentration Courses: Research (18 credits)

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

Concentration Courses: Teaching (21 credits)

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

Practicums

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

Final Requirements

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

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

FIRST YEAR

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

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

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

SECOND YEAR

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

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

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

THIRD YEAR

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

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

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

**DOCTOR OF PHILOSOPHY (PH.D.)
CONSULTING, RESEARCH AND TEACHING
COURSE DESCRIPTIONS**

DISS-870 DISSERTATION

PRE-REQUISITE: Pass Doctoral Level Examinations

Students are required to enroll in this course while they are actively working on their dissertation.

EGPE-704 ASSESSMENT OF THE TEACHING LEARNING PROCESS (3 cr.)

PREREQUISITE: PSYF 500, PSYF 588, PSYE 745, PSYE 779

Study of the principles, techniques and basic strategies utilized during the assessment of the educational product. Also, it emphasizes in the relationship between educational assessment and effective learning.

EGPE-757 ASSESSMENT MODELS AND STRATEGIES FOR SOCIAL OR EDUCATIONAL PROGRAMS (3 cr.)

The main purpose of this course is the study of the theories, models, strategies and basic principles of the assessment process for programs and services. It emphasizes in the assessment of social and educational programs and services. Also, it covers the differences between the concepts of evaluation and assessment and characteristics of this strategy as a mean of continuous improvement.

The course will train the student to select and implement the most pertinent model for the service or program under evaluation, design an assessment proposal, develop instruments, analyze the data and submit a final assessment report. It is expected that this course help the student to complete the skills developed in the Professional Consultation and Design and Administration of Human Services Programs courses.

PSDC-711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 cr.)

PREREQUISITES: PSYC-617, PSYC-535

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

PSDC-714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 cr.)

This course attempts to orient the student to the possible roles that a psychologist can play in the design and administration of human services programs. The historical framework, structural aspects, human processes, public policies and program procedures are discussed. Emphasis will be given to program planning, implementation and evaluation. A review of the norms of the Joint Commission on Accreditation of Health Care Organizations is performed. The content exposes the student to the complexities of the Puerto Rican socio-political environment, its relation with individual and collective mental health and its impact on administrative processes in the field of mental health.

PSGP-781 TEACHING PRACTICUM (0 cr.)

The teaching practicum consists of eleven (11) two and a half hours group supervision sessions. This time is added to the direct contact periods of the professor with the students of the course undergraduate course under his/her responsibility. Total practicum hours is eighty (80).

PSGP-782 CONSULTATION PRACTICUM (0 cr.)

The purpose of the Consultation Practicum of the Ph.D. Program in Psychology with Specialization in Consulting, Research and Teaching is to expose the student to the role of consultant in the different scenarios encountered by a psychologist and his/her role as a professional consultant utilizing all his/her knowledge about human and organizational behavior. Student's work will be internally supervised by a psychologist with experience in consultation, preferably and industrial/organizational psychologist.

The module consists of sixty four (64) hours covered during one semester. It is expected that the student dedicates fifty (50) hours to serve as a professional consultant in the practice center selected and fourteen (14) hours to internal supervision. Practice hours are distributed according to a formal agreement between the practice center and the professional consultant in practice, which will be established in coordination with the Practicum Supervisor.

PSGP-874 RESEARCH PRACTICUM I (0 cr.)

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. During this first part of the practicum, the student will develop skills in managing and manipulating data before making any type of statistical analysis. Students are expected to enroll in PSGP-874 for one session. The student has to complete a minimum of 128 hours during one session to approve the research practicum. The practicum includes direct research experience as a research assistant under the supervision of a research supervisor.

PSGP-875 RESEARCH PRACTICUM II (0 cr.)

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. Students will develop a project into one of three areas of specialization of the Ph.D. in Psychology which are Consulting, Teaching or Scientific Research. The projects contemplated in this practicum could include but are not limited to: research projects, program designs for human services, books, manuals, research in topics related to psychology and other health fields related to psychology, etc. Ph. D. students are expected to enroll in PSGP 875 for one session. The student has to complete a minimum of 128 hours during the session to approve the research practicum. The practicum includes, thus, both direct research experience under supervision and attendance to an SPSS seminar. In the seminar, the statistical program is Statistical Package for the Social Sciences (SPSS) for Windows. At the end of the session the student is required a complete research report to be submitted to the research supervisor.

PSYF-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

PSYF-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 cr.)**PREREQUISITE: PSYF 568**

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

PSYF-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)

This course will review of systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

PSYF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS IN PR (3 cr.)

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

PSYF-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 cr.)**PREREQUISITE: IOPC-574**

The course Theory and Methods of Training Workshops intends to initiate the development of the student in its function as trainer, in the context of the consultancy of training and as an organizational member that perform those functions. The theories of basic learning are discussed for an effective design of programs of training directed to adults. Similarly, the conceptual framework for the development of effective training design is analyzed and the necessary concepts and skills for the development of needs training analysis are discussed. Suggestions are offered to carry out presentations for an effective training, management of difficult participants and to create a favorable environment of learning. The student will have the opportunity to know methods of training, its uses, its advantages and disadvantages and its potential to achieve the transfer of learning. Finally, the diverse strategies for the evaluation of training are discussed, taking as starting point the instructional objectives established.

PSYF-745 INTRODUCTION TO CURRICULAR DEVELOPMENT (3 cr.)

The purpose of the course is to examine the topic of curriculum and the process of its development. Curricular development is examined in light of the philosophical, sociological and psychological foundations of curriculum. Foundations are presented from an historical and contextual perspective and its relationship with the curricular process as a whole.

The student is exposed to both theoretical reflection and application of an actual curricular development project. It is promoted a learning situation in which the previous and new knowledge of the student come together. The doctoral experience of the student is strengthen when the student assumes an active role while realizing individual and group projects, hence assuming the responsibility over his/her own learning. Also, particular guidance and attention is given to his/her cognitive structure.

PSYF-765 CONFLICT MEDIATION (3 cr.)

The main purpose of this course is to study the mediation process as a non adversarial and non violent method to manage conflict in the society. The history, theoretical foundations and application to different scenarios is examined. The stages of the mediation process, as well as its characteristics and techniques are among the specific aspects to be studied. Ethical dilemmas inherent to its utilization are analyzed. Also, the role of the psychologist as a mediator, as well as the advantages offered by this method to solve conflicts in different scenarios encountered in his/her professional practice are analyzed.

PSYF-766 TEACHING METHODOLOGY (3 cr.)

PREREQUISITES: PSYF-500, PSYF-588, PSYF-779, PSYF-745, EGPE-704

The main purpose of this course is to expose the student to the art of teaching while working as assistant professors. This learning experience will allow them to apply their knowledge, skills and the competences acquired before engaging in the teaching experience as professors of an undergraduate course. Also, it has the objective of developing in the students sensitivity towards the different learning styles while exposing them to a variety of techniques and strategies. The student is also exposed to the discussion of the experiences encountered while working as assistant professors, through the analysis of situations that provide the opportunity to utilize a creative and enriching decision making process that generates alternative ways of dealing with such situations.

PSYF-779 EDUCATIONAL PSYCHOLOGY (3 cr.)

The course aims to expose students to modern approaches to educational psychology. It is recognized that the complexity of the process requires teaching and learning approaches where different disciplines are integrated. Be explores during different learning theories, new perspectives in the development, memory, perception and philosophy of the brain. The practical aspect of this knowledge must also be included in the professional activity and research. Emphasis will be made in addition to the function of psychology of education and applied discipline.

PSYF-876 ADVANCED SEMINAR IN THE TEACHING OF PSYCHOLOGY (3 cr.)

PREREQUISITE: PSYF-500, PSYF-745, PSYF-779

The main purpose of this course is to study the theoretical foundations about the teaching of psychology and its applications to the class room. The following areas will be covered: brief historical background of psychology, learning styles, teaching methods and techniques and their application according to the area of psychology to be studied and the type of population to be served. Both the theoretical as well as the conceptual bases will be emphasized. The course has been designed within the current techniques of the scientific endeavor, as they relate to the teaching of psychology, to facilitate the professional experience of the students.

Every professional dedicated to the teaching of psychology, no matter the location or the population served, besides the theoretical and content knowledge of psychology, must have achieved a level of mastery of the different teaching methods, taking into consideration the scenario and the population served. In this way the goals and objectives that give meaning to the teaching of psychology can be achieved.

PSYF-899 ADVANCED SEMINAR IN SCHOOL PSYCHOLOGY (3 cr.)

PREREQUISITE: PSYF-500, PSYF-779

The purpose of this course is to study the theoretical foundations of School Psychology and its relationship and applications on educational psychology, and the learning and teaching processes. The following areas will be covered: learning styles and methods and techniques for the teaching of school psychology according to the population served. Emphasis will be made on both, the theoretical bases as well as practice. Also, the differences and similarities between school psychology and psychology, as well as the controversies and dilemmas of both disciplines will be presented.

RMIC-625 INTRODUCTION TO SCIENTIFIC RESEARCH (3 cr.)

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context, and the integration of such problems and hypothesis, when applicable, with an adequate research design. Basic concepts, such as the formulation of research questions, problems and hypothesis, variables, operational definitions, types of research and research designs are covered.

RMIC-741 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS I)

PREREQUISITE: Students must know how to work with WINDOWS as well as have basic knowledge in Statistics

This 6 hour seminar is focused in providing students the necessary tools to begin working immediately with SPSS. Skills in handling the program are offered as well as dealing with the fundamentals of descriptive statistics. This course is ideal for those students who have never worked with SPSS.

RMIC-742 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS II)

PREREQUISITE: RMIC-741 – SPSS SEMINAR I

This 6 hour seminar is focused in providing students the necessary tools to learn intermediate data entry skills using SPSS commands as well as SPSS perform basic correlation and inferential statistics analysis.

RMIC-822 ANALYSIS OF VARIANCE (3 cr.)

Use and misuse of analysis of variance; one factor ANOVA (correlated and independent designs); two or more factors ANOVA models; ANOVA for equal, unequal, proportional and non-proportional samples; split-plot design; randomized block design; analysis of covariance; mixed design; multiple comparison (Dunn-Tuckey-Newman-Keul-Sheffe) and analysis of variance with ordinally scaled variables (Kruskal-Wallis/Friedman), are among the topics included.

RMIC-823 QUANTITATIVE RESEARCH DESIGNS (3 cr.)

PREREQUISITE: RMIC-625

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

RMIC-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 cr.)

PREREQUISITES: PSYF-568

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data. Topics included are: use and misuse of correlational analysis, correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, explained and residual variance and standard error of measurement.

RMIC-830 SEMINAR OF CROSS CULTURAL METHODS OF MEASUREMENT AND EVALUATION (3 cr.)

PREREQUISITES: PSYF-588

The goal of this course is to introduce cross cultural considerations to the construction, translation, adaptation and interpretations of psychological and behavioral tests, assessments and evaluations. It is expected that students will learn about the issues of using tests/assessments/evaluations from another

culture in the Puerto Rican reality. Also, the course considers the construction of tests/assessments/evaluations that can be used effectively cross-culturally.

This course will also help the student to develop the knowledge and skills to apply the concepts acquired during the course of their clinical and research practice as psychologists, including critical skills such as:

- Raising vital questions about the material, formulating them clearly and precisely
- Using abstract ideas to interpret effectively the material and coming to well-reasoned conclusions
- Testing these ideas against relevant criteria, evidence and standards
- Recognizing and assessing, as need be, their own assumptions and biases
- Drawing implications and practical consequences
- Communicating effectively these analyses in oral and written form
- Using them to present solutions to complex problems

RMIC-875 QUALITATIVE RESEARCH DESIGN

PREREQUISITE: RMIC-625

In this course we study theoretical and practical foundations of qualitative methods and its application to research within different perspectives of the multiple social sciences, especially psychology. We will focus on the following areas: Historical background, ethical controversies and paradigms as well as contemporary perspectives, research strategies, compilation of data methodology and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

RMSL-822 ANALYSIS OF VARIANCE LABORATORY (0 cr.)

COREQUISITE: RMIC-822

The goal of this laboratory is to provide the opportunities for Ph.D. students to develop skills in running General Lineal Models using ANOVA, ANCOVA, and MANOVA.

RMSL-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION LABORATORY (0 cr.)

PREREQUISITE: PSYF-568

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data using computer programs. Topics included are correlation analyses for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, logistic regression, explained and residual variance, standard error of prediction and factor analysis.

SEMM-531 APA Writing Style Seminar

This 6 hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

SEMM-532 Workshop on Writing Skills and Case Conceptualization

The student will develop the professional writing skills in conceptualization and case- study method. He/she will also develop the knowledge of the different levels of intervention and the vocabulary relevant to each level. The levels of intervention are: orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level. The method of conceptualizing in Family Systems therapy will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

DOCTORAL PROGRAMS DEGREE REQUIREMENTS

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

General Requirements for the Doctoral Degree

1. Grade point average (GPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of three years of full time residency in the Program
3. Satisfactory completion of all academic courses and laboratories, as applicable. Note:
For the Ph.D. and Psy.D. in Clinical Psychology and for the Ph.D. in Industrial/Organizational Psychology and Psychology with Specialization in Consulting, Research and Teaching a maximum of two grades of "C" in non-clinical/core courses is allowed.
4. Satisfactory completion of the required supervised practicum hours and internship, if applicable
5. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examinations and a Pass in the oral portion of the Examination, if applicable
6. Demonstrated competence in APA style for publications and computer literacy (WINDOWS and WORD)
7. Satisfactory completion and approval of a Doctoral Project or Dissertation
8. Satisfactory completion of a 2,000 hours pre-doctoral internship in clinical psychology on a full time basis (40 hours/week) during a one year period or part-time (20 hours/week) during a two year period in a facility approved by the Program, if applicable
9. Good standing in the Program, i.e., no disciplinary action pending or academic or clinical probation
10. Recommendation from the program Faculty for the doctoral degree. Students seeking a doctoral degree must demonstrate, to the satisfaction of the faculty, those professional, ethical, and personal qualities and attributes described in the current General Policies and Disciplinary Procedures Manual.

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

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

Specific Requirements for the Psy.D. Degree

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

Specific Requirements for the Ph.D. in Clinical Psychology Degree

The Ph.D. Clinical Psychology candidate must: (1) complete the curricular requirements (96 credits) with a minimum GPA of 3.25 in a 4 point scale; (2) complete the required 1,529 hours of supervised and certified clinical practicum (PRAC-591 to PRAC-598); (3) complete a second year research project and submit it for publication to a peer reviewed journal, (4) pass the PhD Integrative

Program Exam and be advanced to candidacy; (5) complete an APA approved internship of 2000 hours (6) complete a doctoral dissertation and (7) complete a minimum of three years of full time, resident graduate studies.

Specific Requirements for the Ph.D. in Industrial/Organizational Psychology Degree

The Ph.D. Industrial/Organizational Psychology candidate must: (1) complete the curricular requirements (81 credits); (2) complete the required 512 hours of supervised and certified practicum; (3) complete the required 256 hours of supervised research practicum; (4) pass Doctoral Level examinations; (5) enroll in DISS 870 Dissertation Seminar for a minimum of two sessions, defend a dissertation, and (6) demonstrate competence in APA style for publications and writing skills. Ph.D. candidates must obtain written approval from the Research Training Program of meeting standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see Dissertation Manual and IRB Procedures Manual) prior to collecting data for the dissertation.

Specific Requirements for the Ph.D. in Psychology with Specialization in Consulting, Research and Teaching Degree

The Ph.D. in Psychology with Specialization in Consulting, Research and Teaching candidate must: (1) complete the curricular requirements (69 credits); (2) complete a minimum of 64 hours of supervised consulting practicum and a minimum of 80 hours of supervised teaching practicum; (3) complete a minimum of 512 hours of supervised research practicum (2 practicums of 256 hours minimum each); (4) pass Doctoral Level examinations; (5) enroll in DISS 870 Dissertation Seminar for a minimum of two sessions, defend a dissertation, and (6) demonstrate competence in APA style for publications and writing skills. Ph.D. candidates must obtain written approval from the Research Training Program of meeting standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see Dissertation Manual and IRB Procedures Manual) prior to collecting data for the dissertation.

Clinical Practicum

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

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

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

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

Those students enrolled in the Ph.D. Clinical Psychology program must successfully complete 1529 hours of clinical practicum (levels I to VIII). Psy.D. students must successfully complete 1,170 hours (levels I to VI). At the Community Mental Health Clinic or an outside placement. All requests for outside

placement should be addressed to the Director of Clinical Training with the recommendation of the clinical supervisor. The Director of Clinical Training will orientate and will arrange for outside placement at a designated agency.

Research Practices

Clinical Ph.D. Program

Incoming first year students will be assigned a research/academic mentor who will work with them throughout their participation in the PH.D Clinical Program. Students will be required to complete an individual second year project (RPIC-671) which will need to be submitted for publication to a peer reviewed journal before the student can apply for internship. Enrollment in RPIC-671 must be consecutive.

Students will be required to present a second year project proposal to a committee of two faculty members by January of their second year. They will be required to have completed their second year project by January of their third year. Students who have not completed their second year project by the end of the spring semester in their third year will be considered to be out of compliance with the program requirements and will be invited to an alert meeting where the student's difficulties meeting program milestones will be assessed and discussed and a remediation plan will be implemented which will include a timeline to complete this project. Students who do not meet the goals set in this alert meeting will be subject to dismissal from the program.

Industrial/Organizational Program

Students from the Industrial/Organizational Ph.D. Program are required to successfully complete IOMO-801. The goal of this practice is for students to carry out an applied research IRB approved project that will end in the submission of a paper for a peer review journal or a professional presentation. Students has three consecutive chances (begin on fall after approval of pre-requisites) to enroll in this practice. Enrollment must be consecutive. Students should pair with a supervisor for this practice.

The completion of a research project and other practicum requirements are specified in the Manual of Administrative Norms and Procedures for the Research Practice available at the Research Training Program Office and online.

Industrial/Organizational Psychology Practicum

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

DOCTORAL PROGRAMS ACADEMIC INFORMATION

Time Limitation for Doctor of Psychology (Psy.D.) and Doctor of Philosophy (Ph.D.) in Clinical Psychology

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

Time Limitation for the Doctor of Philosophy (Ph.D.) in Industrial/Organizational Psychology and Psychology with Specialization in Consulting, Research and Teaching.

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

Minimum Incremental Progress

At the end of each academic session, SJC will certify the student's successful completion of the appropriate percentage or amount of work according to the **Satisfactory Academic Progress Policy** described on page 19.

Residency Requirement

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

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 core courses of the Program. The student is also required to comply with the following:

1. satisfactory completion of the required doctoral level academic courses
2. overall GPA of 3.00
3. good standing*
4. grades of "B" or above in core (foundation) courses

The student aspiring to a doctoral degree must pass the Doctoral Clinical 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 Clinical Examination, the student must have successfully completed the academic credit hours of the core courses stipulated by each academic program.

Students are permitted a maximum of three (3) attempts at passing the exam. If a third attempt is required, the student must complete a prescriptive plan of action as established by the faculty prior to sitting for the examination. Please see the respective program director for the Doctoral Comprehensive Examination Outline for further information.

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

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

Research Training Program (RTP)

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

The main goals of the Research Training Program are:

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

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

Internship

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

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

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

The *San Juan Internship Program in Clinical Psychology Consortium* is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) but is not approved by the American Psychological Association (APA). The Carlos Albizu University provides administrative support

to the which is an *exclusively affiliated internship* to the academic programs (Psy.D. and Ph.D.) at CAU, through the Internship Department.

Clínica de la Albizu - Internship Training Program in Clinical Psychology

The Clínica de la Albizu (CA) doctoral Clinical Psychology Internship is an exclusively affiliated internship for Albizu University (AU) doctoral students from the Psy.D. and Ph.D. Clinical Psychology Programs. The CA is an outpatient community mental health treatment facility founded in 1966 in affiliation with AU, San Juan Campus. The CA is the on-campus training clinic that serves as a clinical practicum site for students enrolled in master and doctoral programs in clinical psychology.

The CA offers a full-time, Pre-doctoral Clinical Psychology Internship to eligible fourth year or higher graduate students enrolled in either the Ph.D. or Psy. D. Clinical Psychology Programs at AU. These programs are APA-accredited clinical psychology doctoral programs.

The internship is a full-time, 12-month experience that consists of the participation in three major programs (general clinical program, domestic violence program, and sexual abuse program). This program structure allows interns exposure to diverse clinical experiences and supervisory approaches and styles. In special circumstances after interns have matched the program and specific needs have arisen (e.g. accommodations for maternity, serious injury or illness) an internship might be extended beyond 12 months period. With the exception of the examples provided, the internship is a full time one-year training experience.

Mission and Philosophy of the Clinical Psychology Internship

The mission of the CA is consonant with AU mission, which is to achieve greater representation of Hispanic psychology educators, researchers and practitioners in Puerto Rico and in the United States. The CA internship training philosophy is rooted in the practitioner-scholar model of psychology. Although active involvement in research is not required of interns, it is encouraged, and training in clinical techniques is presented in relation to the framework of science that underpins clinical practice. The internship is located in an academic setting that offers the opportunity for involvement in research for interns who wish it. Research mentorship under a faculty member is encouraged and coordinated for interns. A developmental framework and competency-based approach to learning and assessment guides a core focus on continuing to cultivate professional trainee competencies (knowledge, skills, attitudes), thereby building on competencies learned during doctoral training and anchored by the science of psychology.

Program Goals, Objectives and Competencies

Goal 1: Develop intern's ability to integrate clinical theory and practice in the application of knowledge, assessment and clinical skills in the practice of psychology.

Objective A: To Perform Proficient Psychological Assessment.

Competencies Expected:

1. Select appropriate assessment measures to answer diagnostic questions.
2. Select and use assessment instruments with appropriate norms and appropriate criterion-reference standards to evaluate clients.
3. Recognize and properly address test limitations.
4. Administer and score instruments following current guidelines and procedures.
5. Apply knowledge of individual and cultural diversity in the assessment process and diagnosis.
6. Interpret and integrate results obtained from multiple sources (e.g. multiple assessments instruments, interviews, and collateral information) to produce useful

- and accurate reports.
7. Demonstrate successful initial and follow up interviewing skills with individuals, couples, and families in order to assess mental status.
 8. Formulate clinical conceptualization, diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data.
 9. Demonstrate skills in formulating case diagnosis (DSM-guidelines), treatment plans, treatment recommendations, and intervention strategies.
 10. Explain test results with clients, parents, couples, families, interdisciplinary, and multidisciplinary teams in clear and simple terms.
 11. Conduct high quality forensic interviews to children and families who have suffered from psychological trauma as a result of child sexual abuse and domestic violence.
 12. Perform child sexual abused allegations assessment reports.

Objective B: To provide proficient psychological interventions.

Competencies Expected:

1. Establish positive therapeutic rapport with patients/clients while maintaining appropriate professional boundaries.
2. Apply knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences.
3. Formulate and conceptualize cases and plans interventions utilizing at least one consistent theoretical framework.
4. Interpret, evaluate, and integrate results of data collection activities within the context of scientific/professional knowledge to formulate and reformulate working hypotheses, conceptualizations, and recommendations.
5. Make differential diagnosis using the DSM-5 Manual.
6. Conduct psychological interventions according to conceptualizations, diagnosis, and treatment plans.
7. Provide a variety of modality interventions (e.g. individual, family, couples, and group) in a proficient way.
8. Demonstrate in supervision, case conferences, and class presentation and discussion, knowledge of and proficiency in a broad range of psychological interventions (e.g. CBT, psychodynamic model, systemic models, existential, narrative therapy, and integrative models, among others).
9. Implement psychological individual, group and family treatment plans to mitigate complex trauma in children and their families as a result of child sexual abuse and domestic violence.
10. Determine the best psychological- practice for treating sexually victimized children.

Objective C: To use scientific base to inform clinical practice & research.

Competencies Expected:

1. Select interventions for individuals, families, groups, community based organizations on an assessment and on available research evidence as well as contextual and cultural factors.
2. Apply interventions with individuals, families, groups, community based organizations based on available research evidence and contextual factors.
3. Modify interventions based on knowledge of individual and cultural characteristics, situational and environmental variables, emerging information, outcome data, and current research.
4. Apply evidence-based criteria in selection and use of assessment methods (e.g. psychometric properties, and cost effectiveness relevance).
5. Independently seeks out and read scientific literature pertaining to cases at hand, and understands the implications of research for practice.
6. Demonstrate the ability to formulate questions deriving from clinical issues

amenable to scientific exploration, and the ability to plan and implement research to address such questions (optional competency if involved in active research).

7. Administer baseline, progress and outcome scales to assess client's clinical progress in psychotherapy.

Objective D: To provide Proficient Psychological Consultation.

Competencies Expected:

1. Communicate effectively and professionally with staff from a variety of disciplinary backgrounds, demonstrated in consultative activities.
2. Understand questions and issues raised by non-psychologists and structure them so that they are amenable to psychological investigation, demonstrated in consultative activities.
3. Communicate psychological concepts effectively to non-psychologists, verbally and in writing, demonstrated in consultative activities.

Goal 2: To provide high quality services to culturally diverse population.

Objective A: Practice with sensitivity to individuals with a diverse cultural, ethnic/racial, sexual orientation and social context.

Competencies Expected:

1. Integrate and apply theory, research, professional guidelines, and personal understanding about social contexts to work effectively with diverse individuals, families, groups, and community-based organizations.
2. Communicate and work effectively with individuals, families, groups, community-based organizations from a diverse cultural, ethnic/racial and social context.
3. Demonstrate respect for others, including those with conflicting viewpoints.
4. Evaluate and apply knowledge of self as cultural being in assessment, treatment, and consultation.
5. Apply knowledge, sensitivity, and understanding regarding Individual and Cultural Diversity issues to work effectively with diverse others in assessment, treatment, and consultation.
6. Include socio cultural characteristics in written conceptualization of cases.

Goal 3: To foster intern's sense of professional identity consistent with the highest standards of clinical practice.

Objective A: *To maintain the highest ethical standards.*

Competencies Expected:

1. Demonstrates knowledge and understanding of the APA Ethical Principles and Code of Conduct, and the Puerto Rico Psychological Ethical Principles and other relevant standards and guidelines, laws, statutes, rules, and regulations.
2. Apply appropriate ethical decisions in clinical ethical dilemmas.
3. Integrate own moral principles/ethical values in professional conduct.
4. Demonstrate and promote values and behaviors commensurate with standards of practice, including ethics codes, law and regulations.
5. Identify complex ethical and legal issues, analyze them accurately and proactively address them.
6. Show adherence to professional values and accepts responsibilities for own actions in the development of professional identity.
7. Understand and safeguard the welfare of others.
8. Demonstrate personal and professional awareness of own strengths, limitations and areas of growth as a clinician.

Objective B: *To develop the attitudes and skills needed to support lifelong learning.*

Competencies Expected:

1. Negotiate differences and handles conflict satisfactorily; provides effective feedback to others and receive feedback non-defensively.
2. Communicate effectively and respectfully with individuals in multiple settings.
3. Work effectively on multidisciplinary teams.
4. Demonstrate appropriate and effective working relationships with peers and supervisors, manages differences openly, effectively and appropriately, and use support of peers and supervisors when needed.
5. Takes initiative in ensuring that key tasks are accomplished, completes documentation in a thorough and timely manner, and takes steps to enhance own learning.
6. Demonstrate responsibility and documentation skills with the clinical site and Internship Program.
7. Adhere to the policies and procedures of the agency.
8. Demonstrate responsible conduct with time management. It is on time in supervision meetings and at clinical site.

Dissertation

All candidates for a doctoral degree must complete either a Dissertation or a Doctoral Project, demonstrating a doctoral level of professional and scholarly work in a topic related to their field of study. The work has to reflect the student's original work and make a significant contribution to the field of study.

Students may begin the Dissertation or Doctoral Project upon the completion of the sixth training block. Student are required to enroll for a minimum of two (2) academic sessions for the Dissertation or Doctoral Project and complete two (2) seminars during the first two sessions that he/she is enrolled in this endeavor. Students receive a grade of Pass or No Pass for each session they are enrolled in Dissertation or Doctoral Project. If a student receives two (2) grades of No Pass in Dissertation or Doctoral Project at any time while enrolled in this process, he/she is subject to automatic dismissal from the Program.

Students enrolled in Dissertation or Doctoral Project are considered full time students up to a maximum of (6) sessions of enrollment. After the sixth session, students who are only enrolled in this process will be illegible for financial aid as full time students. Requirements and guidelines for the Dissertation or Doctoral Project are listed in the Dissertation or Doctoral Project Handbook available in the corresponding program office and online.

PhD students must complete the following (the Program which the student is enrolled will decide which alternative or alternatives their students should be able to perform).

- A. All students should complete a Dissertation Proposal with
 1. A comprehensive and extensive literature review with a theoretical framework.
 2. An appropriate methodology, which includes the data analysis section.
- B. The proposal should be submitted and approved by IRB. After IRB approval the student must present the proposal defense. Following the approval of the dissertation committee data can be collected.
- C. The final project can be written in the following formats

1. A traditional dissertation with a lengthy and detailed exposition of results and discussion.
 2. Students can write one or more scholarly articles and submit them to a peer review journal. The evidence of submission should be presented.
- D. Upon the dissertation committee approval of the final project the student will conduct the dissertation defense.

Professional Doctorates (Psy.D., S.L.P.D., etc.) students must complete the following (the Program which the student is enrolled will decide which alternative or alternatives their students should be able to perform)

- A. All students should complete a Dissertation Proposal with
 1. A comprehensive and extensive literature review with a theoretical framework.
 2. An appropriate methodology, which includes the data analysis section.
- B. The proposal should be submitted and approved by IRB. After IRB approval the student must present the proposal defense. Following the approval of the dissertation committee data can be collected.
- C. The final project can be written in the following formats
 1. A Doctoral Project , defined as an extensive task undertaken by a doctoral student to apply, illustrate, or supplement knowledge in a specific field of study (Suggested Projects: Human Services Programs Designs, Manuals, Case Studies, Critical Analysis of Literature Review, and other Designs approved by the Program).
 2. A traditional dissertation with a lengthy and detailed exposition of results and discussion.
 3. Students can write one or more scholarly articles and submit them to a peer review journal. The evidence of submission should be presented.
- D. Upon the dissertation committee approval of the final project the student will conduct the dissertation defense.

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

A copy of the Dissertation Manual is available at the Research Training Program Office and online.

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

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

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

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

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

GRADUATE CERTIFICATE PROGRAM: AUTISM

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

Admission Requirements and Procedures

1. **Application Procedure** - Submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Foreign students are required to submit an official evaluation of his/her academic credentials by a recognized agency specialized in this activity (See Foreign Credentials).
2. **Official Transcripts** - Request that official transcripts of all graduate study be sent directly to the Office of Admissions. Applicants to the graduate certificate program must have obtained a master's degree from an institution accredited by a regional or national accrediting body recognized by the U.S. Department of Education; or an institution of higher education located outside of the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at UCA, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitute a falsification of application which will result in the loss of all credits earned and may result in dismissal.**
3. **Diploma or Degree Certification** - The Graduate Certificate Program in Autism requires that the applicant has earned a Master's degree in a health related field. The applicant must present evidence of this with his/her Graduate Diploma or Degree Certification which indicates the completion of required graduate work.
4. **Grade Point Average** - The applicant will be considered academically eligible for admission if graduate transcripts with a minimum cumulative grade point average of 3.00 for the Graduate Certificate Program, or its equivalent, from an accredited college are presented. This is the general cumulative GPA, not the concentration or graduation GPA.
5. **Recommendation Letters** - Request two letters of recommendation, preferably from past professors. ***Applicants are required to use UCA's official Recommendation Letter Form.***
6. **Bilingualism Certificate** - Sign the Bilingualism Certificate. This document is part of the Admission Application. Applicants are expected to have adequate reading, writing and conversational skills in English and Spanish.
7. **Certificate of Good Conduct** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
8. **Health Certificates/Hepatitis-B Vaccine** - Submit a current health certificate (no more than twelve (12) months old) and evidence of vaccination for hepatitis-B.
9. **Preparatory Courses for Graduate Certificate Program in Autism** - Prior to beginning the graduate certificate, it is suggested that the student have at least three hours of coursework in human or child development taken within the last five years or at least two years of experience working with typically developing children.

10. **Identity Verification** - For identity verification purposes the applicant will be required to present a current ID card subsequent to admission.

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

General Requirements for the Graduate Certificate Program in Autism

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

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

Curricular Requirements

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

Time Limitation

Every candidate for the Graduate Certificate Program must complete the program within three (3) years from the date of admittance to the anticipated program. If after the three years the student has not completed the program requirements, the student may apply to the Provost for a one year extension. Under no circumstances will an extension exceeding a one (1) year period be granted for completion of certificate program requirements.

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

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

Student Evaluations

Student evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Satisfactory Academic Progress Policy** on page 19.

Professional Development

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

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

**GRADUATE CERTIFICATE PROGRAM: AUTISM
CURRICULAR SEQUENCE**

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

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

FIRST YEAR - SUMMER		
CODE	COURSE TITLE	Credit Hours
ASDE-530	Sensory-Motor Issues of Individuals on the Autism Spectrum	3
ASDE-531	Academic Support for Students with Autism	3
Total Semester Credit Hours		6
Total Credit Hours for Certification		24

GRADUATE CERTIFICATE PROGRAM: AUTISM COURSE DESCRIPTIONS

ASDE-510 INTRODUCTION TO AUTISM SPECTRUM DISORDERS (3 cr.)

This course will present information that defines autism and its variations. It includes a discussion of the primary and secondary characteristics of the autism spectrum disorders and how they impact the individual across the lifespan, from infancy through adulthood. The course will explore the etiology and prevalence of ASD, based on recent scientific and medical research. Comorbidity with other disorders, diseases and syndromes will be discussed. It offers a cross-disciplinary perspective drawing from a variety of sources in the health professions. The course presents information used for early identification of characteristics related to autism spectrum disorders.

ASDE-511 BEHAVIOR MANAGEMENT: APPLIED BEHAVIOR ANALYSIS (3 cr.)

This course will provide students with theory and knowledge in behavior management with an emphasis on understanding and using the principles of Applied Behavior Analysis. This course provides an overview of the various theoretical models of behavior modification, along with contemporary research on evidence-based practices in Applied Behavior Analysis. Students will learn to integrate the cognitive, developmental, socio-emotional, and cultural needs of an individual with autism into an effective behavior modification plan. The course will present practical strategies to enhance the abilities and self-direction skills of both children and adults with ASD in the context of community, home, and educational settings. It will prepare participants in the applications of behavior analysis relevant to their profession and to a variety of issues and social needs in autism.

ASDE-512 COLLABORATION AND FAMILY SUPPORT (3 cr.)

This course will explore theories in social and communication development across the lifespan. It will present the interdependent relationship between communication and social skills and will discuss effective intervention strategies for diverse individuals with Autism Spectrum Disorders. Emphasis will be placed on strategies that develop self-regulation, play, communication and positive behavior. It provides information for identifying and applying a wide range of intervention strategies to enhance social skills and communication issues that are evidence-based including: data-based intervention; functional communication, Augmentative Alternative Communication (AAC); and environmental supports. Different models that promote communication and social skills will be discussed (i.e. Applied Behavior Analysis (ABA), PECS, SCERTS, Relationship Development Intervention (RDI), Floortime, Social Stories, Integrated Play Groups, and others). The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

ASDE-520 INTERDISCIPLINARY EVALUATION OF AUTISM SPECTRUM DISORDERS (2 cr.)

This course is designed to develop competencies for assessing individuals with ASD, identifying cognitive, academic and developmental needs. Effective and evidence-based assessment tests and tools will be presented for appropriate diagnosis. The course will train health professionals in scientific and practical knowledge for identification and diagnosis throughout different developmental stages and promoting diversity. Diagnostic criteria and assessment strategies will be discussed from an interdisciplinary approach. Observation and interview techniques in the evaluation process will be presented. The course will provide strategies to identify strengths and needs for individuals with autism. Ethical, legal and professional issues related to evaluation and diagnosis will be addressed. Students will develop an understanding of the role of families in the assessment of individuals with autism spectrum disorders, taking into consideration their cultural values and beliefs.

ASDE-521 INTERDISCIPLINARY EVALUATION OF ASD PRACTIUM (1 cr.)

This course provides an opportunity for students to practice assessment and evaluation skills for the diagnosis of ASD. It also provides an opportunity to practice in the intellectual, achievement, behavioral,

developmental and social-emotional assessment of children with autism disorder. It involves the selection, administration, scoring and interpretation of individually-administered tests of cognition and achievement, as well as socio-emotional development and behavior. Includes training in analysis and integration of assessment data, report writing, use of technology and oral communication of assessment results.

ASDE-522 COMMUNICATION AND SOCIAL SKILLS INTERVENTIONS: ASD (3 cr.)

This course will explore theories in social and communication development across the lifespan. It will present the interdependent relationship between communication and social skills and will discuss effective intervention strategies for diverse individuals with Autism Spectrum Disorders. Emphasis will be placed on strategies that develop self-regulation, play, communication and positive behavior. It provides information for identifying and applying a wide range of intervention strategies to enhance social skills and communication issues that are evidence-based including: data-based intervention; functional communication, Augmentative Alternative Communication (AAC); and environmental supports. Different models that promote communication and social skills will be discussed (i.e. Applied Behavior Analysis (ABA), PECS, SCERTS, Relationship Development Intervention (RDI), Floortime, Social Stories, Integrated Play Groups, and others). The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

ASDE-523 TRANSITION TECHNIQUES FOR YOUTH AND ADULTS WITH AUTISM (3 cr.)

The course provides information in the areas of adaptive living skills, independent living arrangements, supported employment, education, social skills development and recreational opportunities for youth and adults with ASD. Students will discuss various comprehensive autism support programs for adults, explore ABA techniques to help individuals transition successfully into independent living and employment. The course will provide the opportunity to develop an effective plan that includes collaboration between health care, social and psychological services, education institutions and employment organizations. The student will be able to review residential and inpatient placements of people with autism. The course will present information on appropriate quality control of individual services of youth and adults with autism and on how to provide them and their caregiver's appropriate information to make informed decisions about available services.

ASDE-530 SENSORY MOTOR ISSUES OF INDIVIDUALS ON THE AUTISM SPECTRUM (3 cr.)

This course will explore theories in sensory and motor development across the lifespan. It will provide information on identifying sensory needs and motor deficiencies in children and adults with autism from a neurological perspective. Students will discuss the definition of sensory processing disorder, identify how sensory system affects human development, distinguish sensory integration versus sensory processing, review sensory diets, and implement sensory methods to their professional techniques. It will discuss how underlying sensory and motor difficulties impact learning, behavior, adaptive and social skills and will outline effective strategies that can be used when working with children and adults with ASD. Strategies for teaching motor skills and sensory activities to expand play, promote language and increase focus will be discussed. The categories of Sensory Integration Therapy (SI), Other Sensory Integration based approaches, Sensory Stimulation Techniques, Auditory Integration Training (AIT) and related Acoustic Interventions, visual therapies, Sensorimotor Handling Techniques, and physical exercise will be explored. Evidenced-based models for sensory-motor issues will be discussed (i.e. TEACCH, Floortime, Applied Behavior Analysis (ABA), Alert Program for Self-Regulation, and others). The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

ASDE-531 ACADEMIC SUPPORT FOR STUDENTS WITH AUTISM (3 cr.)

This course provides a foundation in the education of diverse learners identified with Autism Spectrum Disorders. It prepares the participant to identify educational needs, design and implement educational programs, and use effective methods and materials for academic interventions for individuals with ASD. This course will explore a range of supports for improved access to the academic and functional needs

of the student and providing educational opportunities that will maximize their success. It will provide information on strategies that promote safe and positive learning environments for students with ASD. Universal Design, theory of mind, assistive technology, inclusion, support for transitions, study skills, and other issues are explored. The course will discuss the education system, law and advocacy for students with autism.

GRADUATE CERTIFICATE PROGRAM: FORENSIC PSYCHOLOGY

Mission

The mission of the Carlos Albizu University Graduate Certificate in Forensic Psychology is to prepare psychology professionals to work in collaboration with the state and federal legal system in Puerto Rico.

Goals

1. Conduct a certificate program that provides both theoretical and practical knowledge in forensic psychology.
2. Provide quality education to psychology professionals that wish to work in the forensic psychology arena.
3. Foster the desire to pursue the highest professional standards of excellence in the work performed.
4. Develop the capacity to apply their clinical knowledge to answer legal questions in various criminal and civil scenarios on both State and Federal Courts in Puerto Rico.

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

Admission Requirements and Procedures

1. **Application Procedure** - Submit to the Office of Admissions a completed application form, prior to deadline dates, accompanied by the appropriate fee. Foreign students are required to submit an official evaluation of his/her academic credentials by a recognized agency specialized in this activity (See Foreign Credentials).
2. **Official Transcripts** - Request that official transcripts of all graduate study be sent directly to the Office of Admissions. Applicants to the graduate certificate program must have obtained a master's or doctoral degree in Clinical Psychology, Educational Psychology or Psychological Counseling from an institution accredited by a regional or national accrediting body recognized by the U.S. Department of Education; or an institution of higher education located outside of the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education. The official transcript must show evidence that the applicant has taken the following courses related to psychological evaluation or its equivalent: Cognitive Evaluation, Assessment of Personality: Objective Techniques, Assessment of Personality: Projective Techniques; the following courses in the area of psychological intervention or its equivalent: Psychotherapy and Advanced Psychotherapy; and the completion of supervised clinical practicum and assessment. **Failure to report previous college and/or graduate work attended constitute a falsification of application which will result in the loss of all credits earned and may result in dismissal.**
3. **Diploma or Degree Certification** - The Graduate Certificate Program in Forensic Psychology requires that the applicant has earned a Master's or Doctoral degree in Clinical Psychology, Educational Psychology or Psychological Counseling. The applicant must present evidence of this with his/her Graduate Diploma or Degree Certification, which indicates the completion of required graduate work.

4. **Grade Point Average** - The applicant will be considered academically eligible for admission if graduate transcripts with a minimum cumulative grade point average of 3.00 for the Graduate Certificate Program, or its equivalent, from an accredited college are presented. This is the general cumulative GPA, not the concentration or graduation GPA.
5. **Recommendation Letters** - Request two letters of recommendation, preferably from past professors. *Applicants are required to use UCA's official Recommendation Letter Form.*
6. **Licensure Requirement** - Applicants must show evidence of a valid license to practice psychology in Puerto Rico in order to receive the Graduate Certification in Forensic Psychology.
7. **Bilingualism Certificate** - Sign the Bilingualism Certificate. This document is part of the Admission Application. Applicants are expected to have adequate reading, writing and conversational skills in English and Spanish.
8. **Certificate of Good Conduct** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
9. **Health Certificates/Hepatitis-B Vaccine** - Submit a current health certificate (no more than twelve (12) months old) and evidence of vaccination for hepatitis-B.
10. **Identity Verification** - For identity verification purposes the applicant will be required to present a current ID card subsequent to admission.

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

General Requirements for the Graduate Certificate Program in Forensic Psychology

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

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

Curricular Requirements

The Graduate Certificate Program in Forensic Psychology of the Carlos Albizu University, San Juan Campus, is a specialized program in forensic psychology that can be obtained upon the completion of a one (1) year full-time program of 19 credit hours. It consists of coursework and seminars.

Time Limitation

Every candidate for the Graduate Certificate Program must complete the program within three (3) years from the date of admittance to the anticipated program. If after the three years the student has not completed the program requirements, the student may apply to the Provost for a one year extension. Under no circumstances will an extension exceeding a one (1) year period be granted for completion of certificate program requirements.

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

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

Student Evaluations

Student evaluations are conducted by the faculty at the end of the Spring, Summer and Fall sessions. For more information please refer to the **Satisfactory Academic Progress Policy** on page 19.

Professional Development

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

- Participate in program activities
- Participate in conferences and workshops related to Autism
- Become a member of Professional Forensic Psychology Organizations (i.e. American Academy of Forensic Psychology, APA, Division 41)

**GRADUATE CERTIFICATE PROGRAM: FORENSIC PSYCHOLOGY
CURRICULAR SEQUENCE
Effective Fall 2016**

FIRST YEAR - FALL		
CODE	COURSE TITLE	Credit Hours
FPSP-500	Fundamentals of Forensic Psychology Applied to the Legal System in PR	3
FPSI-500	Forensic Counseling and Psychotherapy	3
Total Semester Credit Hours		6

FIRST YEAR - SPRING		
CODE	COURSE TITLE	Credit Hours
FPSA-500	Forensic Assessment I: Criminal	3
FPSA-501	Forensic Assessment II: Family/Civil	3
Total Semester Credit Hours		6

FIRST YEAR - SUMMER		
CODE	COURSE TITLE	Credit Hours
FPSL-501	Consultation and Testimony for the Psychologist	4
SEMM-552	Principles of Mediation	0
Total Semester Credit Hours		4
Total Credit Hours for Certification		16

**GRADUATE CERTIFICATE PROGRAM: FORENSIC PSYCHOLOGY
COURSE DESCRIPTIONS**

**FPSP 500 FUNDAMENTALS OF FORENSIC PSYCHOLOGY APPLIED TO THE LEGAL SYSTEM IN P.R.
(3 cr.)**

This course will present students with an in-depth understanding of the roles and responsibilities of forensic psychologists within the justice system in Puerto Rico and its various scenarios. This course will include the historical foundation and development of forensic psychology in the United States and Puerto Rico. Students will explore the interaction between psychology and the legal system in Puerto Rico, discuss federal and state law in relation to forensic psychology, gain better understanding of issues related to law and the legal process, and acquire knowledge regarding credential preparation and *voir dire*, limits of privilege and confidentiality, and ethical and professional issues. Students will also discuss the theories that support the utilization of psychology in the criminal justice system and how those theories and psychological research are applied in law enforcement, the courts, and in corrections in Puerto Rico.

FPSA 500 FORENSIC ASSESSMENT I: CRIMINAL (3 cr.)

This course provides intensive review and application of psychological assessment instruments for the domains of criminal forensic psychology described. Students will review current research on evidenced-based forensic assessment strategies. Emphasis will be placed on the proper selection and use of assessment techniques, expert information gathering, use of collateral and third party information, and report writing. Students will discuss psychological testing in the areas of risk assessment, violence, and dangerousness; psychopathy and predatory behavior; sexual offense; pre-sentencing evaluations; competency evaluations; and mental state. Socio-cultural and gender related issues in assessment will be discussed.

FPSA 501 FORENSIC ASSESSMENT II: FAMILY/CIVIL (3 cr.)

This course prepares students to conduct comprehensive assessments for civil and family courts. Students will review current research on evidenced-based forensic assessment strategies. Emphasis will be placed on the proper selection and use of assessment techniques, expert information gathering, use of collateral and third party information, and report writing. Students will discuss psychological testing in the areas of child abuse and neglect; parental fitness and termination of parental rights; domestic violence and battered woman syndrome; divorce and marital dissolution; child custody and parenting time; and juvenile delinquency. Students will learn how to integrate and apply areas of psychopathology, personality, family systems and parenting styles.

FPSI 500 FORENSIC COUNSELING AND PSYCHOTHERAPY (3 cr.)

This course will explore evidenced-based interventions in forensic psychology. Students will discuss research related to specific interventions and populations. The course will review models or treatment planning and for documenting interventions. Issues related to alliance-building and therapeutic intervention skills will be addressed. Students will understand the applicability of social, biological, cognitive, and affective bases of behavior across the lifespan and socio-cultural issues in formulating and implementing treatment plans. The course will present how to adjust interventions to client context and changing client needs and to monitor risk and intervention. Ethical and legal issues related to forensic counseling and psychotherapy will be discussed.

FPSL 501 CONSULTATION AND TESTIMONY FOR THE PSYCHOLOGIST (4 cr.)

This course offers an overview of consultation skills for psychologists, as well as the ethical, legal and professional practice issues to be considered when clinicians are asked to provide consultation in legal systems. The course discusses deposition, courtroom testimony, "fact witness" and an expert witness.

Ethical, legal and professional issues regarding forensic consultation and testimony will be presented. Emphasis will be given to the functions of judge and jury; relevancy; real and demonstrative evidence; authentication and production of writings; the examination, competency, and privileges of witnesses; hearsay; impeachment; and burden of proof, presumptions, and judicial notice as they relate to the practice of forensic psychology and expert testimony. Students will be able to observe and participate in mock trials in areas related to expert testimony, fact or expert witness, and other legal issues in forensic psychology. It will provide an opportunity to apply knowledge gained in psychology and law and understand the role and responsibility of collaboration.

SEMM 552: PRINCIPLES OF MEDIATION (0 cr.)

This seminar is designed to present theoretical and practical aspects of mediation in the various legal contexts. Students will discuss the important role of mediation both privately and within the judicial structure in legal issues. The seminar will integrate ethical and practical considerations through role-play and independent research.

PREPARATORY COURSES FOR GRADUATE PSYCHOLOGY PROGRAMS

Applicants with an undergraduate concentration, or graduate specialization, other than psychology, are required to approve 15 credits (5 courses of 3 crs. each) in psychology in order to qualify for an admission evaluation for the graduate program selected. These courses cover the following areas: Experimental Psychology (course with laboratory), Statistics, Abnormal Psychology, Theories of Personality and Physiological Psychology (course with laboratory). Students will have up to one (1) year to complete the courses indicated in his/her admission letter. The current institutional policy indicates that these students cannot take the preparatory courses with the intention of raising their cumulative GPA.

Applicants interested in any of our **clinical psychology programs** must contact the Admissions Office to verify if his/her undergraduate concentration is included in the list of concentrations accepted for these programs.

IMPORTANT NOTIFICATION: Approval of the preparatory courses does not guarantee that the applicant will receive an appointment for an admission interview or that he/she will be admitted to a graduate program.

ADMISSION REQUIREMENTS

1. **ADMISSION APPLICATION** – Applicants will complete an online **Admission Application** by accessing the institutional web page (www.albizu.edu), prior to deadline dates, accompanied by the appropriate fee. Payment of a nonrefundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **GRADE POINT AVERAGE** – The applicant must have, at least, the minimum GPA required for the graduate program that he/she is applying to. This is the general cumulative GPA, not the concentration or graduation GPA. This is the minimum GPA required to apply. Only the GPA of conferred degrees will be taken into consideration.
3. **OFFICIAL TRANSCRIPTS** – Request that official transcripts from **ALL** previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at CAU, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold, preventing any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitute a falsification of application which will result in the loss of all credits earned and may result in dismissal.**

Applicants at least, a BA or BS from an institution accredited by the Puerto Rico Council of Education. Degrees or credits taken outside of Puerto Rico must have been taken at an institution accredited by a regional accrediting body recognized by the CHEA; or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the CHEA. Please take note that six weeks typically elapse between the filing of an application and receipt of all supporting documents.

4. **RECOMMENDATION LETTER** – One (1) recommendation letter from a professor, employer or community leader are required. It is required to use UCA's official Recommendation Letter form which can be downloaded directly from the institutional web page (www.albizu.edu).

5. **CERTIFICATE OF GOOD CONDUCT** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
6. **COPY OF THE PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health)
- Only for applicants 21 years old or less at the moment of admission.
7. **INTERNATIONAL APPLICANTS** - International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
8. **ADDITIONAL REQUISITES SPECIFIC OF EACH ACADEMIC PROGRAM** - Every applicant must comply with the admission requisites that are specific of the program of interest.

PREPARATORY COURSES FOR THE SPEECH AND LANGUAGE PATHOLOGY PROGRAM

Applicants with an undergraduate concentration other than speech and language therapy, are required to approve 21 credits (7 courses of 3 crs. each) of preparatory courses in order to qualify for an admission evaluation. These courses cover the following areas: Nature and Needs of the Exceptional Child, Human Growth and Development, Statistics, Professional Writing and Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception. Students will have up to one (1) year to complete the courses indicated in his/her admission letter. The current institutional policy indicates that these students cannot take the preparatory courses with the intention of raising their cumulative GPA.

IMPORTANT NOTIFICATION: Approval of the preparatory courses does not guarantee that the applicant will receive an appointment for an admission interview or that he/she will be admitted to a graduate program.

Additionally to the five courses previously mentioned, every applicant must have approved the following courses:

- a. One (1) course of this group of three:
 1. Introduction to Physical Sciences
 2. Physics
 3. Chemistry

- b. One (1) course of this group of four:
 1. Biological Sciences
 2. Biology
 3. Human Genetics
 4. Neuroanatomy and Neurophysiology

ADMISSION REQUIREMENTS

1. **ADMISSION APPLICATION** – Applicants will complete an online **Admission Application** by accessing the institutional web page (www.albizu.edu), prior to deadline dates, accompanied by the appropriate fee. Payment of a nonrefundable application fee of \$75.00 is required. It is required for every applicant to provide a social security number. No application will be processed without this information.
2. **GRADE POINT AVERAGE** – The applicant must have, at least, the minimum GPA required for the graduate program that he/she is applying to. This is the general cumulative GPA, not the concentration or graduation GPA. This is the minimum GPA required to apply. Only the GPA of conferred degrees will be taken into consideration.
3. **OFFICIAL TRANSCRIPTS** – Request that official transcripts from ALL previous institutions attended be sent directly to the Admissions Office. In those cases where the applicant will receive the degree indicated in the Admission Application more than thirty calendar days after beginning the academic session at CAU, an official DEGREE CERTIFICATION will be accepted as evidence that the degree will be conferred in a future date. Upon degree conferment, the student will have up to thirty (30) working days to comply with this requirement. Failure to comply will result in a hold, preventing any administrative transaction between the student and the Institution. **Failure to report previous college and/or graduate work attended constitute a falsification of application which will result in the loss of all credits earned and may result in dismissal.**

Applicants at least, a BA or BS from an institution accredited by the Puerto Rico Council of Education. Degrees or credits taken outside of Puerto Rico must have been taken at an institution accredited by a regional accrediting body recognized by the CHEA; or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the CHEA. Please take note that six weeks typically elapse between the filing of an application and receipt of all supporting documents.

4. **RECOMMENDATION LETTER** – One (1) recommendation letter from a professor, employer or community leader are required. It is required to use UCA’s official Recommendation Letter form which can be downloaded directly from the institutional web page (www.albizu.edu).
5. **CERTIFICATE OF GOOD CONDUCT** - An updated Certificate of Good Conduct from the jurisdiction(s) where the applicant was a resident during the past five (5) years.
6. **COPY OF THE PVAC-3** - Copy of the PVAC-3 (Vaccination Certificate of the Department of Health) - Only for applicants 21 years old or less at the moment of admission.
7. **INTERNATIONAL APPLICANTS** – International applicants must submit an official evaluation of their academic credentials by an authorized agency. Please contact the Admissions Office for a list of authorized agencies that evaluate and interpret the U.S. equivalency of international student transcripts. All documents must be submitted in English.
8. **ADDITIONAL REQUISITES SPECIFIC OF EACH ACADEMIC PROGRAM** – Every applicant must comply with the admission requisites that are specific of the program of interest.

FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

UNDERGRADUATE PROGRAM

- Hernández-Rosado, Margarita B.S. 1981, University of Puerto Rico, Medical Sciences Campus, Health Education;
M.S. 1983, University of Puerto Rico, Speech and Language Pathology;
Associate Professor
Research Interests: Stuttering, Speech and Language Communication, Writing Disabilities
- Méndez, Providela B.A. 1981, University of Puerto Rico, Río Piedras Campus, Elementary Education;
M.S. 1983, University of Puerto Rico, Medical Sciences Campus, Audiology;
Adjunct Professor
- Rodríguez-Olivieri, Nitza B.S. 1977, Interamerican University, Psychology;
M.S. 1979, University of Puerto Rico, Medical Sciences Campus, Speech and Language Pathology;
Associate Professor

GRADUATE PROGRAMS

- Alcaraz, Lizzette B.A. 1986, Interamerican University, Special Education
M.S. 1988, Syracuse University, Communication Sciences and Disorders
S.L.P.D. 2011, Nova Southeastern University, Speech and Language Pathology
Director, B.S. in Speech and Language Therapy and M.S. in Speech and Language Pathology Programs
- Acevedo-Acevedo, Luis J. B.A. 1993, University of Puerto Rico, Psychology;
M.S. 1996, Caribbean Center for Advanced Studies, Clinical Psychology;
Psy.D. 1999, Caribbean Center for Advanced Studies, Clinical Psychology;
Adjunct Professor
RESEARCH INTEREST: Supervision, couple therapy.
- Alonso, Annie B.S. 1976, University of Puerto Rico, Sociology;
M.S. 1978, University of Puerto Rico, Social Work;
M.S. 1992, Caribbean Center for Advanced Studies, Clinical Psychology;
Ph.D. 1996, Caribbean Center for Advanced Studies, Clinical Psychology;
Adjunct Professor
RESEARCH INTERESTS: Developmental deficiencies and family therapy.
- Altieri-Ramírez, Gladys B.A. 1971, University of Puerto Rico, Social Sciences, Major: Psychology;
M.A. 1982, Interamerican University; Education;
M.S. 1985, Caribbean Center for Advanced Studies,

- Clinical Psychology;
Ph.D. 1987, Caribbean Center for Advanced Studies,
Clinical Psychology;
Full Professor
RESEARCH INTERESTS: Forensic Psychology, Women Issues,
Gerontology, Child Abuse, Ethics, Children and Adolescents
- Andújar-Rojas, Carlos
B.S. 1989, University of Puerto Rico, Psychology;
M.S. 1991, University of Puerto Rico, Psychology;
Ph.D. 1993, University of Puerto Rico,
Industrial/Organizational Psychology;
Adjunct Professor
RESEARCH INTERESTS: Psychometrics and
Organizational Development.
- Batlle-Santiago, María
B.A. 1965, Sacred Heart University, Arts with specialization
in paint and sub specialization in Psychology
Psychology;
M.A. 1980, University of New York, Pedagogy and Arts;
M.A. 1982, University of Puerto Rico, Arts with specialization
in Clinical Psychology;
Ph.D. 1992, University of Puerto Rico, Clinical Psychology;
Licentiate 1994, Rochester, New York, American Association
of Marriage and Family Therapists;
Clinical Supervisor
RESEARCH INTERESTS: Systemic Intervention Training with Patients with
Advance Illness
- Bustillo-Formoso, María
B.A. 1980, University of Puerto Rico, Río Piedras Campus,
Elementary Education;
M.S. 1982, University of Puerto Rico, Medical
Sciences Campus, Speech-Language Pathology;
S.L.P.D. 2015, Nova Southeastern University, Speech and Language
Pathology
Assistant Professor
RESEARCH INTERESTS: Standardized language tests for children and
adolescents, speech and language acquisition, and supervision
- Cabiya-Morales, José
B.A. 1976, University of Puerto Rico, Psychology;
Ph.D. 1983, State University of New York at Albany.
Full Professor
RESEARCH INTERESTS: Evaluation of effectiveness of cognitive-
behavioral interventions with children and adolescents, psychological
testing and validation with the MMPI-2 and MMPI-A,
neuropsychological testing and prevention of mental health in
children, impulsivity, aggressive behavior, alcohol and substance
abuse in children and adolescents, depression in children.
- Cantos, Arthur
Licensure in Philosophy and Science of Education 1981, Universidad de
Valencia
Diploma of Behavioral Psychotherapy 1982, Middlesex Hospital Medical
School, University of London
M.A. Clinical Psychology 1984, State University of NY at Stony Brook
Ph.D. in Clinical Psychology 1989, State University of NY at Stony Brook
Postdoctoral Fellowship 1992, State University of NY at Stony Brook

- Postdoctoral Leadership and Management Training 2006, The White Hart Clinical Psychology Management and Development Course Harrogate, England
Director, Ph.D. in Clinical Psychology Program
RESEARCH INTERESTS: Domestic violence, child abuse, rearing styles and violence between couples.
- Cruz-Cedeño, Eurídice B.A. 1974, Sacred Heart University, Social Sciences;
M.S. 1989, Caribbean Center for Advanced Studies, Clinical Psychology;
Psy.D. 1992, Caribbean Center for Advanced Studies, Clinical Psychology;
Clinical Supervisor
RESEARCH INTERESTS: Individual Psychotherapy, Group Psychotherapy.
- Cruz Cruz, Carmen B.S. 1987, University of Puerto Rico, Medical Sciences Campus, Speech-Language Therapy;
M.S. 1989, University of Puerto Rico, Medical Sciences Campus, Speech-Language Pathology;
2002, University of Puerto Rico, Assistive Technology Certificate Instructor
RESEARCH INTERESTS: Augmentative and alternative communication, Language development, Language disorders in children, Multicultural issues in Speech and Language Pathology, Autism
- Cott-Pollock, Marieanne B.A. 1990 University of Puerto Rico, Cayey Campus, Psychology
M.A. 1998 Interamerican University, Metropolitan Campus, School Psychology
Ph.D. 2009 Interamerican University, Metropolitan Campus, School Psychology

Adjunct Professor
RESEARCH INTEREST: Alternative Therapy with Medical Condition
- Cruz-Ortiz, Rebecca B.A. 1967, University of Puerto Rico, Psychology;
M.S. 1974, University of Puerto Rico, Social Work;
M.S. 1989, Caribbean Center for Advanced Studies, Clinical Psychology;
Psy.D. 1991, Caribbean Center for Advanced Studies, Clinical Psychology;
Clinical Supervisor
RESEARCH INTERESTS: Psychological evaluations, psychotherapy with children, adolescents and adults.
- Cuevas-Padró, Sylma B.A. 1987, Interamerican University, Psychology;
M.S. 1994, Caribbean Center for Advanced Studies, Clinical Psychology;
Psy.D. 1996, Caribbean Center for Advanced Studies, Clinical Psychology.
Clinical Supervisor.
RESEARCH INTERESTS: Music therapy, Clinical Supervision.
- de Jesús Calcaño, Jahgen B.A. 2007, University of Puerto Rico, Elementary Education
M.S. 2009, University of Puerto Rico, Speech and Language Pathology
Graduate Certification 2014, University of Puerto Rico, Early Intervention and Developmental Disabilities
Assistant Professor

Clinical Director, Albizu Clinic (Speech and Language Pathology)
RESEARCH INTERESTS: Autism spectrum disorders, central auditory processing, fluency, literacy, learning disabilities

Díaz-Díaz, Verónica

B.A. 1998, University of Puerto Rico, Psychology;
M.S. 2002, Carlos Albizu University, Psychology;
Ph.D. 2004, Carlos Albizu University, Clinical Psychology.
Adjunct Professor
RESEARCH INTEREST: Psychological Measurement.

García-Carrasquillo, Aida

B.S. 1985, University of Puerto Rico;
M.S. 1991, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1992, Caribbean Center for Advanced Studies,
Clinical Psychology.
Full Professor
RESEARCH INTERESTS: Cognitive measurement and evaluation, ethical issues in clinical psychology, needs assessment, crisis intervention, homelessness

García Coll, Cynthia

B.A. 1974, University of Puerto Rico, Río Piedras Campus. Psychology and Biology;
M.A. 1977, University of Florida, Gainesville. Developmental Psychology;
Ph.D. 1982 Harvard University. Personality and Developmental Psychology.
RESEARCH INTERESTS: Sociocultural change and its effects on mental health. Children of immigrants, bullying.

González-Viruet, Maribella

B.A. 1997, University of Puerto Rico, Mayagüez Campus. Art and Science in Psychology;
M.S. 2000, Carlos Albizu University, Clinical Psychology;
Ph.D. 2002, Carlos Albizu University, Clinical Psychology.
Associate Professor
RESEARCH INTEREST: Psychometric and psychoeducational Assessment for children, Children and Adolescents.

Jiménez-Torres, Aida

B.A. 1984, Florida State University, Tallahassee, FL.
M.A. 1991, University of Puerto Rico at Río Piedras.
Ph.D. 1993, University of Puerto Rico at Río Piedras.
Post-Doctoral in Family Therapy, 1999-2001, Boston, Massachusetts General Hospital, MA.
Practicum Supervisor
RESEARCH INTERESTS: Family therapy, Mental Health Services, Psychotherapy.

Joglar, Teresa

B.A. 1986, University of Puerto Rico, Special Education
M.S. 1989, University of Puerto Rico, Speech and Language Pathology
Associate Professor
Practice Coordinator
RESEARCH INTERESTS: Cognitive-communication disorders, language disorders, neurogenic communication disorders, supervision

Lizardi- Pujals, Emma

B.A. 1992, Metropolitan University, Psychology;
M.S. 1994, Carlos Albizu University, Clinical Psychology
Ph.D. 1998, Carlos Albizu University, Clinical Psychology;

- Clinical Supervisor
RESEARCH INTEREST: Psychological evaluation
- Malavé-Lebrón, Sarah M. B.A. 1978, Interamerican University, Social Sciences;
M.A. 1982, Interamerican University, Criminal Justice;
Ph.D. 1991, Caribbean Center for Advanced Studies,
Clinical Psychology.
Adjunct Professor
RESEARCH INTERESTS: Women studies, sexuality.
- Maldonado-Pérez, Maritza B.S. 1987, University of Puerto Rico, Medical Sciences
Campus, Speech-Language Therapy;
M.S. 1996, University of Puerto Rico, Medical Sciences
Campus, Speech-Language Pathology;
EdD 2014, Metropolitan University of Puerto Rico, Teaching
Assistant Professor
RESEARCH INTERESTS: Anatomy and physiology of the oral
mechanism, articulatory, phonological, oral motor and sensory
disorders, differential diagnosis, and research methodology in
communication disorders
- Martinez-Geigel, Carmen B.A. 1978. University of Puerto Rico, Río Piedras Campus, Psychology
M.A.1998. Interamerican University of Puerto Rico, Metropolitan
Campus; Counseling Psychology
PH.D. 2006. Interamerican University of PR, Metropolitan Campus;
Counseling Psychology
Associate Professor
RESEARCH INTEREST: Couples and Family Therapy, Positive
Psychology, Qualitative Research.
- Martínez-González, José B.A. 1978, University of Puerto Rico, Rio Piedras
Campus, Psychology;
M.S. 1982, University of Puerto Rico, Rio Piedras Campus,
Psychology; Clinical Psychology;
Ph.D. 1999, University of Puerto Rico.
Associate Professor
RESEARCH INTERESTS: Mental health services disparities,
psychosocial correlates of ADHD in elementary school age children,
parenting styles/practices and family stress levels, child abuse and
neglect evaluation, HIV positive women's health and psychosocial
functioning, empowerment intervention models for women living
with HIV, HIV medication adherence issues, psychosocial sequel of
traumatic events, intervention outcome research
- Martínez-Lugo, Miguel E. B.A. 1978, University of Puerto Rico, Mayagüez Campus,
Psychology;
M.S. 1980, Caribbean Center for Advanced Studies,
Industrial/Organizational Psychology;
Ph.D. 1983, Caribbean Center for Advanced Studies,
I/O Psychology.
Full Professor
RESEARCH INTERESTS: Job involvement, workplace mobbing,
organizational commitment, job satisfaction, test development,
retirement issues, organizational behavior, ageism in the workplace,
work engagement, organizational justice, boredom at work, job
burnout, organizational cynicism.

- Martínez-Ortiz, Daniel
 B.S. 1974, Fordham University, Psychology;
 M.S. 1984, Columbia University, Clinical Psychology;
 M.Ph. 1988, Columbia University, Clinical Psychology;
 Ph.D. 1989, Columbia University, Clinical Psychology.
 Full Professor
 RESEARCH INTERESTS: Family therapy, couples therapy, group therapy, sports psychology.
- Martínez-Taboas, Alfonso
 B.A. 1984, University of Puerto Rico, Psychology;
 M.A. 1987, University of Puerto Rico, Clinical Psychology;
 Ph.D. 1997, University of Puerto Rico, Psychology.
 Associate Professor
 RESEARCH INTERESTS: Anxiety disorders, dissociation, mood disorders, childhood disorders, psychotherapy research, epilepsy and behavior, epidemiological mental health research, hypnosis, somatoform disorders, trauma and PTSD.
- Matos-Román, Maribel
 B.A. 1980, University of Puerto Rico, Psychology;
 M.A. 1984, University of Puerto Rico, Clinical Psychology;
 Ph.D. 1997, University of Puerto Rico, Psychology.
 Associate Professor
 RESEARCH INTERESTS: Psychotherapy research, ADHD and disruptive disorders in children and adolescents, psychometric and psychoeducational
- Moro de Figaredo, María
 BS 1983, Florida International University, Miami, Florida, Bachelor in Psychology;
 MS 1993, University of Puerto Rico, Medical Sciences Campus, Speech-Language Pathology;
 2010 Filius Institute, Medical Sciences Campus, Puerto Rico, Autism Certificate
 Assistant Professor
 RESEARCH INTERESTS: Autism, cleft palate, language acquisition, language disorders, neurogenic communication disorders
- Narváez-Perez, Karla
 B.S. 2001 Carlos Albizu University, Speech Therapist
 M.A. 2008 Metropolitan University, Special Education
 Ph.D. 2011 Interamerican University, School Psychology
 Director, School Psychology Program
 RESEARCH INTEREST: Neuropsychology, Basic Neuroscience and Neurology Condition
- Padilla-Cotto, Lymaries
 B.A. 1992, University of Puerto Rico, Psychology;
 M.A. 1996, University of Puerto Rico, Clinical Psychology;
 Ph.D. 2002, University of Puerto Rico, Clinical Psychology.
 Director; Research Training Program
 RESEARCH INTERESTS: Obesity (psychological and sociological factors) psychological aspects and attitudes of infertility, ADHD, cybernetics and psychology, depression, aggression in children, hyperactivity
- Paredes Despradel, Maria E.
 B.A. 1985, Interamerican University of Puerto Rico, Metropolitan Campus, Spanish Literature
 M.A. 1995, Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology
 Ph.D. Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology

Director, Counseling Psychology Program
RESEARCH INTEREST: Obesity, Psychological and psychosocial impact of Bariatric Surgery, Qualitative research.

Pedrosa-Roche, Orlando

M.S. 1990, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1994, Caribbean Center for Advanced Studies,
Clinical Psychology.
Associate Professor
RESEARCH INTEREST: Violence prediction.

Pérez-Butler, Pedro

B.S. 1974, Catholic University of Puerto Rico, Ponce
Chemistry;
1975, Medical Technology Certification, University of
Puerto Rico;
M.S. 1992, Caribbean Center for Advanced Studies;
Industrial/Organizational Psychology;
Ph.D. 2002, Industrial/Organizational Psychology.
Adjunct Professor
RESEARCH INTERESTS: Continuous improvement
processes, organizational development.

Pérez-Santiago, José A.

B.S. 1986, University of Puerto Rico, Psychology;
M.S. 1994, Caribbean Center for Advanced Studies,
Industrial/Organizational Psychology;
Ph.D. 1997, Caribbean Center for Advanced Studies,
Industrial/Organizational Psychology.
Associate Professor
RESEARCH INTERESTS: Work motivation, job stress,
psychological assessment, organizational climate
and culture, psychological consultation, tests
construction, job redesign, organizational leadership

Piñeiro, Lynnette

B.S. 2008, University of Puerto Rico, General Science
M.S. 2011, Universidad del Turabo, Speech and Language Pathology
Associate professor
RESEARCH INTERESTS: Head and neck cancer, neurogenic
communication disorders, psychoacoustics, swallowing disorders,
voice disorders.

Quintero-Jiménez, Noel

Degree in Theology, 1972, Javeriana University, Bogotá,
Colombia, Psychology;
M.A. 1979, New York University, Educational Psychology;
M.S. 1984, Caribbean Center for Advanced Studies,
Clinical Psychology;
Ph.D. 1989, Caribbean Center for Advanced Studies,
Clinical psychology.
Full Professor
RESEARCH INTERESTS: Stress and coping, cognitive measurement and
evaluation, learning disabilities, spirituality and religion in
psychology, supervision and ethical issues in clinical psychology,
Trauma and Sexual Abuse.

Quinoñez-Alvarez, Edna

B.A. 1980, University of Puerto Rico, Psychology
M.A. 1984, University of Puerto Rico, Industrial Psychology
PH.D. 1994, University of Wisconsin-Madison, Counseling Psychology
M.B.A. 2002, University of Phoenix Health Care Administration

Associate Professor
RESEARCH INTERESTS: Substance Abuse, Health Care.

- Ralat-Rivera, Sandra I. B.A. 1985, University of Puerto Rico, Psychology;
M.A. 1990, University of Puerto Rico, Academic Research,
Psychology;
Ph.D. 2004, University of Puerto Rico, Clinical Psychology.
Clinical Supervisor
Adjunct Professor
RESEARCH INTEREST: Autism and Developmental disorders,
Depression in children and adolescents, Psychotherapy with
children and adolescents.
- Rivera-Flores, Carmen M. B.A. 1974, Interamerican University, Psychology;
M.S. 1980, Hunter School of Social Work;
Psy.D. 1994, Caribbean Center for Advanced Studies,
Clinical Psychology.
Clinical Supervisor
RESEARCH INTERESTS: Sexual abuse, domestic violence.
- Rodríguez, Annette Coordinator, M.S. in Speech and Language Pathology Program -
Mayaguez University Center
- Rodríguez-Beruf, Jorge B.A. 1968, University of Puerto Rico, Political Sciences
Ph.D. 1979, York University, Political Sciences
Director, Interdisciplinary Baccalaureate Program
RESEARCH INTERESTS: Political history of Puerto Rico and
the Caribbean; strategies and security; history of superior
education in Puerto Rico
- Rodríguez-Gómez, José R. B.S. 1979, University of Puerto Rico, Río Piedras Campus;
M.D. 1983, UCETEC, Dominican Republic, General Medicine;
M.P.H. 1986, University of Puerto Rico, Medical Sciences
Campus, Epidemiology;
Postgraduate Certification 1987, University of Puerto Rico,
Medical Sciences Campus, Gerontology;
M.A. 1988, Fordham University, Sociology;
Sc.D. 1989, Lafayette University, Pastoral Wellness;
Ph.D. 1993, Fordham University, Sociology.
Full Professor
RESEARCH INTERESTS: Epidemiology of mental health illness,
nutrition and mental health minorities (Hispanics), social psychology,
pastoral counseling, gerontology, depression and diabetes in the
elderly, Alzheimer, oncology and STD.
- Rodríguez-Quiñones, José Ph.D. 1999, University of Puerto Rico, Clinical Psychology;
Clinical Director of the Community Mental Health Clinic
RESEARCH INTEREST: Subjectivity and gender construction,
Accessibility, use patterns strategies and models of
Therapeutic intervention, discursive analysis psycholinguistic
and ideology, cognitive rehabilitation models of intervention
in the field.
- Rodríguez Vendrell, Aracelis B.A. 1987, University of Puerto Rico, Mayaguez Campus, Psychology;
M.A. 1997, Interamerican University of Puerto Rico, Metropolitan
Campus, Counseling Psychology;
Practicum Coordinator

RESEARCH INTEREST: Body Image, Aging, Cognition, Motivation and Learning, Neuropsychology.

- Santana, Lourdes
Coordinator, Psy.D. in Clinical Psychology Program – Mayaguez University Center
- Santana Mariño, Julio
Psychology Licensure 1994, Universidad Central de las Villas
Master in Medical Psychology 2000, Universidad Central de las Villas
Ph.D. 2012, Clinical Psychology, University of Puerto Rico
Director, Psy.D. in Clinical Psychology Program
RESEARCH INTERESTS: Health Psychology, Social Psychology, Hypnosis, Cognitive Therapy
- Segarra, Yahaira
Coordinator, M.S. in Counseling Psychology Program – Mayaguez University center
- Suarez-Kindy, Joy Lynn
B.A. 1997, University of Puerto Rico, Psychology;
M.S. 2000, Carlos Albizu University, Clinical Psychology;
Psy.D. 2002, Carlos Albizu University, Clinical Psychology.
Associate Professor
- Vélez, Rubén
Ph.D. 1986, Caribbean Center for Advanced Studies
Adjunct Professor
RESEARCH INTERESTS: Assessment, evaluation and test development.
- Vélez-Pastrana, María C.
B.A. 1990, University of Puerto Rico, Psychology
M.S. 1995, Caribbean Center for Advanced Studies, Clinical Psychology;
Ph.D. 1997, Caribbean Center for Advanced Studies, Clinical Psychology.
Associate Professor
RESEARCH INTERESTS: ADHD in adults; adolescent sexual behavior and attitudes, sexual risk behaviors, test construction and development, health disparities particularly pertaining to health behaviors and HIV/STD risk
- Veray-Alicea, Jaime
B.A. 1984, University of Puerto Rico, Río Piedras Campus, Psychology;
M.A. 1989, Interamerican University, Industrial/Organizational Psychology;
Ph.D. 2000, Carlos Albizu University, General Psychology.
Director of the Ph.D. in Psychology with Specialization in Consulting, Research and Teaching and the B.S. in Psychology Programs
Associate Professor
RESEARCH INTERESTS: Organizational diagnosis and development, human interactions (social processes), motivation, satisfaction and organizational commitment, psychological professional consultation, skills and competencies training, design and management of human services and educational programs, Conflict Mediation Certified, Thanatology Certified, health psychology

Academic Calendar

It is the students' responsibility to request a copy of the Academic Calendar at the beginning of each academic session. Copies of the Academic Calendar are available at the Provost's Office.

San Juan Campus Catalog

It is the students' responsibility to read and understand the content of this document. An electronic copy of the Catalog is available at www.albizu.edu inside the Registrar's Office section.

INDEX

A

Academic Advisement	27
Academic Calendar	11, 223
Academic Dismissal	26
Academic Policies	11
Accreditation	6
Add-Drop and Refund Policy	44
Administrative Withdrawal Policy (AW)	26
Admission Procedures	11
Appeal Procedures	27
Articulation Agreements	6

B

Bachelor of Science (B.S.) Program	54
Bachelor of Science (B.S.) Program - Psychology Concentration Curricular Requirements	56
Bachelor of Science (B.S.) Program - Psychology Concentration Curricular Sequence	57
Bachelor of Science (B.S.) Program - Speech and Language Therapy Concentration Curricular Requirements	59
Bachelor of Science (B.S.) Program - Speech and Language Therapy Concentration Curricular Sequence	61
Bachelor of Science (B.S.) Program General Degree Requirements	54
Bachelor of Science (B.S.) Program Goals and Objectives	54
Bachelor of Science (B.S.) Program Mission	54
Bachelor of Science (B.S.) Program Outside Campus Registration	55
Bachelor of Science (B.S.) Program Student Evaluations	55
Bachelor of Science (B.S.) Program Time Limitation	55
Bachelor of Science (B.S.) Programs with Concentrations in Psychology and Speech and Language Therapy	54

C

Campus Technology Services	51
Carlos Albizu Miranda Library	8
Certification	7
Change of Program and/or Concentration	27
Clinical Practicum	187
Computer Laboratory	8
Concentrations/Areas of Specialization	5
Continuing Education Program	50
Course Cancellation Policy	27
Course Challenging Policy	14
Cross Registration	14

D

Degrees Conferred	5
Disciplinary Procedures	26
Dispositions in Case a Program Closes or the Institution Ceases to Operate (.....	26
Distance Learning	18

Doctor of Clinical Psychology (Psy.D.) Student Performance Evaluation, Feedback and Advisement	131
Doctor of Clinical Psychology (Psy.D.) Training Model	129
Doctor of Clinical Psychology Program (Psy.D.)	129
Doctor of Clinical Psychology Program (Psy.D.) - C-20 APA Regulation	132
Doctor of Clinical Psychology Program (Psy.D.) - Course Descriptions	139
Doctor of Clinical Psychology Program (Psy.D.) - Curricular Requirements	134
Doctor of Clinical Psychology Program (Psy.D.) - Curricular Sequence	136
Doctor of Clinical Psychology Program (Psy.D.) - Program Length and Residency Requirements	131
Doctor of Clinical Psychology Program (Psy.D.) Mission	129
Doctor of Clinical Psychology Program (Psy.D.) Philosophy of Training	129
Doctor of Clinical Psychology Program (Psy.D.) Practicum Training	131
Doctor of Clinical Psychology Program (Psy.D.) Vision	129
Doctor of Philosophy in Clinical Psychology Program - Time and Residency Requirements	151
Doctor of Philosophy in Clinical Psychology Program (Ph.D.)	146
Doctor of Philosophy in Clinical Psychology Program (Ph.D.) - C-20 APA Regulation	152
Doctor of Philosophy in Clinical Psychology Program (Ph.D.) - Course Descriptions	160
Doctor of Philosophy in Clinical Psychology Program (Ph.D.) - Curricular Requirements	154
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.)	167
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) - Course Descriptions	171
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) - Curricular Requirements	168
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) - Curricular Sequence	169
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) - Training Model	167
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) Competencies	167
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) Mission	167
Doctor of Philosophy in Industrial/Organizational Psychology Program (Ph.D.) Objectives	167
Doctor of Philosophy in Psychology Program (Ph.D.) - Course Descriptions	180
Doctor of Philosophy in Psychology Program (Ph.D.) - Curricular Sequence	178
Doctor of Philosophy in Psychology Program (Ph.D.) - Specialization in Consulting, Research and Teaching	176
Doctor of Philosophy in Psychology Program (Ph.D.) -Curricular Requirements	177
Doctor of Philosophy in Psychology Program (Ph.D.) Mission	176
Doctor of Philosophy in Psychology Program (Ph.D.) Training Goals	176
Doctor of Philosophy in Psychology Program (Ph.D.) Training Model and Competencies Required	176
Doctor of Philosophy in Psychology Program (Ph.D.) Training Objectives	176
Doctoral Candidate	30
Doctoral Program	125
Doctoral Programs - Academic Information	189
Doctoral Programs - Admission Requirements and Procedures	125
Doctoral Programs - Dissertation	194
Doctoral Programs - Internship	190
Doctoral Programs - Minimum Incremental Progress	189
Doctoral Programs - Qualifying Examinations	189
Doctoral Programs - Residency Requirement	189
Doctoral Programs - Time Limitation	189
Doctoral Programs Degree Requirements	186
Doctoral Programs Degree Requirements - Ph.D. Degree in Clinical Psychology	186
Doctoral Programs Degree Requirements - Ph.D. Degree in Industrial/Organizational Psychology	187
Doctoral Programs Degree Requirements - Psy.D. Degree in Clinical Psychology	186

E

Extended Leave	26
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F

Faculty Background Data and Research Interests.....	214
Federal Programs	38
Financial Aid	38
Financial Aid Recipients.....	43
Financial Holds	46
Financial Information	38

G

General Graduation Requirements and Participation in Commencement Exercises.....	36
General Information	1
General Requirements for the Master of Science Degree	82
Global Fees	43
Grading Policy	24
Graduate Certificate in Autism - Course Descriptions	201
Graduate Certificate in Autism - Curricular Sequence.....	200
Graduate Certificate in Autism - Professional Development.....	199
Graduate Certificate in Forensic Psychology - Course Descriptions	208
Graduate Certificate in Forensic Psychology - Curricular Sequence.....	207
Graduate Certificate in Forensic Psychology - Professional Development.....	206
Graduate Certificate Program in Autism	197, 204
Graduate Certificate Program in Autism - Curricular Requirements	198
Graduate Certificate Program in Autism - General Requirements for the Certificate	198
Graduate Certificate Program in Autism - Student Evaluations	198
Graduate Certificate Program in Autism - Time Limitation.....	198
Graduate Certificate Program in Autism Admission Requirements	197
Graduate Certificate Program in Forensic Psychology	204
Graduate Certificate Program in Forensic Psychology - General Requirements for the Certificate	205
Graduate Certificate Program in Forensic Psychology - Student Evaluations	206
Graduate Certificate Program in Forensic Psychology - Time Limitation.....	205
Graduate Certificate Program in Forensic Psychology Admission Requirements	204
Graduate Certificate Program in Forensic Psychology- Curricular Requirements	205
Graduate Certificate Program in Forensic Psychology Goals	204
Graduate Certificate Program in Forensic Psychology Mission	204
Graduate Program Readmission	13
Guidelines for Confidentiality	35
Guidelines for Student Behavior	34

H

History	2
---------------	---

I

Independent Study Courses	27
Industrial/Organizational Psychology Practicum.....	84, 188
Institutional Leave.....	13
Institutional Scholarships	39

Intercampus Transfer	32
Interdisciplinary Bacalaureate (B.I.) Program.....	63
Interdisciplinary Bacalaureate (B.I.) Program - Psychology Concentration - Curricular Requirements	66
Interdisciplinary Bacalaureate (B.I.) Program – Psychology Concentration Curricular Sequence	67
Interdisciplinary Bacalaureate (B.I.) Program – Speech and Language Therapy Concentration - Curricular Requirements	69
Interdisciplinary Bacalaureate (B.I.) Program – Speech and Language Therapy Concentration Curricular Sequence	71
Interdisciplinary Bacalaureate (B.I.) Program Candidates’ Evaluation Procedures	65
Interdisciplinary Bacalaureate (B.I.) Program General Degree Requirements	65
Interdisciplinary Bacalaureate (B.I.) Program Goals and Objectives	63
Interdisciplinary Bacalaureate (B.I.) Program Mission.....	63
Interdisciplinary Bacalaureate (B.I.) Program Time Limitation	65
International Student Credentials Evaluation.....	34
International Students	34

L

Languages of the San Juan Campus	7
<u>Late Charges and Penalties</u>	48
Library Dues	49
Library Fees	48
Licensing.....	6
List of Institutional Documents for Students	8
Location	5
Location Map	230

M

Mailing Address.....	5
Master Comprehensive Examinations	83
Master of Science in Counseling Psychology - Course Descriptions	108
Master of Science in Counseling Psychology - Curricular Sequence	106
Master of Science in Counseling Psychology Program.....	104
Master of Science in Counseling Psychology Program - Curricular Requirements	105
Master of Science in Counseling Psychology Program Competencies	104
Master of Science in Counseling Psychology Program Mission.....	104
Master of Science in Counseling Psychology Program Training Objectives	104
Master of Science in Counseling Psychology Training Model.....	104
Master of Science in Industrial Organizational Psychology Program	86
Master of Science in Industrial Organizational Psychology Program Mission	86
Master of Science in Industrial/Organizational Psychology - Program Competencies	86
Master of Science in Industrial/Organizational Psychology Program – Course Descriptions	90
Master of Science in Industrial/Organizational Psychology Program - Curricular Requirements	87
Master of Science in Industrial/Organizational Psychology Program - Curricular Sequence	88
Master of Science in Industrial/Organizational Psychology Program Objectives	86
Master of Science in Industrial/Organizational Psychology Program Training Model	86
Master of Science in School Psychology - Course Descriptions.....	119
Master of Science in School Psychology Curricular Requirements	114
Master of Science in School Psychology Curricular Sequence	115, 117
Master of Science in School Psychology Mission	112
Master of Science in School Psychology Program.....	112
Master of Science in School Psychology Program Competencies	112

Master of Science in School Psychology Program Objectives	112
Master of Science in School Psychology Program Training Model	112
Master of Science in Speech and Language Pathology Program	95
Master of Science in Speech and Language Pathology Program - Course Descriptions	101
Master of Science in Speech and Language Pathology Program - Curricular Requirements (For Students in Exams)	98
Master of Science in Speech and Language Pathology Program - Curricular Requirements (For Students in Thesis)	97
Master of Science in Speech and Language Pathology Program - Curricular Sequence	99
Master of Science Programs	80
Master of Science Programs - Admission Requirements and Procedures	80
Master of Science Programs - Curricular Requirements	82
Master of Science Programs - Residency Requirement	83
Master of Science Programs - Students' Evaluations	83
Master of Science Programs - Time Limitation	83
Master Thesis	84
Mayagüez University Center	9
Mission	2

N

Non-Degree Students	33
Non-Refundable Fees	48
No-Show	25

O

Official Transcripts	12
Online Services	51

P

Payment Compliance	43
Payment Method	45
Payment Terms	43
Physical Address	5
Policy for Change of Grades	25
Policy for Incomplete Grades	24
Policy for No-Grade	25
Preparatory Courses for Graduate Psychology Programs	210
Preparatory Courses for the Speech and Language Pathology Program	212
Professional Affiliations	6
Professional Licensure	7
Program Mission	54

R

Regular Students	30
Reinstatement of Registration	43
Research Practices	188
Research Training Program (RTP)	190
Returned Check Service Fee	45

S

San Juan Campus Catalog	223
San Juan Campus Specialized Services and Programs	50
San Juan Campus Specific Fees	47
Satisfactory Academic Progress Policy	19
Seminars Fees.....	48
Specific Requirements for the MS in Counseling Psychology Degree	82
Specific Requirements for the MS in Industrial/Organizational Psychology Degree	82
Specific Requirements for the MS in Speech and Language Pathology Degree	82
Speech and Language Pathology Practicum.....	84
Standards for Satisfactory Progress.....	38
State Funds	39
Student Council.....	33
Student Information.....	30
Student Life/Student Organizations	33
Students with Disabilities	32
Substitution of Master Level Examinations for Clinical Psychology Students	31

T

Transfer of Credit Policy.....	30
Transitional Leave	13
Tuition and Fees Late Payment Penalties	48
Tuition and Fees Policies	43

U

Undergraduate Program Admission Requirements and Procedures	63
Undergraduate Program Readmission.....	13
Undergraduate Program Student's Evaluations	65
Undergraduate Programs Course Descriptions	73

V

Values	2
Veterans/Military Personnel	32
Vision	2

W

Withdrawal from the University.....	26
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LOCATION MAP



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