



BARRY COLLEGE

Miami, Florida

GRADUATE DIVISION 1971-1973



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1971 - 1972

1972 - 1973

Barry College, conducted by the Dominican Sisters of Adrian, Michigan, is situated just north of the City of Miami and east of Interstate Highway 95, in the Village of Miami Shores. The Graduate Office is located in the Monsignor William Barry Memorial Library, Room 125. Graduate programs are open to men and women.

Address: 11300 N.E. Second Avenue
Miami Shores, Florida 33161

Telephone: (305) 758-3392
Graduate Office Extension 273

ACADEMIC CALENDAR

FALL SEMESTER 1971-1972

Registration for graduate students
3:00 — 5:00 p.m.; 6:00 — 8:00 p.m. August 25
August 26

Classes begin August 30

Last date for late registration September 3

Labor Day — Holiday — No classes September 6

Last date for class changes September 7

Last date to drop a class October 15

Mid-term October 22

Thanksgiving Holiday November 25 - 27

Semester Examinations December 13 - 16

Commencement Exercises December 17

SPRING SEMESTER

Registration for graduate students
3:00 — 5:00 p.m.; 6:00 — 8:00 p.m. January 3
January 4

Classes begin January 10

Last date for late registration January 15

Last date for class changes January 18

Last date to drop a class March 3

Mid-term March 10

Spring Vacation March 25 — April 9

Semester Examinations May 5 - 11

Commencement Exercises May 14

ACCREDITATION AND MEMBERSHIPS

Barry College is accredited by the Southern Association of Colleges and Schools. It is recognized by the Department of Education of the State of Florida as a standard teacher training institution and, because of Florida's reciprocal agreement, is in a position to graduate students eligible for teacher certification in several states.

Among many institutional memberships held by Barry College, those of interest to students in the Graduate Division would include:

- American Alumni Council
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American Council on Education
- American Library Association
- Association of American Colleges
- Association for Higher Education
- Florida Association of Colleges and Universities
- Florida Independent Colleges Foundation
- Greater Miami Cultural Arts Center, Inc.
- Independent Colleges and Universities of Florida
- Midwest Conference on Graduate Study and Research
- National Catholic Educational Association
- National Commission on Accrediting

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Sister M. Dorothy Browne, O.P.
Mr. Ralph Kresge
Mr. Michael O'Neil
Mother Mary Genevieve Weber, O.P.

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Sister Franz Lang, A.M.L.S.-----Director of Library Services
Grace M. Schollmeyer, M.S.-----Registrar
Sister Marie Grace Gibney, M.S.-----Treasurer
Timothy Czerniec, M.Ed.-----Director of Financial Aid
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GRADUATE COUNCIL

Dean of the Graduate Division, Dean of Faculty, Dean of the School of Social Work, Academic Dean of the Undergraduate Division, Registrar, Chairmen of the Departments of Education, English, Religious Studies, and Spanish, Student Representatives.

FACULTY

Sister Margaret Allen, O.P. *Assistant Professor of Latin*
B.A., Siena Heights College; M.A., The Catholic University of America; additional graduate study, University of Michigan

Florinda Alzaga-Romanach *Assistant Professor of Spanish*
Doctora en Filosofia y Letras, University of Havana; M.A., University of Miami

Charles Angel *Lecturer in Education*
A.B., University of Miami; M.S., Barry College

Jay Burke *Lecturer in Education*
B.A., Florida Atlantic University; M.Ed., Florida Atlantic University; additional graduate study, University of Miami

Benjamin Center *Assistant Professor of Education*
B.S., M.A., Ohio State University; O.D., Northern Illinois University; Ph.D. candidate, Ohio State University

Sister Marie Siena Chmara, O.P. *Associate Professor of Education*
B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University; additional graduate study, University of Detroit, Marquette University, University of Kansas

Arnold D. Cortazzo *Lecturer in Education*
B.A., Wagner College, Staten Island, N.Y.; M.A., Columbia University; Professional Diploma, Columbia University; Ed.D., Yeshiva University

Lourdes Martinez Cowgill *Instructor in Spanish*
B.A., Barry College; M.A., Bryn Mawr College; Ph.D. Candidate; Bryn Mawr College

- Virginia Gellens** *Assistant Professor of English*
 B.A., Seton Hill College; B.S.N., Yale University School of Nursing; M.S., Barry College; additional graduate study, Harvard University
- Alfred M. Goetschius** *Lecturer in Education*
 B.S., University of Maine; M.S., University of Maine; additional graduate study, Pennsylvania State University
- Sister Ann Thomas Griffin, O.P.** *Professor of Education*
 B.S., Siena Heights College; M.S., University of Michigan; M.A., Providence College; Ed.D., Wayne State University; additional graduate study, Loyola University, Chicago
- Sister Dorothy Jehle, O.P.** *Instructor in English*
 B.A., College of St. Francis; B.A., Siena Heights College; M.A., John Carroll University; Ph.D. Candidate, Loyola University, Chicago
- Bert Kleiman** *Lecturer in Education*
 B.A., City College of New York; M.Ed., University of Florida; Ed.D., Harvard University
- Ellen Linsmore Leeder** *Associate Professor of Spanish*
 Ed.D. Doctora en Pedagogia, University of Havana; M.A., University of Miami; Ph.D. Candidate, University of Miami
- Sister Alice Joseph Moore, O.P.** *Associate Professor of Education*
 Ph.B., Siena Heights College; M.A., Ph.D., The Catholic University of America
- Richard Mottram** *Assistant Professor of English*
 B.A., Norwich University; M.A., Tulane University; Ph.D. Candidate, Tulane University
- Sister Mary Mullins, O.P.** *Professor of Theology*
 B.A., Siena Heights College; M.A., University of Michigan; M.A., University of Detroit; S.T.L.; Pontifical Faculty of Theology, St. Paul University, Ottawa; Ph.D., The Catholic University of America
- Sister Maria A. Riley, O.P.** *Assistant Professor of English*
 B.A., Barry College; M.A., Florida State University; Ph.D., Florida State University
- Frederick Seely** *Adjunct Professor of English*
 B.A., Dartmouth University; M.A., Harvard University; Ph.D., State University of Iowa
- Arlene Shannon** *Instructor in Education*
 B.A., Queens College; M.S., Fordham University
- William B. Sheehan** *Instructor in Education*
 B.A., M.A., Northwestern University
- Charles Sherwood** *Assistant Professor of Education*
 A.B., Western Michigan College; M.A., Eastern Michigan University; Ph.D. Candidate, University of Miami

Albert A. Sutton

*Professor of Education,
Director, Institute for Learning Disabilities*

University of Miami; B.S., Pennsylvania State Teachers College; Pueblo College; O.D., Illinois College of Optometry; additional graduate study, Ohio State University, Purdue University, Barry College

Sister Mary Jean Walsh, O.P.

Professor of Foreign Languages

B.A., Siena Heights College; M.A., The Catholic University of America; Ph.D., University of Santo Domingo; additional graduate study, University of Havana, De Paul University, University of Neuchatel

PURPOSE

Barry College was incorporated in 1940 under the laws of the State of Florida as a college of liberal arts and sciences empowered to grant degrees in higher education.

Identified as Catholic, Barry College endeavors to provide an environment in which the Christian message is seen to be valid in the light of tradition, relevant to today's world, and a source of hope for the future.

The programs in the Graduate Division are designed to assist the mature student to increase his professional development and competence that he may better serve the civic, social, religious and educational communities to which he belongs.

BARRY COLLEGE AND ITS GRADUATE DIVISION

Dominican tradition has always insisted that institutions of higher learning should be located where a civic community might best be served. In keeping with this, the Dominican Sisters of Adrian, Michigan, when asked to undertake the establishment of a college for women in the southeast section of the United States, chose a site near the thriving metropolis of Miami, Florida. Emphasis on serving the needs of the local community and of the state of Florida has impelled the College to open its facilities to expanded educational and professional needs in the area.

In 1954, because of strong recommendations that professional people in Miami and vicinity would benefit from the kind of education they might secure from the Barry faculty, a graduate division for men and women, authorized to grant advanced degrees in Education and English, was inaugurated. Since then, students with specialized interests have been increasing in numbers and following programs preparing themselves to be teachers, supervisors, administrators, guidance directors, and specialists in other educational positions. Most recently, the Division has introduced programs leading to degrees in the education of exceptional children, in reading, in the teaching of Spanish, and in personnel counseling.

In 1969, at the request of the Archdiocese of Miami, the College inaugurated a program leading to a Master of Arts in Religious Studies to prepare priests, religious and lay people professionally in order that they might assist in pastoral renewal within dioceses, parishes, and schools. Since this program has, for the most part, separate curriculum and faculty, its offerings are listed in a separate section of this catalog.

With approval of the State Department of Education in Florida, the College is presently offering an advanced program of study in reading and in student personnel work, leading to a Specialist in Education degree. Since this program is presently being conducted on a three-year experimental basis, the course of study for it is appended to this catalog.

The Monsignor William Barry Memorial Library houses the office of the Graduate Division (Room 125), as well as classrooms and seminar rooms for the use of graduate students.

Sessions in the Graduate Division include two regular semesters and one summer session of six weeks. A full-time student could earn his degree in one calendar year; part-time students may earn degrees through attendance in summer sessions exclusively, or in combinations of regular semesters and summer sessions. Because most students in the Graduate Division are professional people working in various fields, graduate courses are most frequently offered in the late afternoon and evening during the regular semesters.

The campus chapel, the recreation areas on campus, as well as in Thompson Hall, are always available for use by graduate students. Lectures, plays, and other programs presented in the Barry College Auditorium and small lecture halls, may interest graduate students. They are invited to take advantage of these additional opportunities for enjoyment and enrichment.

The College reserves the right to request, through the Graduate Division, that any student withdraw from its graduate program for any reason which the College may deem sufficient in its continuing effort to preserve its ideals of scholarship, conduct, and character. The student's registration is a recognition of this right, and an acceptance of the College's position on admissions.

ADMISSION

1. Students seeking regular admission to the Graduate Division must meet the following requirements:
 - Satisfactory undergraduate record as shown by transcripts from an accredited college
 - An average of B in course work
 - A satisfactory score on the Miller Analogies Test (available through Barry College Testing Center by appointment)
 - A minimum of undergraduate credits acceptable to the department to which the student seeks entrance
2. Post-graduate admission is extended to students who already hold a valid advanced degree (Masters or above) and wish to enroll for further work for professional or personal advancement.
3. A student enrolled in a graduate program elsewhere but desiring to earn graduate credit at Barry College for the purpose of transferring it to the other institution must have sent to the Graduate Office a letter from the dean of the graduate school at which he is enrolled for a degree, stating that he is in good standing there and has permission to transfer credit. If possible, the letter should indicate specific courses to be accepted.
4. Barry College undergraduates within six hours of fulfilling requirements for the Bachelor's degree may be considered for concurrent admission to graduate study in non-degree senior-graduate status, and may take a maximum of six semester hours of graduate credit while completing undergraduate requirements. Such admission requires a strong academic record; written approval of the Chairman of the graduate department, the Dean of the Undergraduate Division and of the Graduate Dean. Such status does not automatically admit the student as an applicant for a graduate degree at Barry College.

5. Applicants for graduate study who have not declared the intention to pursue a degree program may be admitted as unclassified students. Academic regulations and standards applicable to degree candidates apply. A maximum of six semester hours of credit may be taken under this status.

APPLICATION

One month prior to registration the following should be submitted to the Graduate Division

- Official transcripts from each college attended
- Request for evaluation of credits and evaluation fee of \$5.00
- Score from the Miller Analogies Test
- Completed application form and application fee of \$10.00
- Letters of recommendation

For further information, write to the Dean of the Graduate Division, Barry College, Miami Shores, Florida 33161. Telephone: 305-758-3392.

ADVISEMENT

At the time that a student is accepted into a degree program, a faculty departmental advisor will be assigned to him. The student should consult with this advisor at least once a semester, in addition to regular consultation regarding semester registration for approval of courses.

CANDIDACY

A student's eligibility to continue in a graduate program is reviewed by the department in which he is working and by the Graduate Council at the completion of the first part of his program. A student should file an application for candidacy form in the Graduate Office immediately after fulfilling the following requirements:

- twelve semester hours of graduate work (including courses required by the department)
- B average or better
- Successful completion of the Advanced area* test of the Graduate Record Examinations
- Successful passing of a language examination if required by the department

MASTERS THESIS OR RESEARCH PAPER

All candidates for graduate degrees are required to submit evidence of their competence in research. Such evidence may take the form of either a thesis or of an extended research paper. Topics must be approved by the department in which the student is enrolled, and completed papers must be substantially ready for binding before the student may apply for comprehensives. Format and style of both theses and research papers must meet established standards; consult the department for the preferred style. Forms for approval of all research papers are available in the Graduate Office.

COMPREHENSIVES

All graduate students must successfully complete written comprehensive examinations before degrees are awarded. These examinations are scheduled four to six weeks before each graduation date; application for testing must be filed six weeks in advance. Forms are available in the Graduate Office. Students whose performance on comprehensive examinations is considered unsatisfactory will be required to wait one or more semesters before being permitted to repeat the examination.

GRADUATION

Graduation is held in May and July regularly, and in December if numbers warrant it. Notice of intent to participate in the graduate ceremony must be filed in the Graduate Office six weeks prior to graduation. Academic attire is required for the graduation ceremony and can be rented or purchased through the Campus Store.

CERTIFICATION

Students requiring certification should consult with faculty advisors at the time of registration to plan a program. Recommendation for Rank II or Rank IA certification can be issued only after certification requirements have been met.

TRANSFER OF CREDIT

Acceptable graduate credit not to exceed six hours may be transferred from an approved graduate school.

GRADING SYSTEM

Superior Achievement	A	4.0 honor points per semester hour
Above Average	B	3.0 honor points per semester hour
Average	C	2.0 honor points per semester hour
Below Average	D	1.0 honor points per semester hour
Failure	F	No credit
Incomplete	I	A grade not reported as completed within 15 days of the semester examination becomes an F
Withdrew Passing	WP	Granted to students doing passing work and who withdraw from a course prior to mid-term
Withdrew Failing	WF	Granted to students who withdraw from a class while doing failing work and/or who withdraw after mid-term at least three weeks prior to final examinations
Withdrew	W	Granted to students who withdraw prior to the fourth week of the semester

Graduate students are expected to maintain a B average

GRADE REPORTS

Grade reports will be mailed at the end of each semester.

CLASS ADJUSTMENTS

After registration, any change in schedule, adding, dropping a class must be authorized by the Registrar after approval by the faculty advisor or Dean of the Graduate Division.

TIME LIMIT

The maximum time allowed for completion of a Master's Degree is seven years from the date of completed application for admission to a program.

EXPENSES

GENERAL

Tuition, per semester hour of graduate credit	\$ 65.00
Teachers under contract will receive a twenty per cent discount.	
Application fee, payable once, not refundable.	10.00
Registration fee, payable each semester, not refundable.	10.00

RESIDENT

Board, room and linen	\$1,100.00
Air conditioned or private room, additional	50.00
Room damage fee. Refundable based on condition of room when student relinquishes same.	50.00

GRADUATION FEES

Master's Degree	\$ 25.00
Specialist in Education	25.00

MISCELLANEOUS

Late Registration	\$ 10.00
Evaluation of credits	5.00
Transcript of credits, each official or student copy after the first	2.00

No transcript nor final report card will be issued until all financial accounts are settled.

FINANCIAL AID

Limited financial aid is available to graduate students who qualify for admission but would be unable to enroll due to financial inability. Application for financial aid may be obtained by writing to the Director of Student Financial Aid, Room 209, Adrian Hall, Barry College.

LOANS

Funding is available through the National Defense Student Loan.

Some loan funds are made available through the generosity of former graduate students; limited amounts may be borrowed at nominal interest rates.

Federally insured student loans can be arranged with local banks through the College.

FELLOWSHIPS AND ASSISTANTSHIPS

Barry College awards assistantships and fellowships annually. The Institute for Learning Disabilities also awards fellowships annually.

Applications should be submitted by February 1 for the following academic year. Forms are available at the Graduate Office.

VETERANS ASSISTANCE

The College is approved for admission of students on all types of veteran subsidies. Financial status for these students is established through the presentation of the appropriate government form.

STATE LOANS

Information about State Loans and assistance in applying for them can be obtained from the Financial Aid Officer.

DEPARTMENTAL PROGRAMS AND REQUIREMENTS

EDUCATION

Degree

- Master of Science in
 - Administration and/or Supervision
 - Elementary Education
 - Exceptional Child Education
 - Guidance and Counseling
 - Reading

Program

A minimum of thirty hours, a research paper, adequate score on the advanced Education test of the Graduate Record Examination, a B average, and final written comprehensive examination.

Prerequisite

A Bachelor's degree from an accredited college; eighteen undergraduate hours in Education with a B average; acceptable Miller Analogies Test Score.

EDUCATION

Degree

- Master of Science in
 - Personnel Counseling

Program

A minimum of thirty hours, a research paper, satisfactory achievement on a competency test prior to candidacy, a B average, and a final written comprehensive examination.

This program is offered for professional men and women who wish added preparation in counseling. It cannot be used for guidance certification in education.

Prerequisite

A Bachelor's degree from an accredited college; undergraduate preparation in psychology, education or related areas, a B average; acceptable Miller Analogies Test score.

EDUCATION

Degree

Master of Science in the Teaching of Spanish

Program

Fifteen hours in Spanish, fifteen hours in Education; adequate scores on the advanced Spanish test of the Graduate Record Examinations, a B average, a research paper, a final written comprehensive examination. This program is designed especially for teachers, with an electric approach including applied linguistics and cultural offerings.

Prerequisite

A Bachelor's degree from an accredited college, thirty hours of undergraduate Spanish, eighteen hours in undergraduate Education with a B average; acceptable score on the Miller Analogies Test.

Native Spanish speaking students holding a Rank III Graduate Certificate in Florida will be evaluated in terms of their individual backgrounds.

ENGLISH

Degree

Master of Arts in English

Program

The Department of English offers two programs of study leading to the Master of Arts Degree

Plan I

A minimum of thirty hours including a thesis (which gives six credit hours), a language examination, adequate scores on the advanced test in English of the Graduate Record Examinations, a B average, and a final written comprehensive examination.

Plan II

A minimum or thirty hours (six may be electives from graduate offerings including English), an adequate score on the advanced test in English of the Graduate Record Examination, a B average, a foreign language examination. (Two additional courses: Classical Eymology 590 and Comparative Literature 591 may substitute for the foreign language requirement)

Language Requirement

This may be fulfilled by a reading knowledge of either French or German. This requirement is more than a technicality. The Master student ought to be able to pursue research in a foreign language, and proficiency should be demonstrated before the student has completed fifteen hours of graduate work. The Department requires the Graduate School Foreign Language Test of Educational Testing Service.

Prerequisite

A Bachelor's degree from an accredited college, a command of the language and acceptable undergraduate preparation (at least eighteen hours above sophomore level, which will ordinarily be about thirty hours), a B average, an acceptable score on the Miller Analogies Test.

COURSES OF INSTRUCTION

EDUCATION

All courses numbered 500 are open to undergraduates properly qualified to take them.

511 Speech Correction for Children

Functional and organic speech deviations and the possible psychological implications in society are studied with a view toward easy and early recognition of a child's possible problem. 3 s.h.

517 Evaluation and Measurement in Education

The theory of group and individual tests in educational decision making and as a means of accountability. Laboratory experiences will be provided in the writing of test items and the design of tests. 3 s.h.

518 Measurement and Statistical Procedures for the Behavioral Sciences

A consideration of the procedures of quantitative methodology, measurement, and descriptive statistics, and their applications to education and the social sciences. 3 s.h.

540 Foundations of Mental Retardation

A study of the biological, psychological, and social foundations of mental deficiency, with emphasis on the need for educating the community to greater understanding and increased provision for the retarded children and adults. 3 s.h.

541 Elementary School Curriculum

Discussion of the principles and problems in elementary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum changes. 3 s.h.

542 Secondary School Curriculum

A survey of emergent trends in modern secondary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum changes. 3 s.h.

545 Principles of Programmed Learning

A course designed to teach the construction of learning programs. Laboratory experience will be given in writing programs for the specific needs of the participants. 3 s.h.

546 Programmed Learning — Laboratory

Directed laboratory in the construction of programs of learning with a view to development of a specific program brought to the stage of limited evaluation. Prerequisite: Education 545. 3 s.h.

549 Psychology of Adolescence

A study of adolescent development and maturation, with emphasis on problems of physical, psychological, and social adjustment. 3 s.h.

555 Evaluation of Current Curricula

An intensive study of current curricula and innovative trends, including an evaluation of their suitability. 3 s.h.

567 Improvement of Reading Instruction

A survey and critical evaluation of recent trends in methods and materials for teaching reading. 3 s.h.

568 Improvement of Reading in the Secondary School

Methods and materials for test screening, classroom diagnosis, remedial and developmental reading in the secondary school. Prerequisite: Education 567 (or equivalent) 3 s.h.

569 Personality and Mental Health

Conditions which contribute to the development of a wholesome personality, with special attention to proper mental adjustment in childhood and adolescence. 3 s.h.

570 Introduction to Exceptional Children

A study of physical, mental, emotional, and social exceptionalities in children and their educational and social implications. 3 s.h.

571 Psycho-Social Foundations in Early Childhood Education

Implementation of the theoretical psycho-social concepts dealing with the efficacy of a high level of sensitivity, awareness, receptivity and adaptability on the part of teachers of young children. Designed to assist pre-service and inservice teachers in acquiring practical skills in the affective domain for the purpose of creating climates conducive to success in cognitive tasks. Laboratory experience. 3 s.h.

572 Early Childhood Programs

Programs and activities in nursery schools, kindergartens, and day-care centers; consideration of routines, health schedules, and program development in areas of cognitive development such as language arts, literature, mathematics, and science, as well as art, music, rhythms, and dramatic play; evaluation of selected equipment and materials. Laboratory experience. 3 s.h.

573 Teaching of the Mentally Retarded

A presentation of the philosophy, objectives, methods, materials, and curriculum content in arithmetic, science and social studies for the educable and trainable retardate. 3 s.h.

574 Communicative Arts for the Slow Learner

A study of the principles, procedures, methods and materials to be used by classroom teachers of slow learners in the communication arts including listening skills, speech and language development, reading and writing. 3 s.h.

575 Psychology of the Exceptional Child

A study in depth of the psychological considerations of mental and physical deviation upon the normatic growth and psycho-social adjustment of children and young people. Psychological theory, current trends in psychological counseling, psychological assessment and therapeutic treatment is evaluated. 3 s.h.

582 Human Growth and Development

An approach to the study of the whole child through his mental, physiological, and psychological aspects at various stages of growth and development up to adolescence. 3 s.h.

584 Diagnosis of Reading Disabilities

A laboratory course in methods of diagnosing and discovering disabilities in reading and areas contributing to reading problems. Included are administration, interpretation and use of tests. Prerequisite: Education 322 or 467/567. 3 s.h.

585 Principles of Guidance

A survey for guidance workers and teachers of the field of pupil personnel work with special reference to a philosophy of guidance. 3 s.h.

586 Guidance in the Elementary School

Philosophy and function of developmental guidance in the elementary school; administration of programs; role of personnel; use of referral services. 3 s.h.

590 Remediation of Reading Disabilities

A laboratory course dealing with methods, techniques and materials currently in use in remediation of primary and secondary reading disability cases. Prerequisite: 484/584 or permission of department. 3 s.h.

591 Group Dynamics

A study of forces at work in a group which influence the behavior of its members. Topics treated include: social structure, emotional factors, leadership, and the development of groups. 3 s.h.

595 Problems in Curriculum Construction

An evaluation of current curriculum developments and a study of problems involved in their construction, including in-depth study of innovative programs. 3 s.h.

597 Supervision of Directing Teachers

A seminar in Teacher Education; a study of the principles and trends in student teaching, an analysis of problems and difficulties encountered in the directing of elementary and secondary student teachers. 3 s.h.

599 Directed Teaching Internship

A program of observation and teaching under the constant guidance of specialized teachers, elementary or secondary. 6 s.h.

All courses numbered 600 are open only to students with baccalaureate degrees or their equivalent.

601 Methodology of Educational Research

A presentation of the research process in education; methods and techniques of conducting research; experience in designing a research study and presenting a proposal; reading and interpretation of research literature. (No grade lower than B accepted in degree programs.) 3 s.h.

617 Evaluation I

The rationale, administration, scoring, and interpretation of selected tests of ability, aptitude, and achievement. Laboratory experiences will be provided. Prerequisite: Education 417/517 or the consent of the instructor. 3 s.h.

618 Evaluation II

The rationale, administration, scoring and interpretation of selected interest and adjustment inventories. Check lists, observational techniques, sociometrics, and the case study approach will be included. Laboratory experiences will be provided. Prerequisite: Education 417/517 or the consent of the instructor. 3 s.h.

619 Analysis of the Individual

The use of individual ability and achievement tests in the study of the individual. Included will be such instruments as the Wechsler scales, the Stanford-Binet, and the Wide Range Achievement Tests. Prerequisite: Education 417/517 and/or the consent of the instructor. 3 s.h.

625 Advanced Educational Psychology

A course which presents a review of modern theories of psychology in education and their implications in present-day learning situations. 3 s.h.

626 Philosophy of School and Society

The philosophy underlying the interrelations of school and community and the formulations of a workable school philosophy based on accepted standards. 3 s.h.

630 Psychological Foundations of Reading

The scope of the reading process is examined through its physiological, psychological and sensory correlates. An examination is made of current methods in teaching and of recent experiments and research conducted in relation to successes and failures in reading. Prerequisite: Education 567 or equivalent. 3 s.h.

631 Administration and Supervision of Reading Programs

A presentation of procedures, methods and techniques used in organizing, administering and evaluating reading programs at various educational levels. Prerequisite: Education 567 or equivalent. 3 s.h.

633 Linguistics and Basic Structure of Language Development

A basic introduction to linguistics and its applications in effectively teaching the skills of literacy at all levels. Prerequisite: Education 567 or equivalent. 3 s.h.

634 Reading Clinic

Clinical practice in remedial techniques with pupils who evidence reading problems. Prerequisites: Education 584; 590; 643 or equivalent; or permission of department. 3 s.h.

641 Modern Science for the Elementary Teacher

Modern concepts in the biological and physical sciences, interpreted for the elementary school teacher and related to the science curriculum of the elementary school. 3 s.h.

642 Modern Mathematics for the Elementary Teacher

The study of essential topics related to the teaching of modern mathematics in the elementary school; investigation of current mathematical curricula; current and associated methods. 3 s.h.

643 Evaluation of Children With Learning Disabilities

A presentation of the procedures, tests, scales, and other evaluation procedures used in determining the causes and nature of learning disabilities and personality difficulties in children, with specific recommendations for programs to alleviate the problems in home, school, and community. 3 s.h.

652 Counseling Procedures

Counseling theory and practice as related to an investigation and analysis of typical student problems; use of special techniques for the counselor in analyzing attitudes and effecting desired change of behavior. Prerequisite: 6 hours of graduate work in guidance. 3 s.h.

653 Occupational Information

Nature, sources, and functions of information related to occupational opportunities; assisting individuals to formulate comprehensive plans for occupations. 3 s.h.

654 Administration of Guidance Services

Organization and administration of guidance programs, facilities and personnel. 3 s.h.

655 Guidance of the Exceptional Child

A presentation of guidance services, including community resources, for adjustment and direction of the exceptional child and his family. 3 s.h.

656 Case Conference; Theory and Practice

Intensive study of case conference methods, recording of data, discussion of special problems, practice in diagnosis and interviewing in off-campus situations. Prerequisites: Education 652 and 694. 3 s.h.

661 Administration and Supervision of Special Services

A presentation of methods, procedures and techniques used in organizing, administering, and supervising a program of special services. Prerequisite: Education 540; 570; 573; 643. 3 s.h.

666 The Learning Disability Child

A study of the causes of learning disabilities and how they affect children in their social, emotional and intellectual development. Practical experiences in the study of how children learn control of movement, language and thought. 3 s.h.

667 Curriculum Development for Learning Disabilities

A course designed to develop a curriculum for the remediation of learning disabilities. Practical experience in methods, techniques and materials utilized in developing perceptual and cognitive skills, the application to reading, writing, spelling and mathematics, and the importance of creating an effective learning ecology. 3 s.h.

668 Laboratory Course in Learning Disabilities

An observation and participation in the procedures of gross motor and fine motor activities of children with learning disabilities with specific recommendations for programs to alleviate the problems in home, school, school, and community. 3 s.h.

671 School Organization and Administration

Fundamental facts and procedures of school administration; analysis of the policies and problems in the organization and direction of school systems; functions of the various school officers. 3 s.h.

672 Elementary School Administration

Duties and responsibilities of elementary school principals; organization and administration of the individual school; buildings, supplies, and equipment. 3 s.h.

673 Secondary School Administration

Intensive survey of the qualifications, role and function of the secondary school administrator course schedules, equipment and supplies; school law; teacher certification; accreditation procedures and problems attendant to organizing and administering today's secondary school. 3 s.h.

674 School Law

Constitutional, statutory, and common law bases of school administration; principles growing out of fundamental legal procedures. Special emphasis on Florida school laws and State and County Board of Education regulations. 3 s.h.

690 School Supervision

The function of supervisory personnel in the improvement of instruction. Delineation of specific areas, activities, methods and devices for innovative effectiveness. 3 s.h.

692 Elementary School Supervision

The principal as a supervisor; recent trends in supervisory practice; study of programs of supervision for the elementary school; improvement of instruction in the school program through innovative implementation. 3 s.h.

693 Secondary School Supervision

Improvement of instruction in secondary school through emphasis on remedial programs; adapting teaching to individual differences; supervisory functions of special area supervisors. 3 s.h.

694 Supervised Practice in Counseling

Supervised practice in counseling techniques with elementary and secondary school students. Prerequisites: Education 585, 591 or 654; 652; 653; 520 or 651. Supervised practice on Barry campus. 3 s.h.

695 Internship in Guidance and Counseling

Supervised practice in techniques of guidance and counseling with elementary and secondary school students. Students will be assigned as interns to the guidance department of an elementary or secondary school on a full-time or part-time basis. Prerequisites: Education 585, 591, or 654; 520 or 651; 652; 653. 6 s.h.

696 Seminar in Elementary Administration and Supervision

In-depth investigation of issues in elementary school administration and supervision. 3 s.h.

697 Seminar in Secondary Administration and Supervision

In-depth study of secondary school administration and supervision, particularly in terms of the background of the problems. 3 s.h.

698 Seminars in Guidance and Counseling

Study of recent developments and issues in student personnel work, especially as related to human and helping relationships. 3 s.h.

699 Advanced Internship in Education

Educational and/or clinical experience in all phases of education under the supervision of specialists. The program will be designed to meet each student's need. Approval of department Chairman required. 3-6 s.h.

701 Advanced Study in Education

Opportunities to pursue independent research, under the guidance of an advisor from the department, in areas of special interest to the student. Approval of department Chairman required. 3-6 s.h.

ENGLISH

All courses numbered 500 are open to undergraduates properly qualified to take them.

503 History of the English Language

The formation and growth of the language; special attention to sources, structure, and idiom; includes a study of American modifications of the language. 2 s.h.

507 Shakespeare

Selected Shakespearean plays, studied in relation to Shakespeare's art. 3 s.h.

509 Rhetorical Analysis

Theory and analysis of the rhetoric of selected works. 3 sh.

525 Advanced American Studies

Selected readings from major writers of the American Renaissance. 3 s.h.

539 Development of the Dramatic Form

The theatre of the western world from the Greeks to Shakespeare. 2 s.h.

540 Development of the Dramatic Form

The theatre of the western world from Shakespeare to the present. 2 s.h.

560 Contemporary Literature

Selected prose and poetry of the twentieth century. 3 s.h.

590 Classical Etymology

A description of the English language by means of a study of its classical roots and etymology from Latin and Greek. 3 s.h.

591 Comparative Literature

Classical mythology and its influence on English literature. 3 s.h.

All courses numbered 600 and above are open only to students with baccalaureate degrees or their equivalent.

601 Bibliography and Methods of Research

Introduction to basic reference materials related to research in English literature; bibliographic problems; preparation for seminar or thesis writing. 1 s.h.

602 Introduction to Literary Theory

An approach to the philosophy of literature and of literary study. 3 s.h.

603 Seminar in English Studies

Seminars in selected periods or authors to be arranged according to the needs or interest of students. 2-10 s.h.

604 Critical Approaches to the Novel

A critical study of a variety of great novel genres (Romantic, Classical, Tragic, Comic) written by authors of different countries, ranging from Homer to Joyce. A chronological sequence is observed, several literary theories entertained, and the novels approached in terms of these theories. 3 s.h.

605 Old English Grammar and Readings

The elements of Old English grammar, with readings from prose and poetry. 3 s.h.

620 Age of Chaucer

Major literary works of the Middle Ages with emphasis on Chaucer. 3 s.h.

621 Renaissance Studies

Selected readings outside of Shakespeare. 3 s.h.

622 Age of Milton

The Metaphysicals, Milton, Dryden. 3 s.h.

623 English Classicism

Pope, Swift, Johnson. 3 s.h.

632 The Romantics

Special problems in the literature of the first half of the nineteenth century. 3 s.h.

633 The Victorians

Special problems in the literature of the latter half of the nineteenth century.
3 s.h.

699 Master's Thesis

Research investigation or analytical study of a work of literature. 6 s.h.

701 Directed Research

For the student in the graduate program.

Opportunity to pursue independent research under the guidance of an advisor from the department. 3 s.h.

702-703 Independent Study

For the post-graduate student.

Independent research under the guidance of an advisor from the department. 3-6 s.h.

SPANISH

All courses numbered 500 are open to undergraduates properly qualified to take them.

500 History of the Spanish Language

An in-depth study of the formation and growth of the Spanish language until the present time. Emphasis on sources and structure; selected readings from all periods to illustrate the evolution of the language. **Required.**
3 s.h.

531 Cervantes

Comprehensive treatment of Cervantes with special emphasis on **Don Quixote**, the **Novelas Ejemplares**, los **Entremeses** and other major works.
3 s.h.

540 The Golden Age

Extensive reading, discussion, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries. **Required.** 3 s.h.

543 Contemporary Spanish Literature

The literary renaissance in Spain; the Generations of 1898, 1927 and 1936.
3 s.h.

576 Methods and Materials in the Teaching of High School Spanish

Modern methods of teaching the four language skills and the culture of the Spanish-speaking people; organization of units of work and lesson plans; construction of tests; analysis of modern texts and materials; teaching demonstrations; use of the language laboratory and other audiovisual media.
3 s.h.

All courses numbered 600 are open only to students with baccalaureate degrees or their equivalent.

600 Applied Linguistics

A practical introduction to the linguistic problems in the teaching of the Spanish language. 3 s.h.

601 Methodology of Spanish Research

Exploration of research literature. Discussion and application of research methodology. **Required.** 3 s.h.

610 Graduate Seminar

Intensive research in a specific author, period or genre in Spanish or Spanish-American literature. 3-9 s.h.

630 Medieval Spanish Literature

Major literary works of the Middle Ages with special emphasis on **El Cid, Berceo, el Romancero, el Arcipreste de Hita** and **la Celestina.** 3 s.h.

RELIGIOUS STUDIES

Degree

Master of Arts in Religious Studies

Program

Thirty semester hours in theology, scripture and related subjects, to be completed in a minimum of three summers of course work and during the intervening years with seminar sessions. Students unable to attend seminars may complete requirements through an added summer session. In addition, the student must produce a research paper and take comprehensive examinations.

Prerequisite

A Bachelor's degree from an accredited college, with satisfactory record as indicated by transcripts; adequate undergraduate preparation in theology and related subjects; acceptable Miller Analogies Test score.

Location

Classes are held at Barry College and at St. John Vianney Seminary in Miami during the summer. Seminars during the intervening year meet at the Cenacle, Lantana, Florida.

Expenses

Four hundred dollars per summer, including room and board.

The program of studies as designed conveys an organic synthesis of the three-fold mission of the Church which consists of its Prophetic, Priestly and Guiding functions. The first summer's lectures give a comprehensive view of this three-fold pastoral mission with a view towards communicating the Christian message of salvation to contemporary man. Subsequent summers develop various aspects of the Church's activity at greater lengths and depths. In this program solid academic formation is integrated into the wider context of a living and worshipping Christian community. Participation in the community life and activities is therefore considered essential.

First Year Program

Religious Studies

- 600 An Introduction to Catechetics
- 601 The Bible
- 602 Catechetical Implications

Second Year Program

Religious Studies

- 604 Christian Anthropology
- 605 The Church

Third Year Program

Religious Studies

- 607 Christology
- 608 Revelation and Faith

Elective Seminars during second and third summer sessions

- 610 Christian Morality
- 611 Contemporary Theology of Liturgy
- 612 Liturgy and Life
- 613 Comparative Social Structure
- 614 Sacramental Theology
- 615 Formation of the Synoptic Gospels
- 616 Instructional Materials and Teaching Effectiveness

Seminars during the academic year

- 603 Reason and Faith
- 606 Religious Psychology
- 609 Historical Development of the Church

FACULTY IN RELIGIOUS STUDIES PROGRAM

REGULAR FACULTY

Reverend John Block

S.T.D., Gregorian University, Rome; presently on the faculty of the Seminary of St. Vincent de Paul, Boynton Beach, Florida

Reverend Hugh Clear

M.A., The Catholic University of America; presently Lecturer in Theology, Barry College

Reverend Gerald Grace

M.A., Manhattan College; presently on the faculty of the Seminary of St. Vincent de Paul, Boynton Beach, Florida

Reverend Gerard T. LaCerra, Director

M.Th., Seminary of St. Vincent de Paul, Boynton Beach, Florida; presently Assistant Director of Religious Education for the Archdiocese of Miami

Sister Mary Mullins, O.P.

B.A., Siena Heights College; M.A., University of Michigan; M.A., University of Detroit; S.T.L., Pontifical Faculty of Theology, St. Paul University, Ottawa; Ph.D., The Catholic University of America; presently Professor of Theology, Barry College

Very Reverend Urban Voll, O.P., S.T.M.

A.B., Providence College; M.A., The Catholic University of America; S.T.D., Pontifical Faculty of the College of the Immaculate Conception, Washington, D.C.; presently Dean of Theology, Seminary of St. Vincent de Paul, Boynton Beach, Florida

VISITING LECTURERS

Reverend Raymond Brown, S.S.

S.T.D., St. Mary Seminary and Pontifical University, Baltimore; M.A., The Catholic University of America; Ph.D., Johns Hopkins University; S.S.L., Pontifical Biblical Commission in Rome; presently Professor of Biblical Studies, Union Theological Seminary and Woodstock College, New York

Brother Avelino Fernandez, F.S.C.

M.A., Fordham University; presently Provincial of Antilles Province of the Christian Brothers

Donald Gray

Ph.D., Fordham University; presently on the faculty of Manhattan College, Bronx, New York

Reverend Vernon P. Langford

M.A., University of Louvain; doctoral candidate, Fordham University

Reverend Alfonso Nebreda, S.J.

S.T.D., Gregorian University, Rome; presently on the faculty of the East Asian Pastoral Institute, Manila, Philippines

Reverend Anthony Padovano

S.T.D., Gregorian University, Rome; Ph.L., Angelicum University, Rome; presently Professor of Dogmatic Theology, Immaculate Conception Seminary, Darlington, New Jersey

Reverend Aldo Tos
Ph.D., The Catholic University of America; presently on the faculty of
Union Theological Seminary, New York

COURSES OF INSTRUCTION

600 An Introduction to Catechetics

The mission of the Church in the light of the Second Vatican Council. The impact of Vatican II on contemporary pastoral renewal. The new awareness of the Church's mission and her sincere desire to enter into dialogue with the world. Present emphasis on personalism and on the theology of the world and of Faith. 2 s.h.

601 The Bible

1) Explores the historical development of the Old Testament as well as the use of literary and historical criticism as the key to the Old Testament and its theology.
2) Introduction to the New Testament. Historical development of modern exegetical methods. Formation of the books of the New Testament and Pauline theology. 2 s.h.

602 Catechetical Implications

Catechetical implications, the changing image of the world and man, the need for an intellectual approach to catechesis, with special emphasis on the works of Moran and Babin. 3 s.h.

603 Seminar: Reason and Faith

The reason-faith problematic as applied to the resurrection. 3 s.h.

604 Christian Anthropology

The nature and destiny of man with special references to secularization and belief in God. 2 s.h.

605 The Church

A doctrinal analysis of the Church; its biblical and historical roots and the application of these to the modern Church. 2 s.h.

606 Seminar: Religious Psychology

The role of the catechist in Christian transformation; the psychological aspects of child growth and development and their influence upon evolving religious concepts; the physical and social environmental factors and their importance in the development of "person." The teaching-learning process in light of its contribution in the transformation of the Christian witness; fulfillment of "person" through the relationship of the whole Christ. 3 s.h.

607 Christology

The person of Christ. His work, knowledge, self-awareness and other contemporary issues. 2 s.h.

608 Revelation and Faith

An in-depth understanding of God's communication with man as it comes to him in various modes and man's response to his communication. 3 s.h.

609 Seminar: Historical Development of the Church

An overview of the history of the Church in order to set in their proper context the present status and life style of the Church. Strong emphasis on the theological and sociological development of the Church. 3 s.h.

610 Seminar: Christian Morality

The nature of Christian morality, the law of Christ, consideration of conscience, nature and the meaning of the types of sin. 3 s.h.

611 Seminar: Contemporary Theology of Liturgy

Christological basis of liturgy, the presence of Christ in liturgical action, the Eucharist as the center of liturgy. 3 s.h.

612 Seminar: Liturgy and Life

Liturgy as the celebration of life, the encounter of God and the man of faith in Christ; liturgy as the celebration in life of the presence of the past and of the glory of the future in the mystery of the present reality; liturgy as the celebration through life of the development of Christian personality through the loving response to God within community. 3 s.h.

613 Seminar: Comparative Social Structure

The analysis of several contemporary social structures and their comparison. The historical development of the social institutions of modern societies and the interrelationship of institutions in society. 3 s.h.

614 Seminar: Sacramental Theology

The sacramental system as instituted by Christ through which the fruits of Redemption are supplied to mankind; initiation into supernatural life and incorporation into the Mystical Body through Baptism, Confirmation, Eucharist, Penance, Holy Orders, Matrimony and the Anointing of the Sick. 3 s.h.

615 Seminar: Formation of the Synoptic Gospels

Influences contributing to the crystalization of the primitive Christian catechesis. Development of the Gospel literature in the different Christian communities. An over-view of the characteristic theology of the three Synoptics. 3 s.h.

616 Seminar: Instructional Materials and Teaching Effectiveness

An analysis of program development and the instructional materials used in meaningful learning; text and workbooks, reference books, projection and non-projection audio-visual materials. In light of the criteria worked out in the course, each student will evaluate his own program and the materials used in his teaching situation and develop programs and instruments for more effective communication of the Christian message. 3 s.h.

699 Master's Thesis

Research investigation or analytical study of an aspect or a problem in the area of religion. 6 s.h.

Barry College also offers a Master of Social Work Degree. For further information, write to the Director of Admissions, School of Social Work, Barry College, Miami Shores, Florida 33161.

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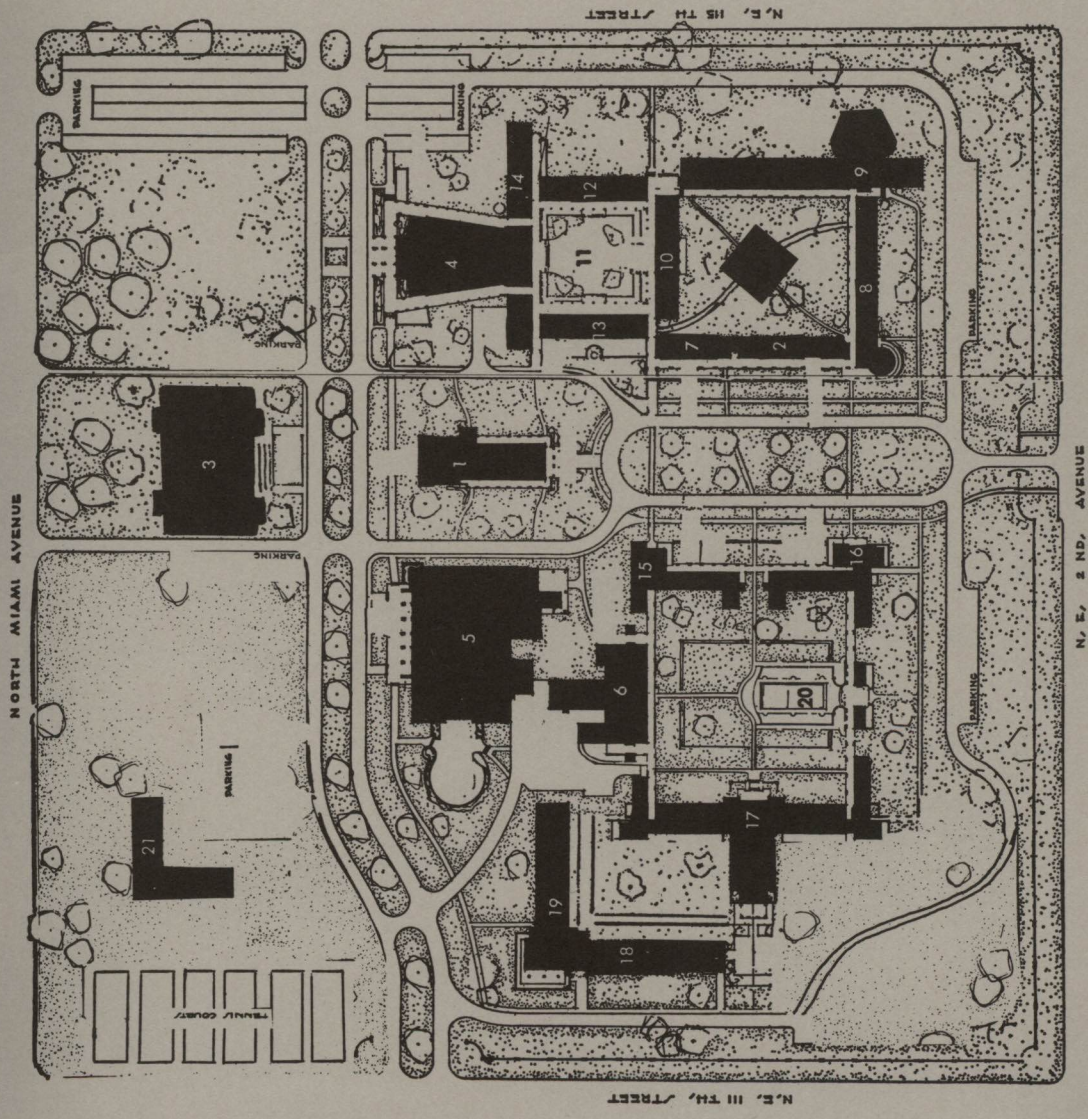
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Barry College

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1. Cor Jesu Chapel
2. Administration
3. Monsignor William Barry Library
GRADUATE OFFICE 123
4. Barry College Auditorium
5. Thompson Hall
United States Post Office
Campus Store
Canteen — Game Room
Dining Rooms
Meeting Rooms
Offices
6. Calaroga Hall
7. Classrooms
8. Science
9. Wiegand Center
10. Art Studio
11. Florida Gardens
12. Theater Arts
13. Art Studios
14. Music Studios
15. Farrel House
16. Kelley House
17. Weber House
18. Dunsbaugh House
19. Dalton House
20. Pennatfort Pool
21. Water Treatment Building
Honors House
22. 11525 N.E. Second Avenue

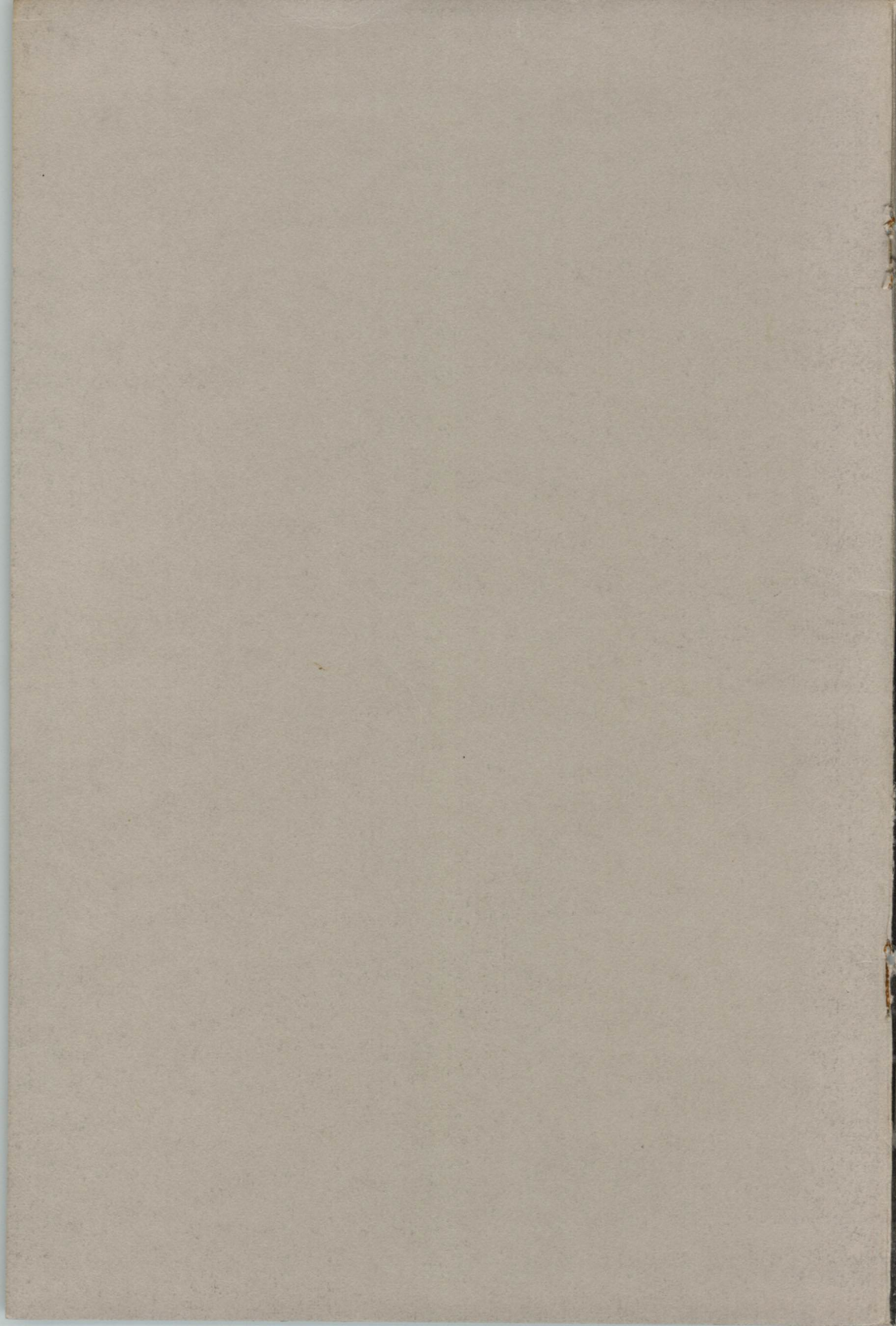


NORTH MIAMI AVENUE

N.E. 14th STREET

N. E. 3 RD. AVENUE

N. E. 15th STREET



SPECIALIST IN EDUCATION

Program offered by the Graduate Division of BARRY COLLEGE

**For further information, contact
Dean of the Graduate Division
BARRY COLLEGE
11300 N.E. Second Avenue
Miami Shores, Florida 33161
Telephone (305) 785-3392**

THE SPECIALIST IN EDUCATION DEGREE

The Specialist in Education degree program now being offered on an experimental basis by Barry College is a thirty semester hour program beyond the Master's Degree. It is a self-contained program, separate from other existing programs, with a distinct form of recognition. Its purpose is to develop creative leadership and excellence so that professional educators will become more effective in their present areas of concentration. The Department of Education of the State of Florida has granted formal approval to the programs which are designed to merit a Rank IA certification.

At present, the Specialist program is offered in two areas:

Student Personnel Work
Reading

Admission Requirements and Procedures:

1. The student must make formal request for admission into the Specialist program.
2. Minimum entrance requirements are:
 - A Master's Degree from an accredited institution or Rank II Certification in the area of proposed study.
 - Fulfillment of the admission requirements of the Master of Science degree program at Barry College.
 - Fulfillment in the Master's Degree of the special requirements of the area of concentration in which the student wishes to work.
 - Evidence of successful performance through three years of teaching or of equivalent professional experience.
 - Each area of concentration has special requirements in addition to these minima.

Program Content and General Requirements:

1. All plans of work, while tailor-made to professional needs of students, must meet the general credit requirements.
2. The student's plan of work is developed by the student with the help of his advisor.
3. A plan of work for each student must be approved by the advisor and filed with the Graduate Office before six semester hours of residence credit have been accumulated, following acceptance into the program. An applicant cannot register in additional courses until an approved plan of work has been submitted and accepted.

4. In order to satisfy a student's need, the area of concentration for the program is not limited strictly nor necessarily to a single curriculum area, but may include approved courses from other areas if the individual student shows evidence of need.
5. Independent research or directed field studies may be accepted in partial fulfillment of requirements. Such work will be in the nature of culminating experiences as terminal requirements.
6. Final evaluation requirements will be by oral comprehensives and by a research project in the area of concentration.

General Credit Requirements:

1. Requirements for the Specialist in Education program must be completed within seven years after admission to the program.
2. A maximum of twelve semester hours of graduate post-master's degree work, earned at another accredited institution of higher learning, or at Barry College, may be transferred provided the courses are approved by the advisor as appropriate to the program plan.
3. Credit earned beyond the Master's degree and which is over two years old at the time of admission may not be applied toward meeting requirements for the degree.
4. A maximum of six semester hours of graduate post-master's degree work earned at another accredited institution after admission to the program may be transferred and applied to the program provided that the total transfer credit does not exceed twelve hours.

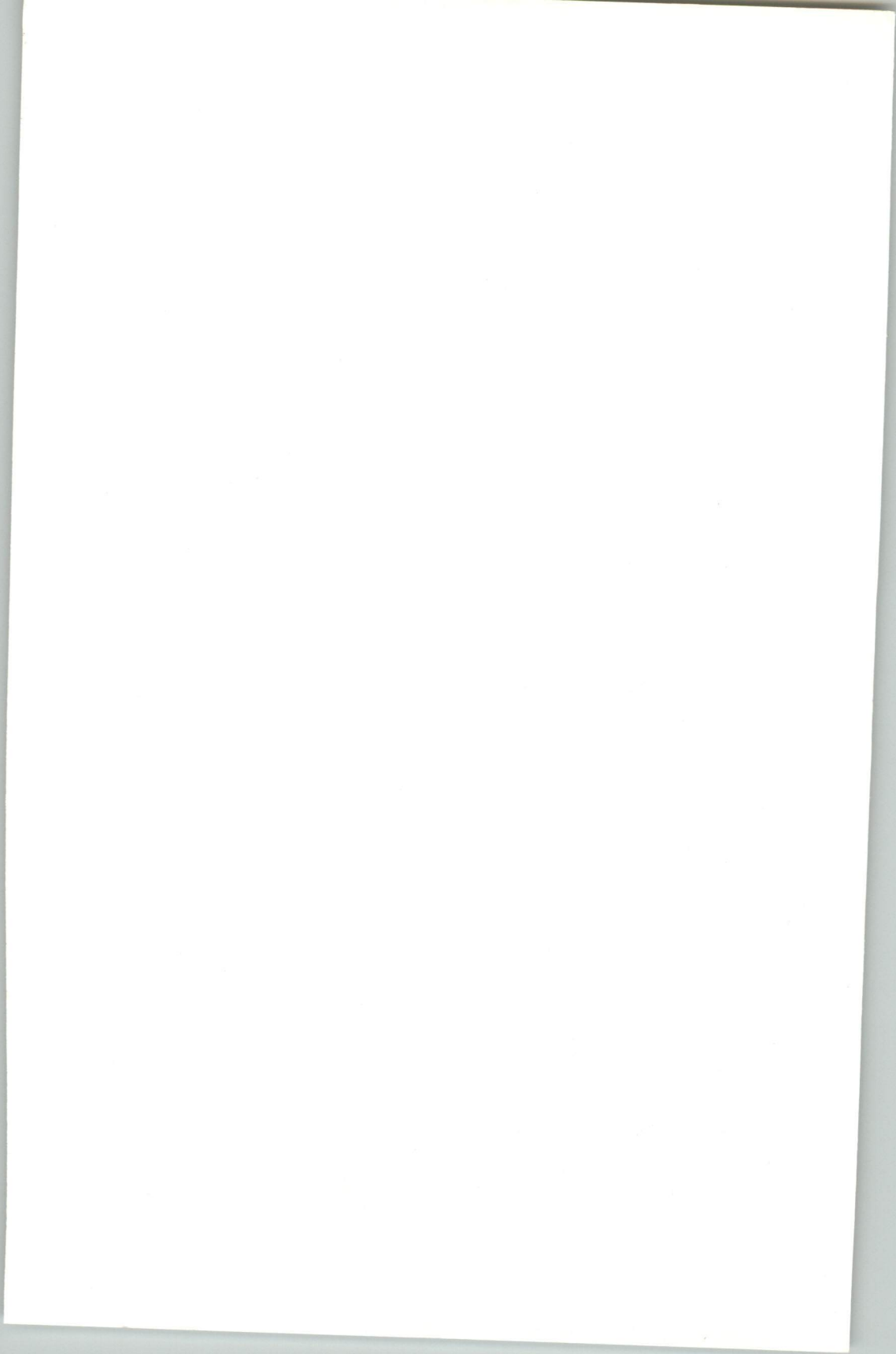
COURSES OF INSTRUCTION

The following courses are available to the student following the Specialist in Education program, in addition to courses listed in the regular graduate catalog of Barry College.

702 School-Community Relationships

Procedures for school personnel that may be employed to develop mutual understanding between the citizens of a community and their local school. Interpreting the school and the guidance program to the community. Prerequisite: Education 654

3 s.h.



703 Student Personnel Work in Higher Education

Principles, organization and administration of student personnel work in colleges and universities. Functions such as admissions, orientation, educational advising, student activities, health, housing, counseling services and financial aid. 3 s.h.

704 Counseling with the Culturally Different

Examination of problems confronting the counselor with culturally different students; his attitudes and expectations of persons from deprived areas; the effects of economic and cultural deprivation on the personality development of youth in these areas. Prerequisite: Education 652. 3 s.h.

706 Practicum in Group Counseling

Supervised practice in counseling. Groups of elementary and secondary college students or adults. Prerequisite: Education 694. 3 s.h.

707 Seminar in Student Personnel Leadership

Examination of the principles of leadership, particularly as it affects the pupil personnel area. Concepts of leadership are discussed with practical examples utilized. Most recent thinking in the area of education and general leadership principles are thoroughly discussed. 3 s.h.

708 Directed Research

Investigation of a significant problem in the student's area of specialization culminating in a thesis describing the research. **Required.** 3 s.h.

709 Dynamic Psychology of Individual Behavior

An attempt to develop an understanding of and sensitivity to the dynamic forces at work in individual behavior. Motivation is viewed as multi-dimensional and simplistic solutions to problem situations are avoided. Application of these concepts to the school setting is made. 3 s.h.

716 Advanced Diagnosis and Remediation in Reading

Interpretation of tests used to diagnose severe learning disabilities having an effect on the reading process. Development and implementation of a remedial program in a clinical setting for one child exhibiting a severe reading problem. Prerequisites: Education 584; 590; 634. 3 s.h.

717 Curricular And Supervisory Problems in Reading

A treatment of specific areas of reading programs including implementation, modification and design of programs, issues in working with personnel, administrators, students and community. Prerequisite: Education 631. 3 s.h.

718 Developmental Reading

Objectives, techniques and procedures for programs of developmental reading in elementary and secondary schools; integration of reading within total academic programs. Prerequisites: Education 567 or 630. 3 s.h.

719 Reading Materials: Selection And Evaluation

Principles and criteria of selection of printed reading materials; guidance as related to reading; audio-visual aids as related to improvement and development of reading program; choice of materials for culturally and intellectually diverse groups. 3 s.h.

720 Principles of Perceptual Development

Theoretical background and practical study of perception; its development and contributing factors to the growth of perception in children. Prerequisites: Education 584 and 590. 3 s.h.

721 Internship in Reading Clinic

Participation in private and public school reading clinics in the community. These agencies work with Barry students in providing experiences in diagnosis and remediation of children in a clinical setting. On-campus seminars with college coordinator. Prerequisite: Education 716. 6 s.h.

722 Advanced Clinic in Reading

Clinical experience in working with children evidencing severe reading and learning problems such as "specific learning disabilities." Prerequisite: Education 716. 3 s.h.

723 Advanced Seminar in Reading

An examination of current research and theories in Reading. Development of new approaches to restructuring curriculum as integrated with Reading. Function of the coordinator, consultant or program administrator as related to classroom instruction. 3 s.h.