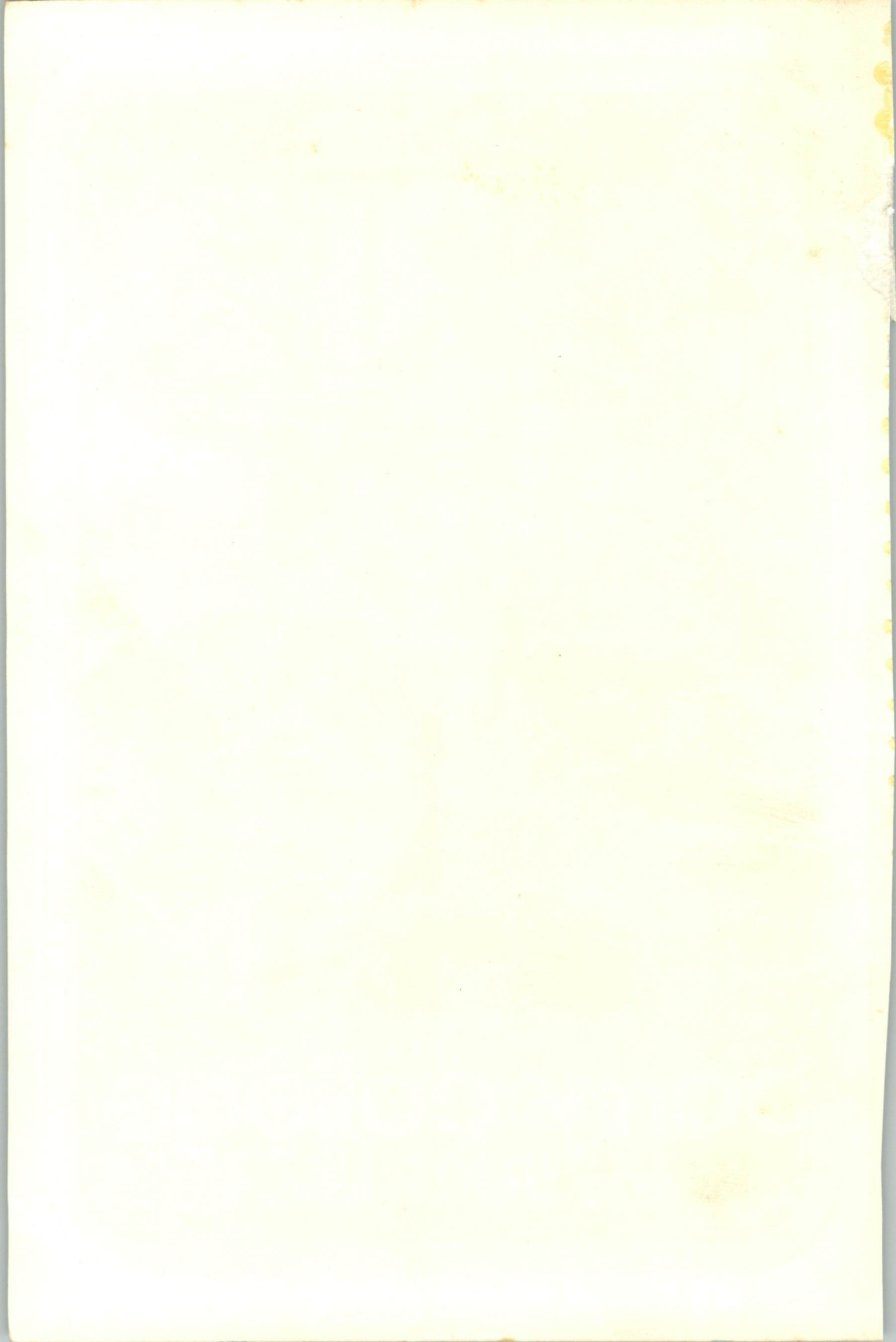




barry college

catalog 1972-74 MIAMI SHORES, FLORIDA





**undergraduate
catalog 1972-74**

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PRESIDENT'S MESSAGE

Although you and I have not met, do you know that I'm already depending on you? What is Barry College without you? All faculty development, program changes, instructional procedures, motivating materials, buildings, and even the campus landscaping are planned and maintained for you – the student.

At Barry we regard each student individually, because we know it is the person we must reach if real learning and mature development are to take place. During the past two years, the Barry College community – students, faculty, administration, and trustees – cooperatively rethought the college program. We discussed every aspect of the curriculum, knowing that the total academic experience must reach a diversity of students. Our effort was to structure the curriculum to make it adaptable enough so that each student would be able to respond to it according to her own stated objectives. Fixed requirements have given way to an academic framework in which you, the student, design your program – a program which will provide a liberal arts background and which will aid you to reach your personal goals, those which have brought you to Barry.

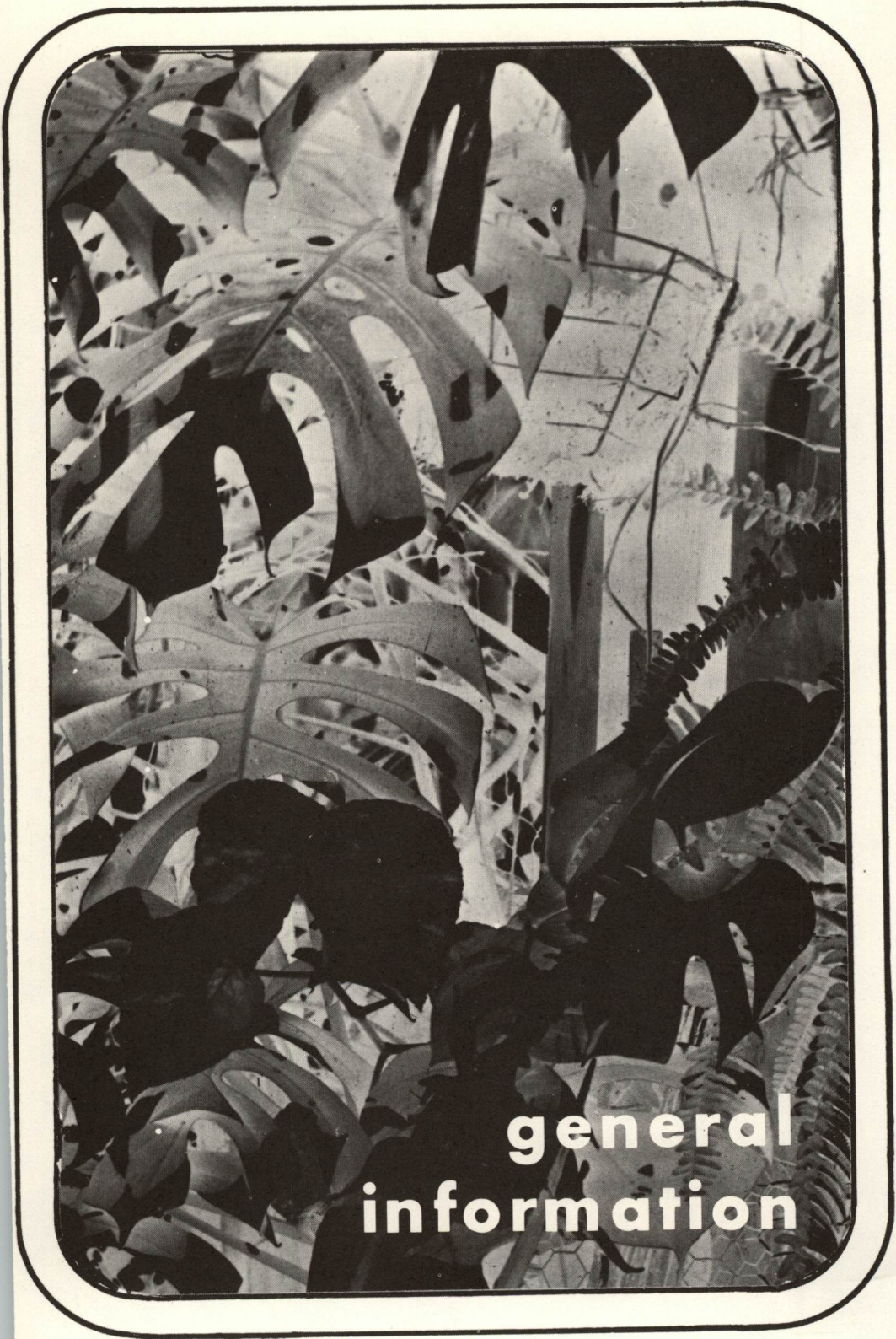
You will arrive at Barry with some clear ideas of self and we shall help you to deepen, expand, and refine them. The concept of Christian concern which we foster should grow within you as you learn from day to day. True Christian principles should overflow into a greater understanding of life as you search for your role in contributing to a more perfect humanity. Learning how to learn will give you the means to effect your contribution. We look forward to helping you achieve your measure.

Sister M. Dorothy Browne, O.P.

Sister M. Dorothy Browne, O.P., Ph.D.
President

GLOSSARY

- ADMISSION** – The statement that an applicant is qualified to matriculate at the college.
- CO-REQUISITE** – A course that is to be taken simultaneously with courses within a specified curriculum.
- COURSE** – The basic division of study that represents a semester's work in a subject.
- COURSE NUMBER** – A number used to identify specific courses; numbers greater than 299 indicate upper level courses, those ordinarily reserved for juniors and seniors.
- CURRICULUM** – The diversified set of learning experiences which provide through flexible programming an opportunity for the individual student to be personally responsible for progress toward her/his projected goals.
- ELECTIVE** – A course not specifically required for, but which is acceptable for fulfilling degree requirements.
- GRADE POINT AVERAGE** – The numerical result of dividing the number of honor points by the number of semester hours attempted within a semester. The cumulative grade point average (G.P.A.) is obtained by dividing the total number of honor points by the total number of semester hours attempted.
- LIBERAL ARTS** – Those courses included in the three broad fields of Humanities, Natural Sciences and Mathematics, and Social Sciences.
- MAJOR** – The subject area in which a student specializes, i.e., takes 30-40 semester hours of credit under the major/minor program or 40-60 semester hours of credit under the single area of concentration program.
- MATRICULATION** – Initial enrollment in the college.
- MINOR** – The subject area in which a student specializes to a lesser degree than in the major area of study, i.e., takes 20-30 semester hours of credit.
- PREREQUISITE** – Any course that must be completed before the student can register for advanced work in a field.
- PROGRAM** – The plan of courses which are required for any degree.
- REGISTRATION** – The process of signing up for courses and paying fees prior to each semester and summer session.
- SEMESTER HOUR** – The unit of academic credit; each course description includes the hours of credit to be earned in completing the course.



**general
information**

HISTORY OF THE COLLEGE

Four Founders

It was through the foresight of the Most Reverend Patrick Barry, Bishop of St. Augustine, and his sister, Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, that plans for a Catholic college for the young women of Florida were initiated. Plans became realities through the support and assistance of Reverend William Barry, pastor of St. Patrick Church on Miami Beach, and Mr. John Thompson, mayor of Miami Shores.

Beginnings

The original forty acres of scrub palm land in Miami Shores were transformed into a gracious campus by June, 1940, when Bishop Barry blessed the five original buildings. Cor Jesu Chapel was the gift of Mrs. Margaret Brady Farrell, a winter resident of Miami Beach. The other campus buildings were: Adrian Hall, a classroom-administration unit; Calaroga dining room; and two residence halls, Kelley House and Farrell House.

Forty students matriculated when the college opened in September, 1940. The faculty numbered fourteen and the curriculum included twenty-six courses.

Mother Gerald Barry served as the first president of the college. Sister Gonzaga Greene, who had overseen the construction of the buildings and the development of the grounds, was vice-president and business manager.

Development and Expansion

Three years after Barry College opened its doors the enrollment had tripled. Today, approximately 1200 students are served by over 100 administrators and faculty members.

Facilities have been provided to meet the needs of the growing student population. Today's 83 acre campus has 17 buildings.

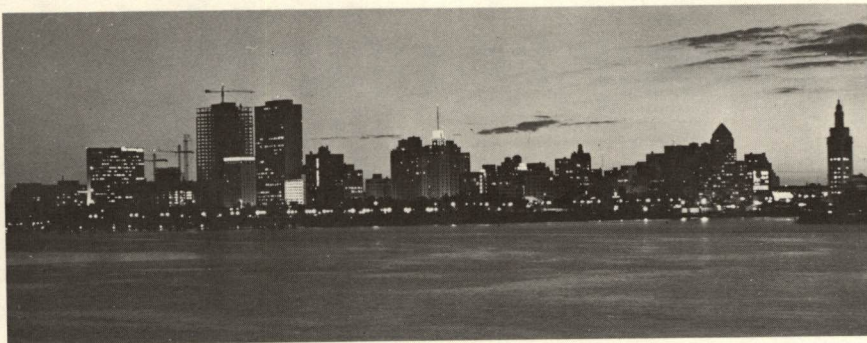
The development and expansion of Barry's population and facilities were promoted to keep pace with the growth and excellence of Barry's educational program. The college has maintained full accreditation with the Southern Association of Colleges and Schools since 1947.

Since Barry first opened its doors, the administration and faculty have striven to develop its undergraduate program so that needs of both the students and the local community could be served. Examples of this include the inauguration and accreditation of such programs as nursing, teacher education, medical technology and social welfare.

Originally founded to meet the needs of young women interested in higher education, Barry College has accepted male students during the summer session and on a part-time basis. Recently, a policy has been established under which male applicants may be accepted on a full-time basis in the fine arts (art, music, speech and drama) and in the allied health fields (nursing, social welfare, medical technology, radiological technology, and dietetics).

Needs of the local community led Barry to open a graduate division in 1954. At the present time, the Master's degree is awarded in Education, English, Personnel Counseling, and Religious Studies, and the degree Specialist in Education is awarded in Student Personnel Work. In 1966, a graduate school of Social Work admitted its first class, and currently enrolls a student population quintupling the original number.

Mother Gerald Barry served as President of the College until her death in 1961. Mother Genevieve Weber succeeded her as Prioress General of the Adrian Dominican Sisters and as President of Barry College. In 1963, she resigned the latter position and Sister Dorothy Browne became the first resident president of Barry College.

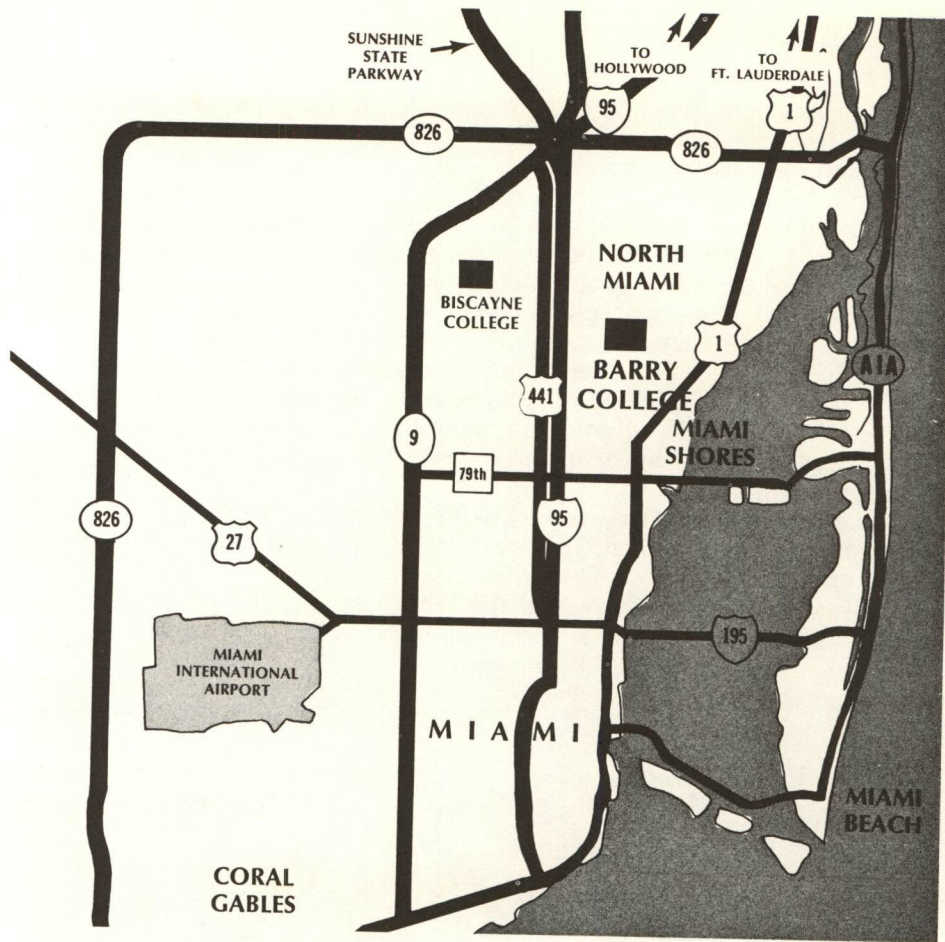


Consortium with Biscayne College

In 1962, Biscayne College was founded by the Augustinian Fathers of Villanova, Pennsylvania, on a campus-site eight miles northwest of Barry. Since its beginnings, Biscayne has joined with Barry in an exchange of activities. Now Barry College and Biscayne College cooperate in a variety of programs which enable students of both colleges to share in a broader and more meaningful education.

The interchange of undergraduate students and faculty results in an enriched academic program, a diversified cultural environment, and a greater social interaction. Classrooms, chapel, and library are among those facilities shared by students of both campuses. Barry and Biscayne also share an inter-campus minibus which operates on a regular schedule and provides a comfortable means of transportation.

Both campuses coordinate their academic calendars to insure students of the maximum opportunity for exchange. Further inter-collegiate cooperation on the departmental and administrative levels enhances the future of the consortium.



CAMPUS FACILITIES

Cor Jesu Chapel	1940	
Adrian Hall	1940	Administrative offices; class-rooms; science laboratories
Farrell and Kelley Houses .	1940	Residence halls
Calaroga House	1940	Family and Consumer Science department; Faculty Lounge
Weber House	1946	Residence hall
Fine Arts Quadrangle . . .	1955	Art, Music, and Speech and Drama departments; studios, lecture rooms; 1,000-seat auditorium; outdoor theater
Honors House	1956	Remodeled motel currently used as a residence hall for honor students

Thompson Hall 1962

Student union building with a campus store, dining hall, snack bar, activity room, meeting rooms, post office, and offices for the Graduate School of Social Work and for Student Personnel Services

Dalton and Danspaugh Houses 1962

Residence halls

Monsignor William Barry Memorial Library 1968

80,000 volume collection; extensive listening and viewing facilities; reading laboratory; seminar rooms; 230-seat Audio-Visual Lecture Room; offices of the President and administration; offices of the departments of Education and English

Edwin L. Wiegand Center . . 1970

Lecture and laboratory facilities for departments of Business, Foreign Languages, Nursing, Science, and Mathematics; seminar rooms; 200-seat lecture hall



PURPOSE

Barry College is incorporated 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.

IMPLEMENTATION OF PURPOSE THROUGH CURRICULUM

Purposeful action in the real world is premised upon knowledge and understanding.

Knowledge is vitalized by an understanding of and sympathy with the actual conditions of life in an imperfect universe. To understand this vast universe, autonomous but related academic disciplines evolved because of the limitations of the human mind. But factual knowledge is not synonymous with understanding or wisdom; it must be processed by intellectual and moral effort. Pure memory becomes secondary in the process of education.

A Catholic college attempts to restore wholeness to the student's knowledge and understanding, leading ultimately to effective Christian living.

Ideally, a Christian liberal arts education aids the student in discovering that wholeness without which human life is void of meaning. The curriculum cannot prescribe or guarantee an integrated experience. It can nevertheless offer the opportunity and encouragement needed to satisfy the intellectual curiosity and moral commitment of the conscientious student. The result should be a more fulfilling personal life and a rewarding contribution to a more humanized social order.

Barry College inherits the revelations and prophecies of Judaic learning and leads her students to a life encompassing the Christian heritage with its Incarnational Theology. Such a theology is supremely revolutionary.



ACCREDITATION AND MEMBERSHIPS

Barry College is accredited by the Southern Association of Colleges and Schools.

The Department of Nursing is accredited by the National League for Nursing and is approved by the Florida State Board of Nursing.

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

The Social Welfare program is approved by the national Council on Social Work Education.

Barry College also holds membership in:

- American Alumni Council
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American College Public Relations Association
- American Council on Education
- American Library Association
- Association of American Colleges
- Association for Higher Education
- College Entrance Examination Board
- Council on Social Work Education
- Florida Association of Colleges and Universities
- Florida Independent Colleges Foundation
- Greater Miami Cultural Arts Center, Inc.
- Independent Colleges and Universities of Florida
- Miami-Dade Chamber of Commerce
- Miami Shores Chamber of Commerce
- National Catholic Educational Association
- National Commission on Accrediting
- National League for Nursing Council for Member Agencies
- Society of the Arts (North Miami)
- Southern Association of College and University Business Officers
- Southern Association of Colleges for Women



college life

COLLEGE LIFE

The purposes of Barry College bring into being an academic society. Barry's society, or community, is composed of varied members — the administrators and faculty of the college, the students, the alumnae, the business and service personnel. Together, all contributing in their special ways, the college community achieves its unique life. This has many facets, designed to insure that, while in the college all engage in the pursuit of truth, there is provision for the other goods that are necessary for the full perfection of individual personality and for social growth.

Housing

The residence houses provide single, double, and in a few instances, four-bed rooms for the students. Lounges, TV rooms, kitchenettes, and laundrettes provide settings for recreation and for the students' personal needs. The houses are under the supervision of house mothers who are aided by resident assistants.

All students over 21 years of age and all others having permission on file (exclusive of freshmen) may elect to live off campus. It must be understood that the college in no way assumes responsibility for off-campus housing; nor can students be assured of a room on campus should their off-campus plans not materialize. The letter giving parental permission must be sent directly to the Dean of Students. Residence and dining facilities are available beginning the first official day of the academic year. They are not available during the Christmas or Spring holidays.

Rooms are furnished with a bed, study desk, chest of drawers, and clothes closet for each girl. The college also supplies bed linens, shower curtains, and draperies. Students furnish their own bedspreads, blankets, desk lamps, and throw rugs.

Health

Beginning with a physical examination and routine immunizations before entering Barry, students have access to a health program through the campus clinic where a registered nurse is on duty. An infirmary, adjacent to the clinic and nurse's quarters, is provided for students who are ill and need special care. The services of a college physician and psychiatrist are available to all full-time students. The college offers a group insurance program to which students must subscribe if they do not have similar coverage.

Sports

Barry College offers a varied program of individual and team sports on both class and recreational levels: archery, badminton, ballet, basketball, bowling, canoeing, figure-improvement, golf, gymnastics, horsemanship, judo and self-defense, modern dance, sailing, skin and scuba diving, softball, swimming, tennis, volleyball, and water-skiing. Proficiency tests in swimming and physical fitness are administered

to incoming students. Campus facilities include a 75-foot outdoor pool with adjoining sundecks; an indoor studio (in Thompson Hall) used for dance, fencing, and gymnastics; tennis, basketball, and volleyball courts; and archery and golf ranges. Sponsored by the Department of Physical Education, intercollegiate teams compete with the University of Miami, Miami-Dade Junior College, Broward Community College, and Palm Beach Junior College in volleyball, basketball, softball, tennis, and golf. Intramural competition is conducted in many of the team and individual sports. Olympics Day, a program of intramural sports competition, is an annual event.



Student Government Association

This Association coordinates the activities of all campus organizations and provides for the cooperative handling of student problems by students and faculty. The president of the Student Government Association is elected each spring in a campus-wide election. The executive board of the Association works in collaboration with the Dean of Students.

There are committees functioning in the following areas: social-cultural activities, religious affairs, education and service. The judicial court handles disciplinary matters.

Culture Series

Lecture Series

The Barry Culture Series is the College's own program to offer a broad cultural experience in learning and the arts to the students and the community. Annually, the series brings to Barry renowned figures from the world of the arts and sciences. In 1965, the Coleman F. Carroll Lecture Series was inaugurated.

In addition to these on-campus cultural offerings, many other opportunities are afforded in the Miami area, which is rapidly becoming a cultural center. Students have had occasion to attend performances of Leonard Bernstein and the New York Philharmonic Orchestra, the country's leading ballet companies, stars of the Metropolitan Opera singing with the Miami Opera Society, as well as Broadway plays and musicals.

Drama

The College theater group produces an extensive and diversified program of dramatic events. Two plays, one a musical comedy in the fall and the other a serious drama presented in the spring, are its major productions. Throughout the year, junior and senior drama majors produce plays in traditional, experimental, and children's theater. In the spring, the drama majors present the Senior Recital.

The College theater group is frequently called upon by local organizations and television for dramatic presentations. Students have the advantage of three excellent performance areas; the main auditorium, the Little Theater, and an outdoor stage.

Chamber Choir

This is a group of singers composed of music majors and minors, and those students from other departments who qualify through auditions. Concerts are given in collaboration with the Community Chorus. This group performs in the Miami area and other Florida cities.



Community Chorus

Members of the local community join Barry students in forming this Community Chorus. It is the aim of this group to perform representative works in concert each year.

Recitals and Exhibits

Instrumental and vocal students, as well as members of the music faculty, present studio recitals and public concerts. The art department schedules exhibits by contemporary artists throughout the year, and student exhibits of painting, sculpture, metalcraft, ceramics, and calligraphy are shown regularly. The College points with pride to art objects executed by senior art majors beautifying the living quarters on campus.

Honor Societies

Lambda Sigma, the campus honor society, requires of its members a 3.00 average and demonstrated qualities of leadership and service. Membership in this society leads in many cases to election in the senior year to Kappa Gamma Pi National Catholic College Women's Honor Society and to Delta Epsilon Sigma National Scholastic Honor Society. From its ranks, too, are chosen seniors to be listed in **Who's Who Among Students in American Colleges and Universities**. Barry holds membership in Lambda Iota Tau, the international literature honor society, and the following national honor societies: Alpha Mu Gamma (foreign languages); Beta Beta Beta (biology); Phi Alpha Theta (history); and Kappa Omicron Phi (home economics).



Dean's Conference

Students who are on the Dean's List may be recommended by faculty members to join the Dean's Conference. Barry College faculty members and other scholars are invited to present some aspect of the annual topic and to lead a discussion based on the presentation. From this group come candidates for highest national awards: Fulbright, Woodrow Wilson, Danforth.

College Clubs

A number of clubs and departmental organizations offer membership to the student body in general:

- Albertus Magnus Science Club
- Alpha Omega
- Alpha Theta Ushers
- Barry Student Home Economics Association
- English Association
- History Association
- Music Educators National Conference
- Playhouse
- Samothrace
- Santa Rosa Spanish Club
- Sociology Club
- Student Congress
- Student Education Association
- Student Government Association

Women's Conference

A special conference focusing on a single aspect of a woman's life is sponsored annually on campus. The program is aimed at the awakening of their potential on the part of the women students.

Publications

Serving the students as organs of literary endeavor and personal expression are the **Hourglass**, the college newspaper, and **Orbit**, the literary annual, compiled by the English department from outstanding student work in research, poetry, and the arts. The **Barry Mark** is a periodical bulletin published through the Development Office.

Religious Services

The Director of Religious Affairs and his assistants serve the spiritual needs of the faculty, students and personnel. Mass is celebrated twice daily in Cor Jesu Chapel. Instructions in the Catholic Faith, Marriage Conferences, and Pastoral Counselling are available to all students who request them. Barry College students and alumni may wish to be married in the campus Chapel. Special arrangements must be made three months in advance with the Chaplain. Jewish students and Christians of Protestant traditions are encouraged to use this office to make appointments with churchmen of their own faiths.

Psychological Testing Service

A comprehensive testing program is offered to assist students with academic, vocational or personal problems. The student may be self-referred simply by request, or may be referred by faculty advisors or counselors.

Reliable, valid, and current tests are provided in the areas of general ability, achievement, aptitude, interest, and personality. The service is available to all full-time Barry students free of charge with the exception of a \$2.00 fee for the computerized scoring of the Strong Vocational Interest Inventory.

The final results of all batteries of tests are interpreted to the student by the Director, the Women's Counselor, or by other designated qualified personnel. The final report becomes the property of the student; a copy of the original is held in the confidential file of the Psychological Testing Office until one year after the student completes her studies here.

Follow-up studies will be done when indicated and if advisory investigation or consultation is necessary, the student involved may possibly be referred to other professional resource services.

Minimal charges are made to part-time Barry students and faculty depending on the tests administered. The Testing Service is the authorized center for the administration of the Miller Analogies Test.

Counseling Service

All students are encouraged to avail themselves of academic, personal and career counseling. Freshmen receive an invitation to the counseling office.

Current career information is provided for the perusal and use of the students and faculty, who are always welcome.

Transfer students and "back-to-school adults" are invited to come in to discuss any possible problems.

The counseling office is eager to assist the handicapped student with any special need.

A need for long term counseling generally results in referral to a qualified professional on campus, or an off-campus consultant.

Alumni Association

The Barry College Alumni Association maintains an office on the first floor of Thompson Hall. The Association is represented on the Board of Trustees and the Advisory Council and is a member of the American Alumni Council. The **Newsletter** and other correspondence provide liaison between the College and the alumni, keeping the latter up to date on plans and policies of the College. The Association conducts an annual campaign for the Annual Fund of the Barry College Alumni Association and sponsors a general reunion on campus every other year. Various Alumni Chapters have held theater parties, dinner-dances, and family picnics and have sponsored lectures, art exhibits, and receptions for new students and graduating seniors.



**admission
requirements**

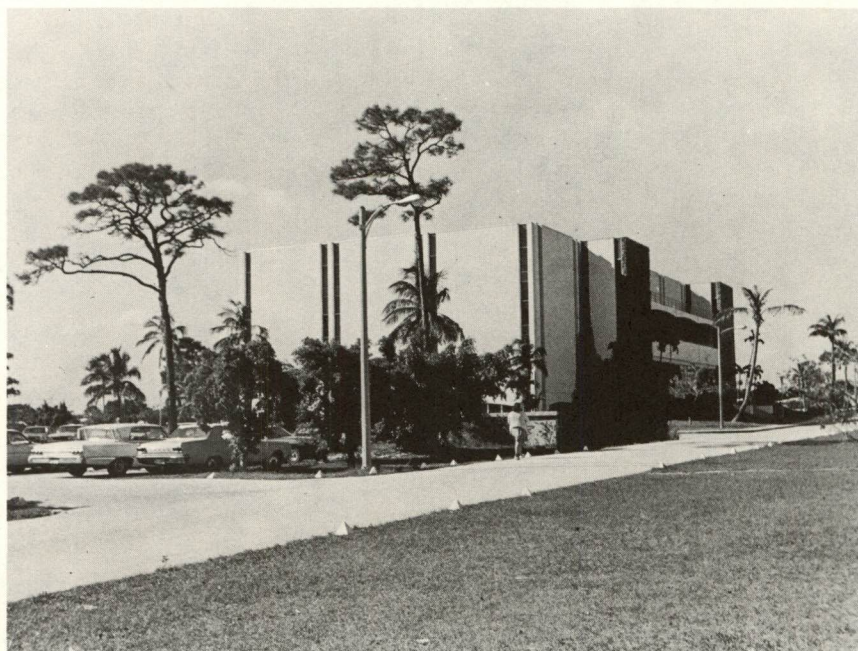
ADMISSION INFORMATION

Requirements for Admission

Students planning to attend Barry College must submit their credentials to the Admissions Committee for review and decision. These credentials include the applicant's official academic record, the results of her Scholastic Aptitude Test, letters of recommendation from her professional acquaintances, and the recommendation of the principal or guidance counselor.

On the applicant's final academic record should be the following information:

1. Evidence of graduation.
2. A minimum of 16 academic units of course work, including English, social studies, mathematics, laboratory science, and foreign language. The minimum number of units required in each of these areas will vary, depending on the program of studies an applicant elects:
 - a. students planning to major in nursing must present two units of laboratory science, including chemistry;
 - b. students planning to major in mathematics must present three and a half units of mathematics, including algebra, advanced algebra, and geometry;
 - c. students planning to major in chemistry must present these three and a half units of mathematics, as well as biology and chemistry.
3. Grade point average.



Procedures for Application

The student may submit her application any time after the completion of her junior year in high school.

The student, after submitting her application form and the non-refundable ten dollar application fee, should request three professional acquaintances (e.g., instructor, employer, doctor, religious minister) to forward letters of recommendation directly to the Office of Admissions. The Director of Admissions, upon receipt of a student's application form and fee, will request an official transcript of grades and a guidance counselor's recommendation directly from the high school.

The student should arrange through her high school to take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in November or December of her senior year.

Ordinarily, an applicant will receive notification of the decision on her application within one month after the receipt of all of the necessary credentials in the Office of Admissions.

If an applicant is accepted, she should confirm her acceptance in writing no later than May 1 of her senior year, enclose with her statement of verification a non-refundable reservation deposit of \$100.00 (applicable to her tuition), and, if a prospective resident student, declare her preference of accommodations in the residence halls.

The Office of Admissions will forward to each verified student a Health Examination Report form which must be completed by her physician and returned to Barry College before her registration may be finalized.

Transfer Students

A student transferring from another college need not present the results of the Scholastic Aptitude Test, but must request the Registrar at each of her previous colleges to forward an official and completed transcript of her credits directly to Barry. The College reserves the right to evaluate the credits submitted in relation to its own requirements.

A maximum of 64 semester hours of credit will be accepted in transfer from an accredited junior college. No grade below that of a "C" will be accepted in transfer.

Transferring students who expect to qualify for a baccalaureate degree must complete a minimum of thirty semester hours, ordinarily the final thirty hours, of course work at Barry and fulfill all requirements of the program which they elect to follow.

Re-Admission

Former students need not submit a new application form, but should write to the Director of Admissions and advise her of their desire to re-activate their credentials. If they have attended other colleges after leaving Barry, official transcripts from each college attended must be sent to the Office of Admissions.

Foreign Students

Candidates from other countries follow the same procedures in submitting their credentials. In some instances, they may be referred to the Institute of International Education for recommendation before entering Barry. Students applying from foreign countries must have sufficient proficiency in the English language to follow a regular academic program. As evidence of her proficiency, an applicant must have the results of the Test of English as a Foreign Language (TOEFL), which is administered internationally by the Educational Testing Service, and forwarded to Barry for consideration. Students from the Latin-American countries must have completed the bachillerato of arts or science in an approved secondary school.

Students who need additional proficiency in English before studying at Barry may wish to apply to ELS Language Center, P.O. Box 568, Barry College, Miami Shores, Florida 33161. ELS specializes in teaching English as a second language.

Early Decision

Students may apply during their junior year to receive an early decision from Barry College. In this case, an applicant must take the Scholastic Aptitude Test in March or May of her junior year.

Early Entrance

Exceptionally well-qualified students may be considered for admission prior to graduation from high school.

Advanced Placement

Barry will consider for advanced standing students of superior ability who have taken the Advanced Placement Examination of the College Entrance Examination Board. The amount of credit awarded is determined by the Academic Dean in consultation with the appropriate departmental chairman.

Interviews

Although a personal interview is not required in the application procedure, campus visits are recommended whenever convenient for the applicant. The Office of Admissions is open Monday through Friday, and a student should write or call for an appointment approximately two weeks in advance of her proposed visit to Barry College.

Barry College, in its admission policy and procedures, in no way discriminates against an applicant for reasons of race, religion, or nationality.



**expenses
& financial aid**

EXPENSES*

Tuition & fees per semester (12 through 18 hours), audit or credit	\$800.00
Students attempting more than 18 hours per semester must obtain academic approval. Part-time tuition rate will be charged for semester hours in excess of 18. Above amount includes non-refundable \$50.00 fee covering library, Culture Series, visiting lecturers, testing program, Hourglass, Orbit , student directory, and memory book.	
Application fee, non-refundable, payable once	\$ 10.00
Registration fee, non-refundable, payable each semester . . .	\$ 10.00
Room & board per semester (linen included)	\$550.00
Air-conditioned or private room, additional fee per semester	\$ 25.00
Room damage fee per year	\$ 50.00
Refundable based on condition of room when student relinquished same.	
Hospitalization insurance per year	\$ 52.00
Required of all full-time students not covered by hospital insurance.	

Education

Testing and materials used during the period in which students do their Directed Teaching (CORE).	\$ 10.00
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Music

Applied music lessons:	
Private instruction — one lesson per week	
Music majors or minors, per semester	\$ 70.00
All other students, per semester	\$ 90.00
Class instruction — applied piano or voice lessons, per semester	
Piano laboratory, non-credit	\$ 50.00

* Costs are those current for the 1972-73 academic year.

Special Athletic Fees

Physical Education activity courses may at times carry
additional fees. Fees will range from \$20.00-\$108.00

Special Course Fees

Certain courses offered in the Barry College curriculum
will require additional fees for the use of materials, equip-
ment, etc. Depending on courses, these fees will range
from. \$10.00-\$50.00

Graduation Fees

Undergraduate degree	\$20.00
Graduate Degree	\$25.00

Miscellaneous Fees

Late registration	\$10.00
Schedule changes and adjustments, each	\$ 3.00
Evaluation of credits	\$ 5.00
(for transfer or graduate students)	
Transcript of credits	\$ 2.00
(for each official or student copy after the first)	

Credit by examination:

A charge will be made for one-third of the tuition normally charged, at a part-time per semester hour rate, for the number of credits attempted in the examination.

Part-time Undergraduate Student Expenses

Tuition per semester hour	\$58.00
(1 through 11 semester hours, credit or audit, including library fee)	
Application fee, non-refundable, payable once	\$10.00
Registration fee, non-refundable, payable each semester . . .	\$10.00

Special Course Fees

Certain courses offered in the Barry College curriculum will require additional fees for the use of materials, equipment, laboratory, etc. Depending on courses, these fees will range from \$10.00-\$50.00

All fees, exclusive of tuition and room & board, are non-refundable.

No student may receive a transcript of credits or final grade report until his/her financial account has been settled.

Barry College reserves the right to make changes in tuition and fees.

FINANCIAL ARRANGEMENTS

Accounts are due and payable in advance no later than the day of registration for each semester and for the summer session.

Barry is an associate of the Tuition Plan, Inc., which makes it possible for parents to arrange monthly payments for tuition and other academic fees. Address the Tuition Plan, Inc., 575 Madison Avenue, New York, N. Y., 10022.

Students from foreign countries are requested to make payment by money order or check payable through a United States bank.

Textbook costs vary according to the courses taken. Approximately \$50 should cover the cost of books for the first semester and less than half that amount for the second semester. Books are sold on a cash basis at the College book store.

Dormitories and dining facilities are closed until the opening of school, during the Christmas and Spring holidays, and on the day following graduation.

A charge will be made for any residence room-change requested during the school year, unless the request is originated by a need of the College.

A 10% discount on tuition is deductible when two sisters are enrolled during the same year, unless one student has a scholarship grant.

Refund Policy

Tuition, room, and board fees will be refunded on this basis: If the student leaves within the first two weeks of the semester, 80% of the full semester charge is refunded; within the first three weeks, 60% is refunded; within the first four weeks, 40% is refunded; within the first five weeks, 20% is refunded. After the fifth week there is no refund. Refundable credit must be claimed within one calendar year.

A student dismissed for academic or disciplinary reasons at any time shall not be entitled to any claim or refund.

Notice of withdrawal from the College for any reason whatsoever must be given in writing to the Academic Dean. The effective date of withdrawal will be the date on which the letter is received in the office of the Academic Dean.

Summer School Refunds. If the student leaves within the first week of the summer session, 60% of the total charge will be refunded; within the second week, 20%. After the second week no refunds can be made.

It is understood that the summer school student, her parents or guardians, accept the conditions and regulations of the College.



FINANCIAL AID

The purpose of the Financial Aid Program at Barry College is to make available financial assistance for any student who qualifies for admission but would be unable to enroll or to continue her course study due to financial circumstances beyond her control.

It is expected that the student and her family will make every effort to finance a college education. Barry College will extend aid to students showing need and cooperate with the student and her family in making attendance at Barry financially possible.

Applications for financial aid may be obtained by writing to the Director of Student Financial Aid, Barry College. In addition to the application, either the Parent's Confidential Statement or the Student's Confidential Statement must be filed with the College Scholarship Service, Princeton, N. J. These forms are available upon request from high school and junior college counselors or they may be requested from the Director of Financial Aid at Barry College.

Scholarship and Grant Requirements

In considering applications for scholarships and grants, the College judges on these bases:

1. High School Average
2. S.A.T. Scores
3. Recommendation of the principal and/or guidance counselor.
4. Declaration of need, filed by the parents or guardians, on a Parents' Confidential Statement form (PCS) issued through the College Scholarship Service (CSS) of the College Entrance Examination Board (CEEB). These forms are available at high school principals' or guidance counselors' offices.
5. Receipt of the above information no later than March 15.

Barry Scholarship

The Mother Mary Gerald Barry Scholarship, founded in 1958, is awarded to a student of high academic standing named by the College. This grant amounts to \$1,500.00

Regional Scholarships

Barry offers five regional scholarships annually to students with high scholastic achievement and excellent recommendations. Students may apply from these regions: New England, Middle Atlantic, North Central, Southern, and Florida. These regions correspond to the areas comprising the accrediting associations' memberships. Judgment will be based on the following:

1. Cumulative grade point average of 3.00 (B) or higher
2. S.A.T. scores totaling 1200 or higher
3. Recommendation by the principal or guidance counselor as to the potential of the applicant
4. Letters of recommendation from professional acquaintances
5. An essay defining the applicant's goals in attending college

These scholarships cover tuition only and are renewable for the full four years provided the recipient maintains an average of 3.00 (B) or higher in her college courses. The PCS form is not required of applicants seeking a regional scholarship. Interested high school students should write directly to the Office of Admissions.

Barry Grants

The College has limited resources to assist students who have academic promise and whose Parents' Confidential Statement forms show a definite need. See the scholarship and grant requirements above.

Scholarship and Loan Programs Subsidized by Friends of the College

Archbishop Coleman F. Carroll Scholarship. To commemorate the elevation of Archbishop Carroll of the Archdiocese of Miami, Mr. Joseph Robbie has established a scholarship of \$1,000.00 per year for a graduate of a Catholic high school in the Archdiocese. Selection will be based on high academic achievement and potential.

The J. N. McArthur Scholarship, awarded to a Latin-American student by the McArthur Foundation to promote understanding and good relationship between North and South America, amounts to \$1,000.00 annually.

Frank J. Lewis Foundation. \$10,000.00 is made available for summer school scholarships at Barry for teachers employed in parochial schools.

George and Amelia Coury Loans. Through the generosity of Mr. and Mrs. George Coury, low-interest loans are made available to students of Dade County. Half of the loans made are intended for Black students.

Mabel Scollin Kelley Tuition Fund. This loan fund of \$5,000.00 was willed by Mrs. Kelley to allow worthy Catholic girls to borrow money for their tuition at Barry. Mrs. Kelley desired this fund to become a revolving fund in her memory.

Sister Eulalia LaVoie Loan. This loan was established in 1971 through the generosity of the friends of Sister Eulalia LaVoie. It is available to juniors or seniors who are majoring in Family and Consumer Science.

The Wyolene Neal Tuition Fund. This loan fund amounting to \$800.00, founded in 1961 by the parents of Wyolene Neal, is available to a commuting student in the Miami area.

Jordan Davidson Foundation Loan. Through the generosity of Mr. Jordan Davidson, loans of varying amounts are offered to students who demonstrate financial need.

Veterans and Dependents

The Federal Government has programs which provide some financial assistance for veterans and their dependents. Children of veterans who died in service or as a result of a service-incurred disability, or who have had more than 181 days of active service since January, 1955, are eligible for benefits. Information may be obtained from local or regional Veterans Administration offices.

Army, Navy, and Air Force Scholarships

Information regarding these scholarships is available from the Director of Financial Aid.

Federal Programs

National Defense Student Loan Program. Loans up to \$1,000 may be made without interest while in school and at 3% interest on extended repayment period. Up to 50% of the total loan may be cancelled for teaching service and, for special circumstances, up to 100% of the loan may be cancelled.

Educational Opportunity Grants. Students who show exceptional financial need may qualify for a federal grant up to \$1,000 per year.

College Work-Study Program. Students who qualify on the basis of financial need may participate in the work-study program which is funded by Barry College and the Federal Government. Various positions are available on campus for eligible students who may work up to fifteen hours per week to help meet some part of their college expenses.





Federal Guaranteed Loan Program. Students may borrow up to \$1,500 per year from a bank, a state lending authority, a savings and loan or credit union. Interest is 7% per year (simple) and the loan is repaid to the bank beginning nine months after graduation and over a maximum ten year period.

Cuban Student Loan Program. Students who are Cuban Nationals living in the United States and who are without sufficient resources to finance their education, may qualify for loans up to \$1,000 per year from the Federal Government. Fifty to one hundred percent of this loan may be cancelled for teaching. This loan is similar to the National Defense Student Loan Program.

Federal Nursing Loan. Nursing students may qualify for a loan up to \$1,000 per year at 3% interest which can be cancelled yearly by working as a nurse.

Federal Nursing Scholarships. Nursing students are eligible, based on high financial need, for federally funded scholarships up to \$1,500 per year.

State of Florida Programs

Florida Student Scholarship and Loan Commission. Loans are available through Barry for tuition and registration fees for students who have been legal residents of Florida for three years. Funds received must be repaid at 4% interest beginning at the time of graduation or termination as full-time student.

Florida Student Assistance Grant Programs. Student Assistance Grants are awarded for one academic year. The awarding and the amount of a grant is based on financial need. The maximum amount of a grant is \$1,200 per academic year and no award is made for less than \$200. For an application contact the Director of Financial Aid.



**academic
information**

THE BARRY PROGRAM

The various disciplines and academic departments at Barry College are justified to the extent that they foster a deeper knowledge and understanding of the human situation in the light of Christian ideals and of human compassion for all men.

Six curriculum areas based on understandings of the human condition can be distinguished, although the disciplines included under each area are not intended to be a complete enumeration nor mutually exclusive.

1. **Understanding mankind's origin, meaning, and destiny**, thus freeing man **from** purposelessness and **for** a meaningful life in a contingent world. Religious Studies and Philosophy aid the student in this quest.
2. **Understanding mankind's place in Nature**, thus freeing man **from** subjugation to the physical order and **for** mastery of controllable natural forces. Disciplines which can serve this end include Biology, Chemistry, Mathematics, Physical Geography, Physics, and Physical Education.
3. **Understanding mankind's relationship to his individual fellowman**, thus freeing man **from** self-centeredness and **for** enriching human inter-relationships. These disciplines can contribute to this end: Psychology, Communication through Language (both one's native tongue and foreign languages), Speech, and Journalism.
4. **Understanding mankind's place in society**, thus freeing man **from** the oppression of social pressures and **for** a generous contribution to a more perfect social order: Economics, Sociology, Political Science, History, and Geography are useful for this understanding and freedom.
5. **Understanding mankind's aesthetic dimension**, thus freeing man **from** insensitivity or barbarism and **for** creativity and self-expression. The Fine Arts are means to this end: Art, Drama, Music, and Literature.
6. **Understanding mankind's collective responsibility for his fellow-man**, thus freeing man **from** irresponsibility and inaction and **for** professionally-channeled avenues of service. For this objective, Barry College offers programs in Business, Education, Social Welfare, Nursing, and Family and Consumer Science.

Divisions of Study

Under the Barry program, the student may elect to concentrate in, or to select a major/minor combination from, several choices among the subject areas included in the broad fields of the liberal arts curriculum. The following areas are available:

Broad Fields	Subject Areas
Humanities	Art, Music, Speech and Drama, Humanities, Literature and Journalism, Foreign Languages (French, German, Spanish), Philosophy, Religious Studies
Natural Sciences and Mathematics	Biology, Physical Sciences (Chemistry, Physics), Mathematics
Social Sciences	Behavioral Sciences (Anthropology, Psychology, Sociology), Social Sciences (Geography, History, Political Science)
Professional Arts	Business (Accounting, Economics, Marketing/Management, Office Administration), Education, Family and Consumer Science, Nursing, Physical Education

Degrees Conferred

Barry College confers the Bachelor of Arts degree on those students who successfully complete the Barry program and who major in any of the following: art, English, French, history, music, sociology or social welfare, Spanish, and speech and drama. It is also conferred on students who follow the Broad Liberal Arts program. The Bachelor of Science degree is conferred on students who major in biology or medical technology, business, chemistry, family and consumer science, mathematics, and physical education. The Bachelor of Science in Nursing degree is conferred on students who successfully complete the nursing program.

Requirements for Graduation

Students seeking a degree from Barry College are responsible for seeing that their programs include all requirements for graduation. They must elect those courses necessary to fulfill any professional certification requirements commensurate with academic goals. Faculty advisers, the Academic Dean, and the Assistant to the Academic Dean are available for consultation and will gladly assist the student in every possible way to develop a plan in keeping with her/his goals and Barry's curriculum.

Total Semester Hours

Each student must satisfactorily complete 120 semester hours in order to obtain the minimum number of hours necessary to earn the baccalaureate degree; of the total, a minimum of 48 semester hours must be in courses numbered above 299.

Distribution Requirements

Each student is expected to complete 30 semester hours of course work as described below.

Religious Studies and/or Philosophy – The student will complete a minimum of nine (9) semester hours of credit in either Religious Studies or Philosophy or any combination of the two disciplines.

Communication Arts – The student will complete a minimum of six (6) semester hours in oral and written communication.

In addition to the preceding, the student will complete a minimum of six (6), or as many as nine (9), semester hours of credit in two of the broad fields of the liberal arts outside of her major area of concentration. She may select from the humanities, the natural sciences and mathematics, and the social sciences.

Senior Comprehensive Examinations

Each senior must pass a comprehensive examination in her major field(s) during the semester immediately preceding graduation. Students planning to attend graduate school may submit GRE scores to fulfill this requirement.

Registration for Graduation

It is the senior's responsibility to apply for graduation and for comprehensive examinations during the registration period of the semester in which the student expects to graduate.



GENERAL ACADEMIC INFORMATION

Specialization

Specific requirements are given in the preface to course descriptions of each department which offers specialization. If a student chooses to specialize, two options may be available:

1. two areas of concentration
 - a. a MAJOR (30-40 semester hours)
 - b. a MINOR (20-30 semester hours)
2. one area of concentration (40-60 semester hours)

A major is offered in art, biology, business, chemistry, dietetics, English, family and consumer science, French, history, mathematics, medical technology, music, physical education, social welfare, sociology, Spanish, and speech and drama.

Electives in the areas of concentration beyond the maximum number will not fulfill the 120 semester hours required for graduation.

Broad Liberal Arts Program

If a student chooses not to specialize, she may elect a broad Liberal Arts program:

- a. A maximum of twenty (20) semester hours may be chosen from three or more subject areas within the broad fields of Liberal Arts: humanities, social sciences, and natural sciences and mathematics. Of the total number, a minimum of eighteen (18) semester hours must be taken in upper biennium courses.
- b. A maximum of thirty (30) semester hours may be chosen from the broad field of Professional Arts.

Academic Classification

A student's classification is determined by the number of semester hours she has earned and her grade point average. She is classified as follows:

Sophomore	30 semester hours
Junior	60 semester hours and 2.00 average
Senior	90 semester hours and 2.00 average, and must have completed all lower division requirements.

Academic Calendar

The Fall semester begins in late August and terminates in mid-December. The Spring semester begins in mid-January and closes in mid-May. The Summer term usually ends the last week in July. Commencement exercises are held at the close of each session.

Admission

The student who fulfills Admission Requirements may matriculate at the beginning of either semester or the summer term.

Class Load

The recommended academic load is 15-17 semester hours. Any student who carries 12 or more semester hours has full-time status. To carry more than 18 semester hours requires the recommendation of the faculty adviser and written approval of the Academic Dean.

Academic Advisers

Upon matriculation, each student is assigned a faculty adviser. The student and adviser meet periodically to plan the student's program and evaluate her/his progress. Each semester the registration card with the choice of courses must be approved and signed by the faculty adviser.

The Academic Dean and her Assistant supervise the academic advising program and are available for consultation with the students.

Attendance

Students are expected to attend classes and laboratory sessions. At the beginning of the semester, all instructors will define requirements for credit in their classes.

Credit by Examination

A student who is working toward a degree at Barry may apply to a department chairman to earn academic credit by taking a special examination. Some departments make use of the College Level Examination Program (CLEP).

Independent Study

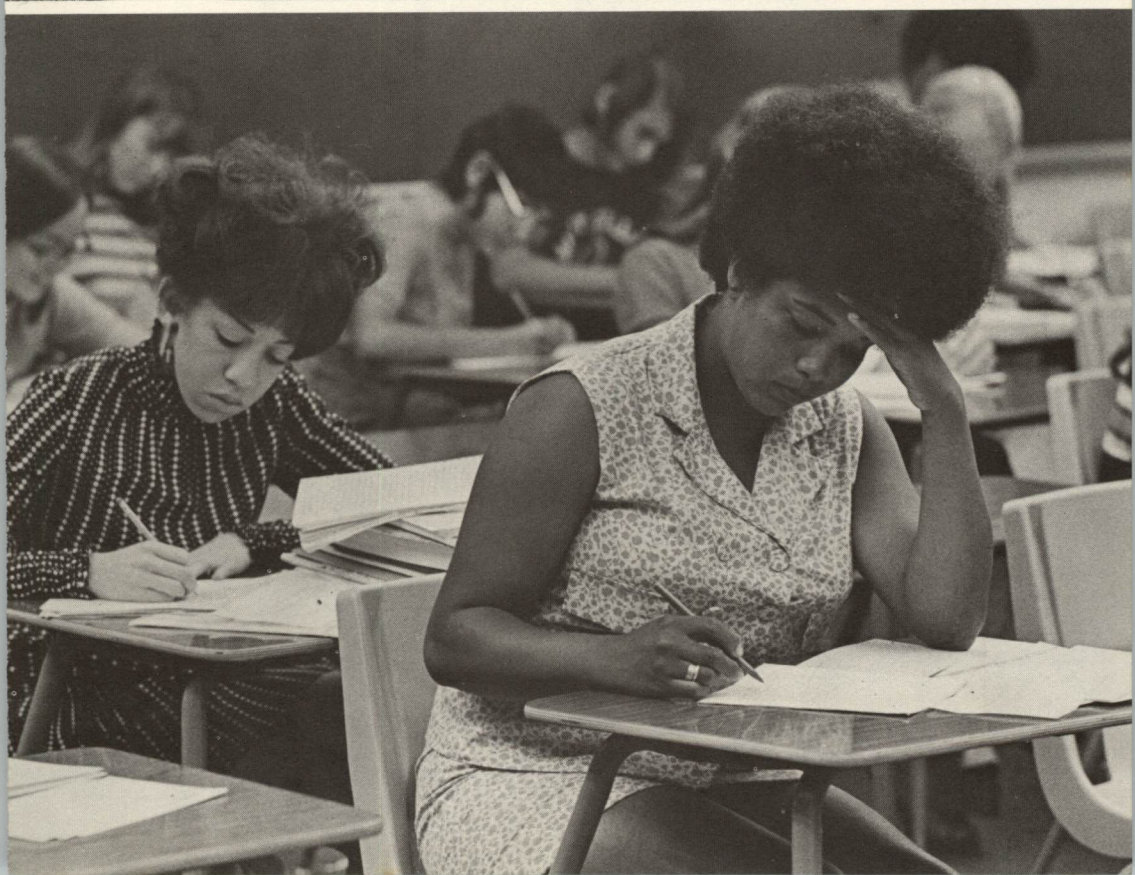
Opportunities for independent research are available in various departments. The student must have plans for the research project approved by her academic adviser and the department chairman. She may register for no more than one such project each semester.

Interdisciplinary Opportunities

Bio-Medical Ethics and Humanities are two team-taught interdisciplinary courses. The History and English departments correlate courses dealing with the literature and history of the United States and of England.

Opportunity for Graduate Courses

Second semester seniors may, with the approval of the Academic Dean and the Dean of the Graduate Division, register for six semester hours of graduate work.



Grading System

Barry's grading system, based on class work and examinations, is

Superior achievement	A	4.00 honor points per semester hour
Above average	B	3.00 honor points per semester hour
Average	C	2.00 honor points per semester hour
Below average	D	1.00 honor point per semester hour
Failure	F	No credit
Satisfactory	S	Credit awarded without honor points, not computed in grade point average
Unsatisfactory	U	No credit awarded; not computed
Incomplete	I	A grade not reported as completed within fifteen (15) days of the examination date 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



Satisfactory/Unsatisfactory Option

Since Barry College is desirous that the student receive as broad an education as possible, a policy has been established that students may elect a "satisfactory/unsatisfactory" option in lieu of the traditional grade. The student may select one course per semester, subject to the usual maximum load limitations, for which the official record of her performance shall indicate only whether or not she has completed satisfactorily the requirements for that course. A student on academic probation may not elect the S/U option.

This S/U option may not apply to the student's area(s) of concentration or to her requirements for professional preparation. The student must select the option at the time of registration; any changes must be completed within the regularly-scheduled period of class adjustments. A student may not repeat a course under the S/U option for which her official grade is any other than W or WP.

A maximum of twenty-four (24) semester hours of credit, plus physical education activity courses, may be taken under the S/U option. Credit hours are awarded for a grade of "satisfactory" (S), but these hours are not included in calculating the student's grade point average (G.P.A.). Neither are these hours calculated should an "unsatisfactory" (U) grade be issued. The credit hours earned under this option are applicable to the number of hours needed to fulfill degree requirements.

Grade Reports

Grade Reports are mailed to the parents at the end of each semester. Notice will also be sent to parents of students who are doing below average (D) work at the mid-term.

Academic Probation

Students who do not achieve a C average (2.0) during a semester are placed on Academic Probation and this is noted on the Grade Report.

Students on Academic Probation may register for no more than 15 semester hours the following semester.

A student on Academic Probation for four successive semesters must withdraw from the college.

Students who fail three courses in one semester or four courses in two successive semesters must withdraw from the college.

Withdrawal

Permission to withdraw from the college will be authorized by the Academic Dean. An unauthorized withdrawal results in failures in all courses.

Class Adjustments

After registration, any change in schedule, adding, dropping or changing a section of a class must be authorized by the Registrar.

Examinations

Final examinations are given in each course. Mid-term examinations are given at the discretion of the instructor.

HONORS

Dean's List

Full-time students who earn a grade point average of 3.30 in a semester are placed on the Dean's List. This is posted each semester.

Graduation Honors

Honors are conferred at graduation upon students who have maintained a high degree of scholastic excellence and have given evidence of leadership by participation in extra-curricular activities during their college years.

In order to qualify for graduation with distinction a student must have spent at least two years at Barry and have maintained an honor point average of 3.30 or above.

For the distinction **cum laude** an honor point average of 3.30 is required; for **magna cum laude** 3.50, and, for **summa cum laude** 3.70.

SPECIAL PROGRAMS

Dietetics

The dietetics curriculum is planned to fulfill all of the requirements of the American Dietetic Association. After graduation, students are eligible for approved internships or for graduate work which entitles them to membership in the American Dietetic Association.

Medical Technology

After following a special biology program for three years a student may spend a twelve-month period of academic and clinical training in a school of medical technology approved by the American Medical Association and the American Society of Clinical Pathologists and receive a Bachelor of Science degree with a major in medical technology.

Nursing

Barry College offers a four-year program which leads to a Bachelor of Science in Nursing degree and prepares the student for State Board Examinations. Its aim is to give the advantages of a Catholic liberal arts education and to offer the student a baccalaureate program which will prepare her as a professional nurse. The academic work is pursued at the College; and at the present time facilities for clinical experiences are provided by Mercy Hospital, Variety Children's Hospital, South Florida State Hospital, Veterans Administration Hospital, St. Francis Hospital, Jackson Memorial Hospital and Dade County Health Department.

Social Welfare

A major in social welfare is offered to students within the department of Behavioral Sciences. The program is a combination of theory and practical application of the methods and skills learned in class. It includes a year of supervised field instruction. This program is designed to prepare students for practice as beginning social workers, and for graduate education in the field.

Teacher Education

The Barry College teacher education program is based on a liberal arts foundation which is implemented into methods, professional laboratory experiences, and content in special areas. This background prepares the student for her experience in student teaching in public schools during her senior year.

Students who wish to teach on the elementary level or in exceptional child education may select a major from among the following fields: Biology, English, Family and Consumer Sciences, French, History, Mathematics, Physical Education, Sociology, Spanish, or General Liberal Arts. With Elementary Education or Exceptional Child Education as a minor, specific program requirements are outlined in the Education section.

Students who wish to teach on a secondary level select as their major the subject in which they wish to be certified. Requirements for this program are outlined in the Education section.

Upon completion of the approved program, students are eligible for teacher certification by the Department of Education in the State of Florida, which has reciprocal certification agreements with twenty-five states.

Summer Session

A six-week summer session is held every year, usually from the middle of June to the end of July, during which time a student may earn six semester hours credit. Requirements for admission to the summer session are the same as for the regular academic year. Students matriculated at another college must have written permission from their Dean to take specific courses at Barry. No other academic credentials are needed for these students.

Studies Abroad

A study-travel semester abroad was initiated in January, 1967, at the University of Neuchatel, Switzerland, within the University's **Seminaire de francais moderne**. Applicants need not be language majors but they should have a minimum of four semesters of French or proficiency in that language.

The Barry College Studies Abroad Committee investigates and publicizes additional opportunities for foreign study in other areas of concentration in various other countries. Students interested in

studying abroad should consult early with the Studies Abroad Committee because orientation programs are arranged.

Credits earned through the Studies Abroad program are issued by Barry College; the number of semester hours issued is proportionate to the duration of the study period.

In January of 1973, a two-week course, carrying two semester hours of credit, is scheduled for ecological research at the Rio Palenque Biological Station in Ecuador. Applicants need not be science majors but they should have an interest in science.





humanities

art music speech & drama
english foreign languages
philosophy religious studies



ART

JOSEPH RUFFO, CHAIRMAN

Through a flexible curriculum, the student is encouraged to select a program within the department appropriate to his/her individual development. The curriculum will provide understanding through involvement with traditional forms as well as modern concepts. The student is expected to be professional in approach, and to be prepared to assert individual goals through independent study and research.

In the Fall of 1971, the department introduced a tutorial method of teaching art studio courses. This method is designed to encourage a stronger and more professional development of the art student, and to realize a teaching-learning experience that allows for the maximum flexibility in program planning, curriculum, and individual development. Certain art studio courses are offered on a non-scheduled basis in the tradition of the tutorial method.

Students register in the regular manner for the courses necessary to satisfy their program requirements and personal preferences. Students and instructors meet initially at a pre-arranged time to discuss and plan the students' programs for the semester or year.

Periodic critiques, deadlines, conferences, and field trips are designated as necessary for the successful completion of the student's planned program. The responsibility for the completion of the various requirements contracted in the initial planning stages remains with the individual student under the direction of the faculty adviser.

Students are advised to schedule their academic classes and other non-tutorial classes in such a manner as to provide for the optimum released time for studio work. A pre-arranged block of time is scheduled each semester for all art majors. Students may not schedule any classes or activities during this time period. While basically a departmental working and planning period, its use is quite flexible. Visiting lecturers, media presentations, films, and field trips are a few of the uses.

Student/Faculty Conferences. At the conclusion of each semester, the department will conduct student/faculty conferences. Each student will be assigned a specific time and place to display his/her work so that the entire art department faculty may review the student's progress. The faculty will view the display and have an opportunity to confer with each other prior to dialogue with the student. This procedure allows the faculty to evaluate the progress of each student and to offer advice and/or guidance as to the future direction of that student. This also permits the student an opportunity to react to the faculty evaluation and seek advice and/or guidance. The student/faculty conferences will take place during the examination week of each semester. Works to be included in the Annual Student Exhibit will be selected at this time.

Students who major in art will be required to participate in a two-week Senior Exhibition which will be displayed in the library. This will replace the student/faculty conference during the student's final semester. The faculty will review senior work during this exhibition and, while not required to meet with the faculty, the student may request a conference. In this case, the time and date will be arranged so as to be convenient to all concerned.

Exhibitions. The College reserves the privilege of retaining temporarily student work for the purpose of exhibition, and also reserves the right to reproduce and publish such work. Examples of student work may also be retained as a part of the College's permanent collection of art. The College will not retain more than one example per student per semester, unless the student agrees to release an additional number.

Senior Portfolio. Art majors are required to present a portfolio representative of their work, and to prepare 35mm color slides or 8 x 10 photographs. This portfolio and the slides or photographs are to be completed before the conclusion of the final semester of the senior year.

Specialization

Concentrated study (42 s.h.): Art 105, 106, 151, 152, 204, 251, 261, 301 or 341 or 361, 309, 310, 409, 410, and 496.

Art major (30 s.h.): Art 105, 106, 151, 152, 204, 251, 261, 309, 310, and 496.

Art minor (20 s.h.): Art 105, 106, 141, 151, 152, 203 or 261, and Humanities.

Students who expect to be certified to teach in grades 1 - 12 must take Art 476. This may replace the senior project for these students. Art 141 and 142, Crafts, are encouraged as electives for both major plans.

105 Design

Basic design theory in all areas of two and three dimensional design. The study of design concepts through various tools and materials. Exploration and analysis of drawing fundamentals, including the study of perspective. Fall. 3 s.h.

106 Design

Application of basic design theory through the media of painting, sculpture, printmaking, and photography. Prerequisite: Art 105. Spring. 3 s.h.

141 Crafts

Basic techniques in ceramic design; forming, glazing, and firing. Fall/Spring. 2 s.h.

142 Crafts

Basic techniques in fabric decoration, including screen printing, batik, and tie-dye techniques. Spring. 2 s.h.

151, 152 Drawing

Figure drawing from the live model and the study of drawing materials and techniques. Fall/Spring. 6 s.h.

203 Photography

Introduction to photography; black and white techniques; exploration of photographic concepts. Fall. 3 s.h.

204 Graphics

Introduction to commercial graphic techniques and methods; printmaking techniques — woodcut, etching, engraving, silk-screen, and collographs. Prerequisites: Art 105 or 106 or 151. Spring. 3 s.h.

241 Crafts

Advanced work in ceramic design. Prerequisite: Art 141. Fall/Spring. 3 s.h.

242 Crafts

Advanced work in fabric decoration. Prerequisite: Art 142. Fall/Spring. 3 s.h.

251, 252 Drawing

A comprehensive studio experience in drawing with emphasis on the exploration of methods and materials, and on various drawing and graphic concepts. Prerequisites: Art 151 and 152. Fall/Spring. 6 s.h.

261, 262 Multimedia

An intensive studio experience involving comprehensive study of painting and sculpture techniques and materials, and involving creative experimentation and the inter-relating of each medium. Prerequisites: Art 105 and 106 or 151 and 152. Fall/Spring. 6 s.h.

300 Special Topics

Content to be specified each semester by the department as requested by faculty and/or students to fill specified needs or interests. Fall/Spring. 2-12 s.h.

301, 302 Graphics

Concentrated study in one or more of the student's choice: photography, print-making, drawing, or commercial graphics. Prerequisites: Art 203 and 204. Fall/Spring. 6 s.h.

309, 310 History of World Art

Survey of art from ancient civilization to the Renaissance; the baroque period through the nineteenth century; and contemporary trends as influenced by the present era. See History 309, 310. Not offered in 1972-73. 6 s.h.

313 Philosophy of Art

A philosophical study of the nature of art; the relation between the several arts; principles of art criticism; religious art and symbolism. See Philosophy 313. Fall/Summer. 3 s.h.

341, 342 Crafts

Advanced study in choice of craft. Prerequisites: Art 241 and 242. Fall/Spring. 6 s.h.

361, 362 Multimedia

Continuation of Art 262, with a choice of concentration in one area. Prerequisites: Art 261 and 262. Fall/Spring. 6 s.h.

376 Art in the Elementary School

Study of aims and procedures in the development of a creative expression in elementary school children which includes practice and experimentation in various suitable media. Fall/Spring. 3 s.h.



401 Graphics

Advanced study in student's choice of graphics area. Prerequisites: Art 301 and 302. Fall/Spring. 3 s.h.

409, 410 Art History Seminar

Individual and group research projects closely coordinated by student and instructor. Prerequisite: Art 309 or 310. Fall/Spring. 6 s.h.

441 Crafts

Advanced study in student's choice of craft. Prerequisites: Art 241 and 242. Fall/Spring. 3 s.h.

461 Multimedia

Advanced study in student's choice of multimedia. Prerequisites: Art 361 and 362. Fall/Spring. 3 s.h.

476 Methods in Art Education

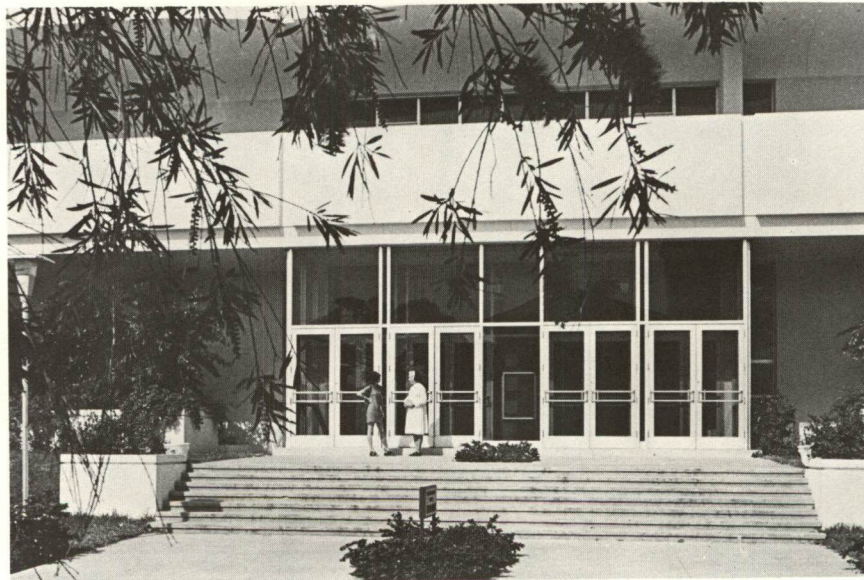
A study of the philosophy, curriculum, and methods pertinent to the development of creative expression for students from grades 1 – 12; practice in formulating aims, preparing materials, demonstrating processes, evaluating and displaying work done in the classroom situation. Spring. 4 s.h.

496 Senior Project

The senior project is planned by the individual student in conference with his/her choice of instructor. The student will present a plan of study for his/her project to the appropriate instructor. The project is designed to demonstrate the student's initiative and to allow the faculty to evaluate the various aspects of the student's development. A written paper or statement must accompany each project. Fall/Spring. 3 s.h.

359, 459 Independent Study

Opportunity for research in areas of special interest to the student. Prerequisite: Departmental approval. Fall/Spring. 1 – 3 s.h. each level.



ENGLISH

RICHARD A. MOTTRAM, CHAIRMAN

All work in the department of English directs the student to use the English language intelligently, to write well, to read critically, to relate the literary work to its historical and philosophical background, and to delight in its artistry. The English major should consider her study as formative. It should enrich her life, make her discerning, and bring her near, at least, to wisdom.

The program for a student who desires to major in English consists of a minimum of thirty (30) semester hours, including the regular freshman courses in writing and the sophomore survey of English literature. Beyond this the student will elect, with the direction of her adviser, courses that will complete her program. The program for a student who desires to minor in English consists of twenty (20) semester hours.

Freshman English Course. A student may waive English III (and receive three semester hours of credit) if she has the following qualifications: 1) a score of 3 or above in the English Advanced Placement test of the College Entrance Examination Board (CEEB); or 2) a Verbal score of 525 or above on the Scholastic Aptitude Test (SAT) and an acceptable writing sample (to be written during orientation week).

111, 112 Freshman Composition and Literature and Techniques of Research

In the first semester, the writing of short papers based on readings in literature. In the second term, the writing of the long expository paper. Fall/Spring. 6 s.h.

206, 306 Creative Writing

An introductory course with lectures on technique and criticism of work in progress. Spring. 4 s.h.

213, 214 English Literature

Historical survey of the literature of England from the beginnings to the twentieth century. Fall/Spring. 6 s.h.

300 Special Topics

Content to be specified each semester by the department as requested by faculty and/or students to fill specified needs or interests. Open to juniors and seniors. Fall/Spring. 3 s.h.

302 The Dynamism of French Literature

In English demonstration, the innovative dynamism of French thought in political and social philosophy and in literary schools. French terminology when a point of departure. Prerequisite: An elementary knowledge of French language. Not open to French majors or minors. See French 302. Fall. 3 s.h.

310 Transformational Grammar

An analysis of English syntax through the transformational approach. Summer. 3 s.h.

312 Expository Writing

The study of and practice in writing expository forms of discourse. Spring/Summer. 3 s.h.

313, 314 World Literature

A study of world masterpieces from the Ancient East and West to the twentieth century. Fall/Spring. 6 s.h.

315 The Novel

Structural analysis of the novel. Selections follow a chronological arrangement. Fall/Summer. 3 s.h.

320 Children's Literature

Survey of literature suited to the needs of children. Spring/Summer. 3 s.h.

321 Elizabethan Literature

Selections from the poetry, prose, and drama of Elizabethan England. Spring. 3 s.h.

322 Seventeenth Century Literature

Donne through Milton. Summer. 3 s.h.

323 Restoration to 1784

Reading and critical discussion of the non-dramatic literature of the age: Dryden, Pope, Swift, and Johnson. Spring/Summer. 3 s.h.

325, 326 American Literature

American letters from the Colonial period to the present. Fall/Spring. 6 s.h.

327 The Romantic Poets

Blake through Byron. Summer. 3 s.h.

328 The Victorians

Selected readings from Tennyson, Browning, Arnold, and the non-fiction prose writers. Fall. 3 s.h.

351, 352 Aspects of English Prose Fiction

Various novels, novellas, and short stories are analyzed in an effort, more or less progressive, over the two semesters, to determine the chief characteristics of prose fiction as a literary genre and to assess some noteworthy experiments in it in Britain and America from the early eighteenth to the early twentieth century. Taught at Biscayne College. Fall/Spring. 6 s.h.

371 The Epic

An examination of the epic as a literary genre. Taught at Biscayne College. 3 s.h.

387 Introduction to Literary Theory and Criticism

An introduction to a literary theory and a history of literary criticism. 3 s.h.

403 History of the English Language

The formation and growth of the language; study of sources, structure, and idiom, and of American modifications of the language. Open to graduate students. Spring. 2 s.h.

407 Shakespeare

Selected Shakespearean plays studied in relation to the development of Shakespeare's art. Open to graduate students. See Speech and Drama 407. Spring/Summer. 3 s.h.

408 Communication Skills

A comprehensive treatment tailored to develop a communication competence relevant to business management and an analysis of and training in writing, speaking, listening, and reading skills. See Business 408. Spring. 3 s.h.

425 Advanced American Studies

Selections from the American Romantics. Open to graduate students. Summer. 3 s.h.

439 Development of the Dramatic Form

The theater of the western world from the Greeks to Shakespeare. Open to graduate students. See Speech and Drama 439. Fall of alternate years. 2 s.h.

440 Development of the Dramatic Form

The theater of the western world from Shakespeare to the twentieth century. Open to graduate students. See Speech and Drama 440. Spring of alternate years. 2 s.h.

441 Contemporary Theater

Study of the plays and theatrical practices of our day. Open to graduate students. See Speech and Drama 441. Spring of alternate years. 2 s.h.

451 Introduction to Medieval Literature

A critical study of the literary types current in medieval England, with emphasis on Chaucer. Fall. 3 s.h.

460 Modern Literature

Selected works from twentieth century world literature. Open to graduate students. Spring/Summer. 3 – 6 s.h.

476 Teaching of English in the Secondary School

Problems confronting teachers of English in the secondary school, organization of courses, standards of criticism, sources of materials, textbooks, and methods of teaching. Spring. 3 s.h.

487 Senior Honors

Independent research under direction of an appointed adviser. Fall/Spring/Summer. 3 s.h.

490 Classical Etymology of English

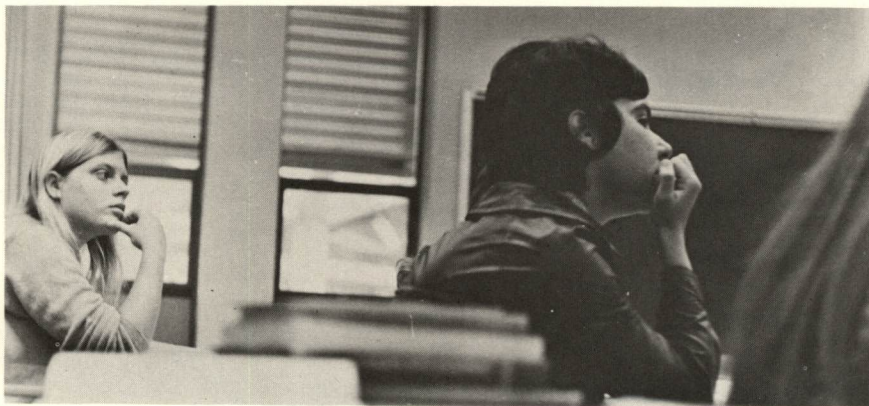
A linguistic analysis of the Graeco-Roman origin of the English language and its development, designed to acquaint the student with a greater understanding and appreciation of the classical elements in English derivatives. Open to graduate students. Fall. 3 s.h.

491 Comparative Literature

A comprehensive study of Graeco-Roman mythology designed to acquaint the student with the classical heritage of literature, art, music, drama, and archaeology. Open to graduate students. 3 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.



JOURNALISM

This program is offered primarily to enhance the liberal arts education with a study of the role of mass media in modern society. Students may minor in journalism by earning twenty (20) semester hours of credit. Each journalism minor is required to contribute to the campus newspaper for six semesters and to intern with a local newspaper for a minimum of five weeks.

107 Introduction to Mass Communication and the History of the Press

A survey of the development, influence, and role of mass media in a democratic society, emphasizing the social, political, and economic role of the mass communications industries. 3 s.h.

108 Techniques for Reporting

Basic skills in news gathering; developing techniques for interviewing, in covering speeches and familiarizing students with general source materials; writing simple news stories. Required for students wishing to write for, and assist in publishing, the campus newspaper. 3 s.h.

242 Interpretive Reporting

A study of the principal art of reporting the news with knowledge and understanding; practical exercise in interpretive and depth reporting enabling the student to report events accurately and significantly. 3 s.h.

245/345 Copy-editing and Layout

Techniques of editing, with practical exercises in copy-reading, headline writing, typography, advertising, photography, and lay-out. 2 s.h.

143-144, 243-244, 343-344 Laboratory Practice

Applying mechanical skills in newspaper production to the regular editions of the campus newspaper; covers proofreading, copyreading, headlines writing, and the principles of page make-up. 2 s.h. each course.

401 Advertising

Survey of entire field of advertising in its social, economic, and management contexts. Consideration is given to advertising in general, to advertising research, to preparing the advertising campaign, the appropriations, and the selection of media; to layout, copy, and printing and engraving methods. See Marketing 401. Spring. 3 s.h.

442 Problems of the Press

An interdisciplinary elective emphasizing analysis of a major contemporary problem as reported in current journals of opinion and viewed under the aspect of specified social sciences. 3 s.h.

462 Public Relations

The study of various public relations media. Emphasis on cases and readings from professional journals. An historical and psychological aspect of public relations discussed in context with, and in relationship to, various public media. See Marketing 462. Fall. 3 s.h.

470 Seminar in Journalism

Investigation of a problem. 3 s.h.

476 Teaching Journalism in the Secondary School

Designed to meet the needs of newspaper advisers and journalism teachers; emphasizes methods and practices in advising a high school staff; a study of newspaper mechanics and production procedures; a background of the role of the press in contemporary society. Prerequisite: Journalism 108. 3 s.h.

490 Supervised Publications Workshop: Internship

Actual experience in directed publication projects in conjunction with a newspaper for a minimum of five weeks. Open only to journalism minors by special permission. Credit to be given at the discretion of the staff on the basis of the quality of work, the amount of time spent, and the proficiency attained.

FOREIGN LANGUAGES

SISTER MARY JEAN WALSH, O. P., CHAIRMAN

FRENCH

Students completing the requirements may be prepared for positions in export-import firms, in foreign sales and travel agencies, in international news service, in diplomatic and consular service, in interpreting and translating, in research, and in foreign language teaching. Graduate study is recommended for proficiency in any of these vocational or professional areas.

Requirements for major: Thirty (30) semester hours with a minimum of eighteen (18) semester hours of upper division French. Students planning to teach include French 401, 450, and 476.

French majors or minors may, at the recommendation of the departmental chairman, supplement their work by study abroad at the University of Neuchatel, Switzerland, where they may earn up to nine (9) semester hours of credit in French. If preliminary study is effected, up to three (3) more hours may be earned. See the Studies Abroad Program.

101, 102 Elementary French

Phonology, with emphasis on accuracy and fluency in speaking and writing from the characteristics of the sound system; conversation, dictation, connected prose, cultural dialogues with progressive grammatical explanations. Language laboratory hours required. Fall/Spring. 6 s.h.

203, 204 Intermediate French

Intensive review of the French sound system and grammatical patterns; recognition and active handling of aural comprehension and oral production as well as reading and writing; cultural readings in French literature and civilization. Language laboratory hours required. Fall/Spring. 6 s.h.

250, 251 Conversation and Composition

Aural-oral diction and fluency in the spoken idiom, prepared and extemporaneous dialogues and reports on current subjects, practice and skill in writing French with accuracy and reading with comprehension; a systematic review of the grammatical principles of the French language. Language laboratory hours required. Fall/Spring. 6 s.h.

302 The Dynamism of French Literature

In English demonstration, the innovative dynamism of French thought in political and social philosophy and in literary schools. French terminology when a point of departure. Prerequisite: An elementary knowledge of French language. Not open to French majors or minors. See English 302. Fall. 3 s.h.

305, 306 Survey of French Literature

The intensification in France of man's consciousness of himself, his environment, his relationships, as expressed in the literary genres of successive periods. Reading of representative selections and a few masterpieces in depth. Fall/Spring. 6 s.h.

331 French Classicism

Formation of the classical ideal in drama and the arts; the perfection of dramatic form and the seventeenth century portrait of man, including selected works of Descartes, Pascal, La Bruyere, Boileau, Corneille, Moliere, Racine, and La Fontaine. Spring '74 and '76. 3 s.h.

345 French Lyrics

The nineteenth century Romantic movement and the subsequent literary schools of Parnassianism, Symbolism, and Surrealism as exemplified in selected works of French poets from Lamartine to Claudel. Fall '72 and '74. 3 s.h.

346 French Novel

A critical evaluation of the schools through which the genre developed. Reading of representative works. Fall '73. 3 s.h.

401 French Phonetics, Diction, and Conversation

Study and intensive practice of French pronunciation with exercises in diction, phonetic and phonemic transcription, intonation, rhythm of prose and poetry; conversation; correction of individual faults in pronunciation. Spring. 3 s.h.

450 French Culture and Civilization

A survey of the history and geography of France; an appreciation of the arts, letters, science, and political and social institutions. Spring. 3 s.h.

460 Contemporary French Literature

Main currents of thought and literary development in contemporary authors. Spring '73. 3 s.h.

476 Teaching of French in the Secondary School

Modern French methodology in developing the four language skills; organization of units of work and lesson plans; construction of tests; evaluation of modern texts and materials; teaching demonstrations; use of language laboratory and other audio-visual devices. Spring. 3 s.h.

487 Senior Honors

A directed reading course open only to seniors by permission of the departmental chairman. Offered as needed. 3 s.h.

359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. Offered as needed. 1 — 3 s.h. each level.

GERMAN

The curriculum in German provides a sequence in practical basic training in the areas of written and oral composition. Through this medium, a student acquires a deeper understanding and increased interest in the culture of another people as expressed through their geography, history, and literature. These objectives aim to foster the personal growth and development of the student as well as to prepare her for later research.

All courses in German are taught at Biscayne College. Refer to the Biscayne College Catalog for the terms in which these courses are offered.

101, 102 Elementary German

Modern concepts of language learning to aid the student to understand spoken German and to read without conscious translation; to converse freely on matters of daily life; to write in German on familiar topics, utilizing vocabulary and language and language patterns already learned. Language laboratory hours required. 6 s.h.

203, 204 Intermediate German

A review of German designed to increase the student's control of the four language activities with emphasis on cultural readings in German literature and civilization. Language laboratory hours required. 6 s.h.

210, 211 Advanced German I and II

Analytical reading of classical works of the eighteenth, nineteenth centuries; and of some outstanding works of the twentieth century: Lessing, Schiller, Goethe, Hauptmann, Kafka, and Mann. 6 s.h.

Courses in advanced studies of literature and conversation are available to the student upon individual request and evidence of proficiency.

SPANISH

The Spanish program offers a practical basic training in the areas of written and oral composition. Through this medium, a student acquires a deeper understanding of and increased interest in the culture of another people as expressed through their geography, history, social organization, and literature. These objectives aim to prepare the student to utilize her skills with work related to teaching, diplomatic service, overseas business and industry, social welfare work, and the nursing profession.

Requirements for major: Thirty (30) semester hours of Spanish including eighteen (18) semester hours in the upper division. Students planning to teach include Spanish 476.

The major study begins at the level for which a student is prepared by former study and/or experience. Lower biennium courses are intended to develop skills of understanding, speaking, reading, and writing.

Spanish majors or minors may, at the recommendation of the departmental chairman, supplement their work by study abroad in Spain where they may earn up to nine (9) semester hours of credit in Spanish. See the Studies Abroad Program.

101, 102 Elementary Spanish

A study of grammatical construction; conversation, with emphasis on a practical vocabulary and accurate pronunciation; cultural reading material with progressive grammatical explanations. Language laboratory hours required. Fall/Spring. 6 s.h.

111, 112 The Structure of the Spanish Language

Further development and drill in grammatical constructions taught at the elementary level; intended for students with some previous study of elementary Spanish. Additional readings. Language laboratory hours required. Fall/Spring. 4 s.h.

203, 204 Intermediate Spanish

Intensive review of Spanish pronunciation and grammatical patterns; recognition and active handling of aural comprehension and oral production as well as reading and writing; cultural excerpts and short story selections. Language laboratory hours required. Fall/Spring. 6 s.h.

250, 251 Conversation and Composition

Aural-oral diction and fluency in the spoken idiom, prepared and extemporaneous dialogues and reports on current subjects, practice and skill in writing Spanish with accuracy; a systematic review of the grammatical principles of the Spanish language. Language laboratory hours required. Fall/Spring. 6 s.h.

305, 306 Survey of Spanish Literature

Principal movements in Spanish literature; typical works of each period. Fall/Spring. 6 s.h.

313, 314 Survey of Spanish-American Literature

Principal movements of Spanish-American literature; typical works of each period. Fall/Spring. 6 s.h.

370 Hispanic-American Civilization

A survey of the life and culture of the Hispanic-American peoples. Offered in alternate years. 3 s.h.

380, 381 Advanced Composition

Intensive study of the structure of the Spanish language; techniques of composition. Fall/Spring. 3 s.h.

431 An Introduction to Cervantes

Selected works of Cervantes with special emphasis on *Don Quijote* and the *Novelas ejemplares*. Offered in alternate years. 3 s.h.

440 Spanish Literature of the Golden Age

Extensive reading, discussion, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries. Offered in alternate years. 3 s.h.

443 Contemporary Spanish Literature

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

476 Teaching of Spanish in the Secondary School

Traditional and modern methods of teaching comprehension and language skills; organization of units of work and lesson plans; analysis of modern texts, tests, and materials; use of language laboratory. Fall. 3 s.h.

479 Spanish Civilization

A survey of the history and geography of Spain; an appreciation of the culture of the country. Offered in alternate years. 3 s.h.

480 Seminar

Literary selections determined by group need and interest. In-depth study. Spring/Summer. 3 – 9 s.h.

487 Senior Honors

A directed reading course in special topics open only to seniors by permission of the departmental chairman. 3 s.h.

359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.

HUMANITIES

201/301 Humanities in the 20th Century

An interdisciplinary approach to the history, drama, art, music, philosophy, and literature of the twentieth century. Selected cultural activities will be made available to the students to aid in correlating theory and experience. Fall/Spring. 4 or 6 s.h.



MUSIC

SISTER MARIE MADONNA OLIVER, O. P., CHAIRMAN

Since each student, especially in the arts, has a unique talent, the music department tries to discover the individual capacity of each, his desires and projected goals in the field of music, and then to provide the opportunities to reach these goals, whether they be in performance or teaching. These opportunities are provided in the atmosphere of the broadening awareness afforded by the liberal arts college where not only the music itself, but the study of the other humanities and related subjects, stimulates the student to a deeper artistic understanding. The music department considers that it has a special role in offering course opportunities and facilities to students of other departments.

The music department stands among those areas of the fine arts which may offer their programs to male undergraduates who are residents of Dade or Broward Counties. Male applicants will be eligible for admission directly into Barry College, enrolling either on a full-time or on a part-time basis.

Freshmen wishing to major or minor in music are given placement tests in applied music and theory. This is done during orientation week.

Music majors give a recital in their sophomore year and in their senior year.

Juries are held at the end of each semester at which students earning credit in applied music perform representative works.

Requirements:

Applied music major, either vocal or instrumental (60 s.h.)

Applied music — 16 s.h.

Theory — 18 s.h.

History and literature — 13 s.h.

Ensemble — 8 s.h.

Electives — 5 s.h.

Music education major, choral (60 s.h.)

Applied music — 12 s.h.

Theory — 18 s.h.

History and literature — 10 s.h.

Ensemble — 7 s.h.

Music education — 8 s.h.

Electives — 5 s.h.

Specified professional education courses

Music education major instrumental (60 s.h.)

Applied music — 12 s.h.

Theory — 18 s.h.

History and literature — 10 s.h.

Ensemble — 7 s.h.

Music education — 12 s.h.

Specified professional education courses

Music minor (20 s.h.)
Applied music — 4 s.h. (2 s.h. must be Music 135 or above)
Theory — 8 s.h.
History and literature — 4 s.h.
Ensemble — 4 s.h.

Two semester hours of credit will be given for one lesson in vocal or instrumental music with twelve hours of practice per week; one semester hour of credit will be issued for one lesson with six hours of practice per week.

Applied Music

Piano, organ, harpsichord, voice, strings, woodwind, and brass.

120 Piano/Voice

Designed for prospective teachers and/or beginners. Taught in classes of four to eight. N.C.

123-126 Applied Music

Preparatory courses for non-specializing students. Taught in groups or individually. These courses may not be applied toward a major. 8 s.h.

135, 136 Applied Music

Technical studies and literature selected from the classics. All instruments. 4 s.h.

287, 288 Applied Music

Further technical study and literature of greater difficulty. 4 s.h.

335, 336 Applied Music

Development of repertory. 4 s.h.

337, 338 Applied Music

Continuation of Music 336. 4 s.h.

487, 488 Applied Music

Preparation for senior recital. 4 s.h.

489, 490 Applied Music

Continuation of Music 488. 4 s.h.

Music Theory

100 Review of Fundamentals

A review of the fundamentals of music theory. Designed for students who do not qualify in placement tests for Music 109. Offered when required. N. C.

109 Theory I

Study of melodic, harmonic, and rhythmic elements of music through dictation, sight singing, keyboard and written exercises. Fall. 4 s.h.

110 Theory II

Continuation of Music 109 including study of dominant and supertonic seventh chords, modal scales, key relationships, modulations, transposition, four-part writing. Spring. 4 s.h.

211 Theory III

Music of the eighteenth and nineteenth centuries; emphasis on part-writing, analysis, and dictation; chromatic harmony. Fall. 3 s.h.

212 Theory IV

Continuation of Music 211. Introduction to techniques of modern harmony. Spring. 3 s.h.

305 Counterpoint

A study of counterpoint from the sixteenth century through the twentieth century. Spring. 2 s.h.

311, 312 Orchestration

Study of instrumentation, scoring for various sized orchestras, score reading of master works. Spring. 2 – 4 s.h.

409 Form and Analysis

A study of the different forms in music and an analysis of harmonic, melodic, and rhythmic structures. Fall. 2 s.h.

493, 494 Composition

Composition in smaller forms both instrumental and vocal; rondo, variation, sonatina, and free forms. Fall/Spring. 2 – 4 s.h.

Music History and Literature

209/210, 309/310 Survey of Music History & Literature

Designed for music majors but open to non-majors with sufficient knowledge of music to profit from the course. History of music with emphasis on cultural and general historical background; particular attention given to the development of a technique for listening analytically and critically to music. Required of all sophomore music majors. Fall/Spring 8 s.h.

301 Introduction to Music Literature

Designed for non-music majors; no previous musical knowledge or training required. An introduction to music listening through a study of the major works of the classic, romantic, and modern periods. Spring. 3 s.h.

303 Opera

Survey of operatic literature from Monteverdi to contemporary. Offered as needed. 2 s.h.

314 Medieval and Renaissance Music

An integrated study of the form, analysis, literature, and history of the music of these periods. Live and recorded performances. Fall. 3 s.h.

315 Baroque and Classical Music

An integrated study of the form, analysis, literature, and history of the music of these periods. Live and recorded performances. Spring. 3 s.h.

316 Romantic and Modern Music

An integrated study of the form, analysis, literature, and history of the music of these periods. Live and recorded performances. Fall '73. 3 s.h.

319 The Art Song

Designed to familiarize the student with the repertory of old Italian arias, cantatas, oratoric arias, and operatic arias; emphasis on German lieder and the art songs of French, Russian, Spanish, Italian, English, and American composers. Offered as needed. 2 s.h.

320 Piano Literature

Survey of the literature for the keyboard from the music for pre-piano instruments to the present with emphasis on stylistic analysis. Offered as needed. 2 s.h.

Music Education

168 *Percussion Class

Elements of playing the various percussion instruments. Fall/Spring. 2 s.h.

169 *Woodwind Class

Elements of playing woodwind instruments. Fall/Spring. 2 s.h.

170 *Brass Class

Elements of playing brass instruments. Fall/Spring. 2 s.h.

171 *String Class

Elements of playing string instruments. Fall/Spring. 2 s.h.

374 Vocal Pedagogy and Materials

A study of the various theories of vocal pedagogy and of the problems confronting the teacher of voice; evaluation and selection of appropriate song literature. Offered as needed. 2 s.h.

375 Piano Pedagogy

Methods of teaching piano. Fall. 2 s.h.

376 Teaching Music in the Elementary School

Fundamentals of music; development of vocal skills; performing experience on simple instruments used in elementary grades; methods of music teaching and selection of materials. Prerequisite: Music 120. Spring. 3 s.h.

384 Conducting

Fundamentals of conducting. Spring. 2 s.h.

385 Advanced Conducting

Continuing development of baton technique, with attention given to technique of reading and conducting scores. Fall. 2 s.h.

476 Teaching Music in the Secondary School

A study of the secondary school vocal and instrumental program, general music class, theory, and music literature courses. Fall. 3 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. Fall/Spring. 1 – 3 s.h. each level.

Ensemble

Music majors belong to at least one ensemble each semester.

172/372 *Band

Designed for music majors and those from other departments who qualify. Fall/Spring. 8 s.h.

173/373 *Orchestra

Designed for music majors and those from other departments who qualify. Fall/Spring. 8 s.h.

180/380 Chamber Choir

Designed for music majors and those from other departments who qualify. Fall/Spring. 8 s.h.

182/382 Community Chorus

Designed for students from all departments and members of the local community. Fall/Spring. 6 s.h.

186/386 *Chamber Music

Ensemble classes in strings, woodwinds, brass, and percussion. Fall/Spring. 1 s.h. each.

* Courses taught in collaboration with Miami-Dade Junior College, North Campus.



PHILOSOPHY

CHARLES J. CASSINI, ACTING CHAIRMAN

Philosophy is the way of understanding all reality through human reason alone. To philosophize is to attempt to formulate the ultimate answers to the most basic questions concerning man and his world. The principles gained in this discipline aim at unifying all other studies. The various philosophy courses seek to present and evaluate the positions and methods of the great philosophers; to inter-relate philosophy with other disciplines in considering contemporary problems; and to encourage critical thinking. The philosophical experience has as its goal the attainment of wisdom.

151 Discovering Philosophy

The student is given an opportunity to recognize, to formulate, and to clarify representative problems of human experience and knowledge. Fall/Spring/Summer. 3 s.h.

152 Methods of Reasoning

A comparative study of various methods of reasoning, including deduction and induction, traditional formal logic, elements of symbolic logic, and criticism of fallacious reasoning. Fall/Spring. 3 s.h.

210 Philosophy of Nature

Fundamental natural philosophy; relations with the specialized sciences; subject form, privation; the concept of nature; the four causes; determinism vs indeterminism; motion, place, time; continuum; proof of a prime mover. Taught at Biscayne College. 3 s.h.

283 Philosophical Psychology

An investigation of man's origin and destiny; his materiality and spirituality; his individual and social nature; human freedom; cognition and volition; the different order of his needs; and his unity within the complexity of activities. Fall/Spring/Summer. 3 s.h.

300 Special Topics

Content to be specified each semester by the department as requested by faculty and/or students to fill specified needs or interests. Spring. 1 – 3 s.h.

313 Philosophy of Art

A philosophical study of the nature of art; the relation between the several arts; principles of art criticism; religious art and symbolism. See Art 313. Fall/Summer. 3 s.h.

314 Metaphysics

The science of being as being; analogy and unity; substance and accidents; potency and act; the transcendentals; the principles of knowledge, causes of being, five proofs for the existence of God. Taught at Biscayne College. 3 s.h.

332 Ethics

An inquiry into the nature of the human good; moral good and evil; moral habits; law and obligation; man's ultimate end; critical analysis of moral systems. Recommended preparation: Philosophy 283. Fall/Spring/Summer. 3 s.h.

347 Social Philosophy

A philosophical investigation of selected classical and contemporary theories about man and his relation to society. See Sociology 347. Spring. 3 s.h.

355 Philosophy of Politics

A chronological treatment of the political theories of the major philosophers from classical to modern times. See Political Science 355. Fall of alternate years. 3 s.h.

363 Philosophy of Religion

Selected problems in natural theology from a philosophical viewpoint; religious language; faith and revelation; approaches to God; miracles; the question of evil; the destiny of man; death and immortality. Taught at Biscayne College. Fall of alternate years. 3 s.h.

411 Special Ethics

Application of basic principles to concrete problems of individual and social living; justice and contracts; man as a social and political animal; education; social justice; international relations. Taught at Biscayne College. 3 s.h.

481 Religious Faith and Philosophical Reflection

The essential characteristics of the faith experience as submitted to critical analysis in the works of contemporary philosophers and theologians such as Tillich, Rahner, Moltmann, and Plannenberg. See Religious Studies 418. 3 s.h.

420 Philosophy of Science

An interdisciplinary study of the relation between philosophy and science; foundations of science; problems of time, space, and causality raised by relativity theory and quantum mechanics; examination of contemporary views on induction and construction of theories. Taught at Biscayne College. 3 s.h.

453 Bio-Medical Ethics

An interdisciplinary investigation and discussion of fundamental problems; life and death; human experimentation and modification; reproductive control; professional and social responsibilities. Recommended preparation: Philosophy 332. See Religious Studies 453. Fall/Summer. 3 s.h.

455 History of ancient and Medieval Philosophy

An examination of the major ideas of the great ancient and medieval thinkers in the context of their origin, development, and subsequent influence on western culture. Fall/Summer of alternate years. 3 s.h.

456 History of Modern and Contemporary Philosophy

An examination of the major ideas of the great modern and contemporary thinkers in the context of their origin, development, and influence on western culture. Spring of alternate years. 3 s.h.

461 Philosophical Classics I

An examination of the basic writings of the great thinkers in western philosophy from its beginnings through the scholastic period. Fall of alternate years. 3 s.h.

462 Philosophical Classics II

An examination of the basic writings of the great thinkers in western philosophy of the modern and contemporary periods. Spring of alternate years. 3 s.h.

359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. Fall/Spring. 1 – 3 s.h. each level.



RELIGIOUS STUDIES

SISTER MARY MULLINS, O. P., CHAIRMAN

The department of religious studies is a center for creative teaching and learning in an atmosphere of freedom with opportunity for the growth of persons into the fullness of their human potential as children of God in the image of His Son. The interdisciplinary curriculum provides occasion for the dialogical relationship of theology with other humanistic studies and thus acknowledges the revelatory value of man's experiential awareness of himself and his world.

Students who elect the Broad Liberal Arts program may follow a concentration in religious studies under the direction of the departmental chairman. A minor sequence in religious studies may be pursued under the direction of departmental faculty. Required courses in a minor sequence are Religious Studies 214, 407, and 414. Plans for a major sequence are in process.

121 The Religious Experience of Mankind

The essential transcendence of the human person in relation to the self-revelation of God in human history; the response of man to the experience of the sacred. 3 s.h.

122 The Christ-event in Contemporary Context

The study of the New Testament and other sources related to the historical reality of Jesus; the current impact of His life upon human history and hope. 3 s.h.

214 Contemporary Christian Morality

The value choices manifest in the teaching and example of Jesus; the basic moral option and the nature of personal responsibility in conscience formation; the influence of charity in the moral decisions of a Christian; critical areas in contemporary moral teaching and practice. 3 s.h.

215 Liturgy as the Celebration of Life

The dynamic tendency of man to express his awareness of the awesome and attractive Presence that draws his attention but transcends his knowledge; the meaning of symbolic action as paradigmatic of man's living experience of himself and his world; the history and validity of Christian sacramental worship. 3 s.h.

301 Theism and Atheism

A scientific investigation of theological truth; an intellectual analysis of God's existence and attributes; the confrontation of conflicting theories by inductive and inventive method. 2 s.h.

302 Theology of Creation

A study of the fact of creation and the ultimate causes of material reality; man's position in the world; the governance of the universe; the evaluation of contemporary research. 2 s.h.

305 The Biblical Covenant

The contract made on Sinai by the people of Israel with Yahweh, their God; the ambivalence of Israel and the mission of the prophets; the fulfillment of the divine promises in the advent of the Messiah. 3 s.h.

306 Woman in Scripture

The physical, psychological, social, and historical reality of woman as companion and equal of man in the search for God and in the service of his people. 2 s.h.

310 The Christian Mission of the Family

The mission of the Church in the world according to the teaching of the Second Vatican Council; the vital role of Christian laity in the social, economic, and political life of mankind; the mystery of human love in marriage and family life as sign and reality of God's saving presence among men. 2 s.h.

323 The Sacred Literature of Mankind

Analysis of man's religious experience as it finds expression in literary forms. The symbolic nature of literary art as response to the Transcendent. 2 s.h.

337 Ecclesiastical History

The origin and growth of the Christian Church from the Israelitic concept of the *gahal* Yahweh and the formation of the local *ecclesia* to the universal Catholicity of patristic and medieval times; the post-reformation Tridentine Church and the new ecclesiology of Vatican II. See History 337. Fall '73. 3 s.h.

407 Christology for Secular Man

The concept of Jesus Christ as Lord of human history and goal of man's search for the meaning of his life; the significance of human hope and effort in the face of contemporary conflicts and ambivalent values. 3 s.h.

414 Religious Anthropology

The study of man in the physical, psychological, philosophical, and theological aspects of his being; human potential for religious experience; manifestations of religious attitudes of belief, worship, and practice with analysis of their significance in the development of the individual person and in the history of the race. 3 s.h.

415 Ecumenical Theology

A study of the Christian mystery in the light of Vatican II ecclesiology; reading and analysis of works in the theology of various Christian traditions; the place of non-Christian religions in the divine economy of salvation. 3 s.h.

416 Theology of Grace

The biblical approach to grace as promise and reality of divine fidelity; the writings of St. John and the Epistles of St. Paul as diverse interpretations of man's response to God's saving gift; various theological doctrines on grace. 3 s.h.

417 Dynamics of Faith

Faith as existential readiness for the Word of God and confident reception of the divine message. Interpersonal character of the faith relationship consequent upon man's response to God's self-revelation; the maturing, humanizing, and personalizing consequences of genuine faith. 3 s.h.

418 Religious Faith and Philosophical Reflection

The essential characteristics of the faith experience as submitted to critical analysis in the works of contemporary philosophers and theologians such as Tillich, Rahner, Moltmann, and Pannenberg. See Philosophy 418. 3 s.h.

420 Thomistic Theology

A study of some of the principal teachings of St. Thomas Aquinas with emphasis on his singular contribution to the development of theological science; the impact of Thomism on contemporary religious thought. 2 s.h.

422 Human Values and Religious Psychology

An exploration of the role of the educator in personal formation; the psychological aspects of child development and their influence upon evolving religious concepts; physical and social factors in the religious growth of the person. 2 s.h.

423 Theology of Revelation and Catechesis

Scriptural and doctrinal testimony to God's revelatory action; the effect of continuing revelation on situation catechesis; the place of scripture, doctrine, liturgy, and community witness in the catechetical process. 2 s.h.

424 Theory and Practice of Modern Catechetics

General aims and principles of catechetics; concrete application to specific themes and projects; experimental methods and interchange of experience; non-verbal communication and visual media in the catechetical process. 3 s.h.

453 Bio-Medical Ethics

An interdisciplinary investigation and discussion of fundamental problems; life and death; human experimentation and modification; reproductive control; professional and social responsibilities. Recommended preparation: Philosophy 332. See Philosophy 453. Fall/Summer. 3 s.h.

459 Independent Study

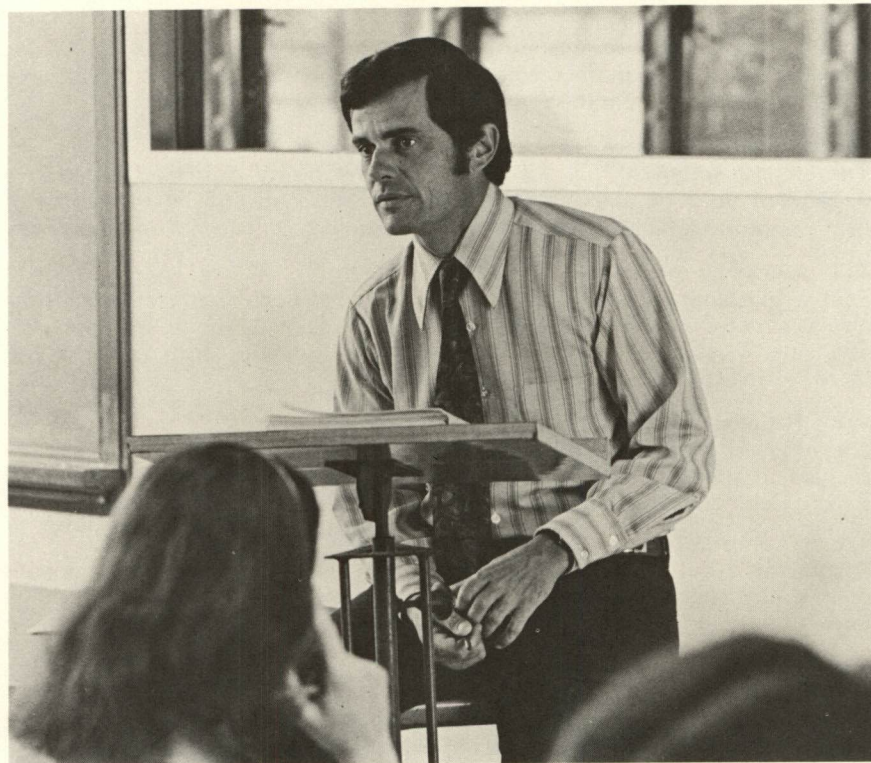
Opportunity for extensive research in theological area of interest to the student. Prerequisite: Departmental approval. 1 - 3 s.h.

465 Religious Attitudes and Social Behavior

The functional and conflict theories of the religious factor in human society; the social consequences of religious ideology in the formation of cultural and political patterns. See Sociology 465. 3 s.h.

487 Seminar

Group research and interchange of ideas on a topic of contemporary interest and significance in the area of religious belief and practice. 2 - 6 s.h.



SPEECH AND DRAMA

SISTER MARIE CAROL HURLEY, O. P., CHAIRMAN

The objectives of the speech and drama department are to direct the student to the whole of truth about himself, about his profession, and about his responsibilities in an endeavor to preserve the independence and dignity of the human person in a technical age; to encourage the development of whatever talent, creativity, and ability the student possesses; and to develop sound judgment and values in the related fields of speech and theater.

A major in this department is designed to provide the fundamental methods, content, and variety of experiences in the various media necessary for the student preparing for a future in the teaching of speech and drama, in graduate study, or in educational television or community theater. A minimum of thirty (30) semester hours is required of the student who majors in the department under the direction of the departmental chairman. A minor in speech and drama requires a minimum of twenty (20) semester hours under the direction of the departmental advisers. Speech and Drama 411 and 476 are required of students seeking secondary certification.

101 Fundamentals of Speech

A foundation course providing a knowledge of and training in the principles of speech; practice in reading and speaking before an audience. Fall. 2 s.h.

104 Social Communication

An introduction to the problems of contemporary social communication and an attempt to develop some skill in group dynamics. Spring. 3 s.h.

114/115, 214/215, 314/315 Rehearsal and Performance

Performance and participation in dramatic productions. Credit to be given at the discretion of the staff on the basis of the quality of work, the amount of time spent, and the proficiency attained. Open only to drama majors. Fall/Spring. 1 – 4 s.h. each.

155/156, 255/256 , Fundamentals of Acting

Problems of characterization, interpretation, voice, and pantomime; stage technique. Laboratory hours required. Fall/Spring. 4 s.h.

185/186, 285/286 Introduction to Theater Practice

Principles of stage design and construction; theatrical lighting; make-up; costume construction. Fall/Spring. 4 s.h.

213 Oral Interpretation of Literature

A preparatory course in the reading of prose, poetry, and drama. Fall of alternate years. 3 s.h.

288 Dance, Beginning

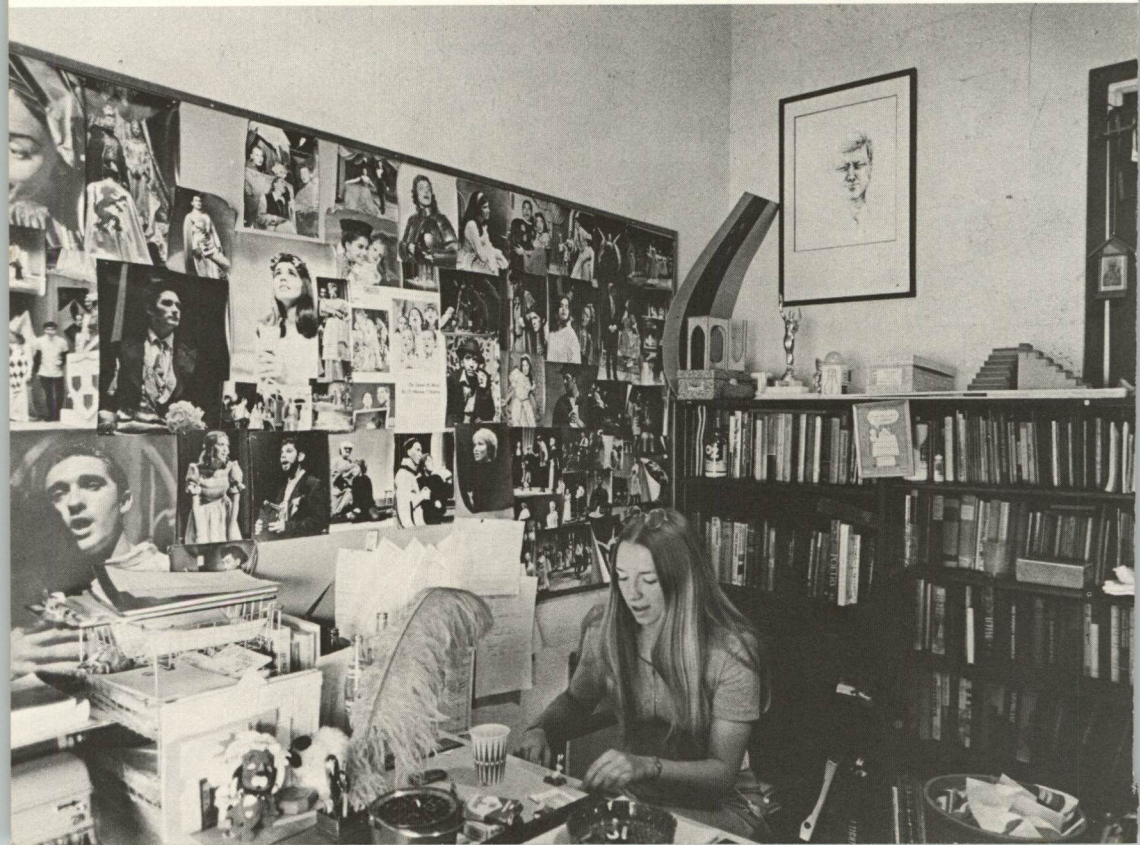
The course is designed for the student with little or no training in dance: modern, ballet, folk and other, as requested. See Physical Education 105. Fall. 1 s.h.

289 Dance

Techniques of dance for students who have completed 288 or its equivalent. See Physical Education 205. Fall/Spring. 2 s.h.

301 Voice and Diction

Study of voice production; phonetics. Spring of alternate years. 2 s.h.



302 Forensics Laboratory

Selection of materials, training in skills, methods of teaching and evaluating of forensic activities. Spring of alternate years. 2 s.h.

312 General Speech

Includes some experience in varied communication skills, public speaking, group discussion, voice production, and classroom teaching. For non-majors preparing for careers in teaching, public relations, and business. Fall/Spring. 3 s.h.

323 Play Directing

An analysis of the director's duties, stage composition and fluidity of movement, technique of coaching, problems of rehearsal. Fall 2 s.h.

324 Play Production

Principles and methods of producing various types of plays; actual production of a one- or three-act play; organization of production staff. Spring. 2 s.h.

325 TV Internship

Apprenticeship by speech and drama majors at local TV station. 3 s.h.

335 Advanced Acting

A systematic study of the technique and principles of acting for the student who has shown ability in this field and wishes more intensive study and practice. Prerequisite: Speech and Drama 255 or 256 or equivalent. Spring of alternate years. 2 s.h.

370 Introduction to Motion Picture Study

A non-technical analysis and survey of motion pictures and a study of the influence of motion pictures on contemporary American life aesthetically, sociologically, and morally. Fall of alternate years. 1 s.h.

372 Introduction to Playwriting

Script writing for stage, radio, and television. Open to sophomores and juniors with permission of instructor. Spring of alternate years. 2 s.h.

380 Film Production

An introduction to the techniques of motion picture production. Participants may undertake some filming assignments. 3 s.h.

381 Film Production II

Further practice in the techniques of film production. Spring 3 s.h.

391 Creative Dramatics

Creative approach to the art of acting with emphasis on the development of the imagination, flexibility of body movement, and greater ease of communication. Fall of alternate years. 3 s.h.

407 Shakespeare

Selected Shakespearean plays studied in relation to the development of Shakespeare's art. See English 407. Spring/Summer. 3 s.h.

411 Speech Correction for Children

An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See Education 411. Spring/Summer. 3 s.h.

439 Development of the Dramatic Form

The theater of the western world from the Greeks to Shakespeare. See English 439. Fall of alternate years. 2 s.h.

440 Development of the Dramatic Form

The theater of the western world from Shakespeare to the twentieth century. See English 440. Spring of alternate years. 2 s.h.

441 Contemporary Theater

Study of the plays and theatrical practices of our day. See English 441. Spring of alternate years. 2 s.h.

455 History of Costume

Analysis of the important periods in costume from the Egyptian period to the present time. Spring of alternate years. 2 s.h.

476 Teaching Speech and Drama in the Secondary School

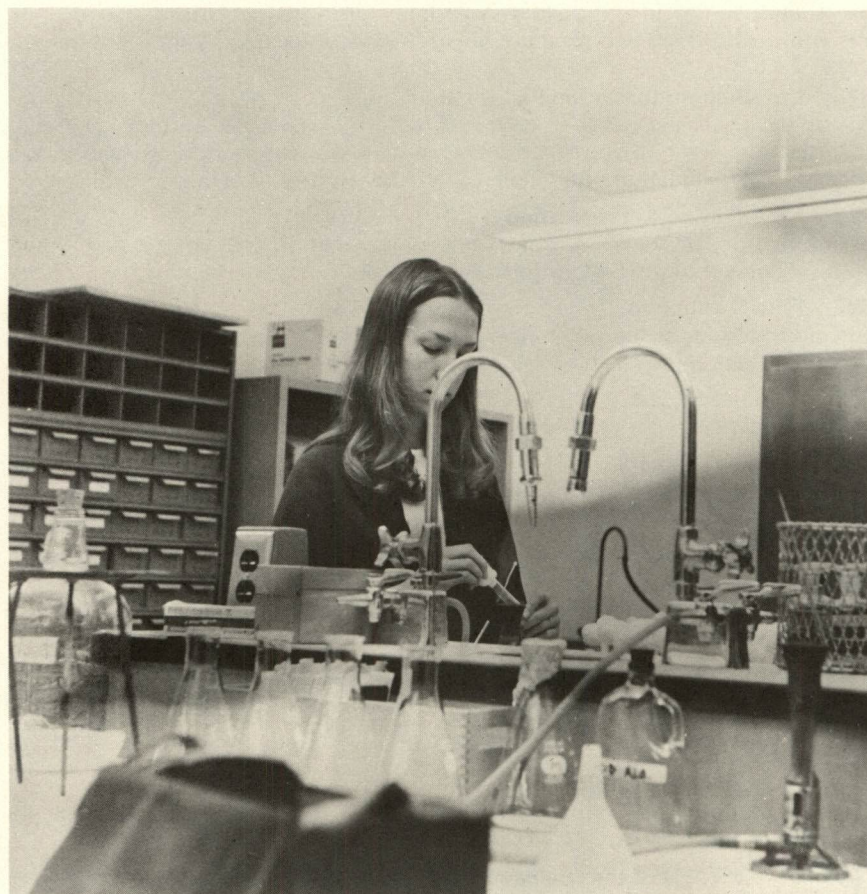
Survey of methods and materials available for teaching speech and for directing extra-curricular speech and drama activities. 2 s.h.

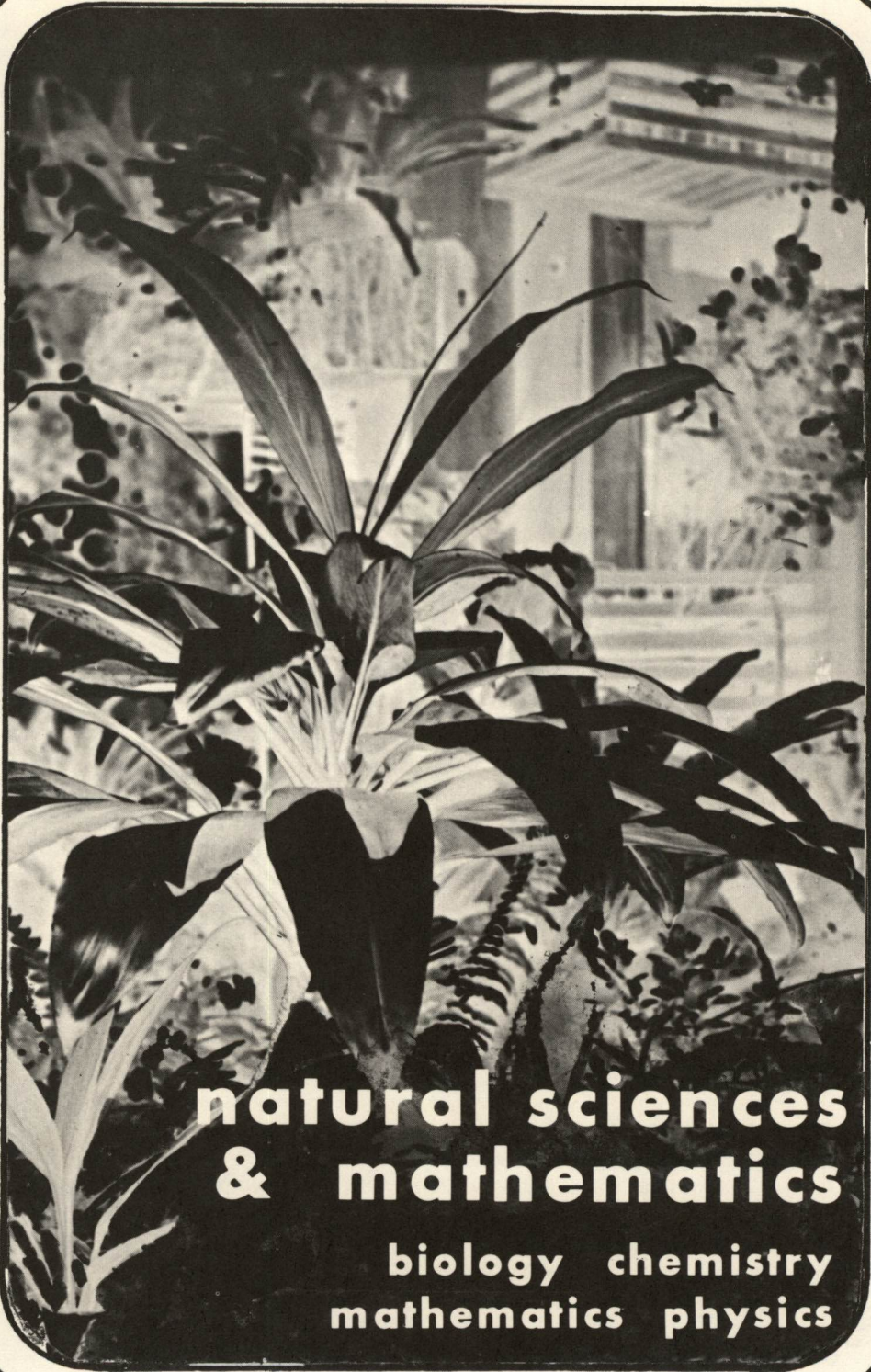
491 Program Building

The planning and preparation of the student dramatic recital. Open only to senior drama majors. 1 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.





**natural sciences
& mathematics**

biology chemistry
mathematics physics

BIOLOGY

SISTER AGNES LOUISE STECHSCHULTE, O.P., CHAIRMAN

Concentration in the biological sciences may prepare a student for graduate study, for elementary and secondary teaching, or for a position in a research laboratory. It also provides a four-year program for the prospective medical student and medical technologist.

Requirements for major: Biology 112, 116, 212 or 221 or 223-224, and a minimum of eighteen (18) semester hours in upper division courses, including Biology 341 and 342. The core program within the biology department includes five areas of experience for a biology major. The courses not listed in these areas may be chosen as electives. Students choose courses within the core program to meet the requirements of an area of specialization and/or personal interest. At least one course is selected from each of the following core areas:

1. Growth and development: Biology 212 and 221 or 223-224.
2. Cellular and molecular biology: Biology 325 and 330.
3. Physiological and biochemical principles: Biology 321 and 331-332.
4. Environmental biology: Biology 310 and 312.
5. Philosophy and history of ideas in biology: Biology 472 and 475.

Students planning to teach on the secondary level add Biology 476.

Students majoring in biology minor in either chemistry or mathematics. The program of studies for a biology major, mathematics minor, includes inorganic and organic chemistry. Two semesters of mathematics are required for a biology major, chemistry minor.

Requirements for a major preparing for certification in elementary education: Biology 112, 116, 230, and a minimum of twelve (12) semester hours in upper division courses. The only required chemistry courses are Chemistry 111 and 152.

Requirements for a major preparing for certification in medical technology: Students follow a special program of study in preparation for the academic and clinical experience in an approved hospital.

101, 102 General Biology

Organized according to modules. The student may elect as many as three modules during one semester.

101 a. — Introduction to Cell Biology

Investigation of structural and functional components of the cell. Fall. 1 s.h.

101 b. — Developmental Biology

A survey of growth processes from embryo to adult. Fall. 1 s.h.

101 c. — Plant and Animal Diversity

An introductory survey of plant and animal forms correlating morphology with function. Fall. 1 s.h.

- 101 d. — Human Biology**
Life processes as illustrated by man's anatomy and physiology. Fall. 1 s.h.
- 102 a. — Ecological Principles**
Man's interaction with his environment. Spring. 1 s.h.
- 102 b. — Introductory Genetics**
General principles of inheritance with emphasis on man. Spring. 1 s.h.
- 102 c. — Evolution**
Man's historical background from a biological viewpoint. Spring. 1 s.h.
- 102 d. — Laboratory Experiences**
Exercises designed to illustrate the fundamental principles of living systems and the common techniques of biological research. 4 hours laboratory weekly. Offered each semester. 2 s.h.
- 112 Botany**
A general survey of plant forms, correlating structure, function, and environment. 2 hours lecture, 4 hours laboratory weekly. Fall/Spring. 4 s.h.
- 116 Zoology**
A survey of the animal kingdom which includes basic facts and principles of the anatomy, physiology, embryology, evolution, and heredity of the major groups. 2 hours lecture, 4 hours laboratory weekly. Fall. 4 s.h.
- 130 Health Education**
The teaching of health and a study of school health problems. Fulfills State Teaching Requirement in Area IV for elementary education specialization. With Biology 102 d, this course will help fulfill part of the natural science requirement. See Education and Physical Education 130. Fall/Spring. 3 s.h.
- 152 Introduction to Biological Chemistry**
A survey of organic chemistry with application to nutrition and other life processes. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: High school chemistry. See Chemistry 152. Fall. 4 s.h.
- 212 Comparative Morphology of Plants**
A morphological taxonomic study of plants with emphasis on vegetative and reproductive structures. 2 hours lecture, 4 hours laboratory weekly. Prerequisite: Biology 112. Spring of alternate years. 4 s.h.
- 221 Comparative Anatomy of Vertebrates**
Detailed study of structure of vertebrates. 2 hours lecture, 6 hours laboratory weekly. Prerequisite: Biology 116 or equivalent. Spring 4 s.h.
- 223-224 Comparative Anatomy and Embryology**
An integrated two semester course emphasizing the main patterns of vertebrate structure and development and their evolutionary trends. Dissection of representative animal types and microscopic study of developmental stages. 2 hours lecture, 6 hours laboratory weekly. Prerequisite: Biology 116 or equivalent. 8 s.h.
- 230 Human Anatomy**
A detailed study of gross human anatomy with laboratory, including dissection of the cat. 2 hours lecture, 4 hours laboratory weekly. Fall. 4 s.h.
- 310 Marine Biology**
An introduction to the common marine organisms of the littoral areas, coral

reefs and open ocean. Special emphasis on their interrelationships and problems of adaptation and survival. 2 hours lecture, 6 hours laboratory and field work weekly. Prerequisite: Biology 112, 116. Spring. 4 s.h.

312 Ecology

Plants and animals in relation to their environments. Survey of population, communities, ecosystems, behavioral patterns. Study made using many of the natural areas provided, such as : coral reefs, hammocks, semitropical rain forest, everglades. 2 hours lecture, 6 hours laboratory and field work weekly. Prerequisites: Biology 112, 116; Chemistry 111, 112. Spring 4 s.h.

321 Plant Physiology

Emphasis is placed on those activities important to plants, such as, photosynthesis, water transport, responses to light, hormonal responses and regulation of growth mineral nutrition. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 112; Chemistry 241 or 243-244. Fall of alternate years. 4 s.h.

325 Microbiology

A study of classification, cultural and physiological characteristics, pathogenicity of bacteria, fungi, and viruses. Methods of cultivation, identification, sterilization and disinfection of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Chemistry 152 or 241 or 243-244. Fall/Spring. 4 s.h.

330 Cell Biology

A study of biological processes in viruses, bacteria, plant and animal cells with an emphasis upon the correlation between structure and function on the molecular level. 3 hours lecture, 3 hours laboratory. Prerequisites: Chemistry 241 or 243-244; Biology 112, 116. Fall. 4. s.h.

331-332 Physiology

Principles of animal physiology with special application to man. 2 hours lecture, 3 hours laboratory weekly. Prerequisites: Biology 221, or 223-224, or 230; Chemistry 152 or 241 or 243-244. Fall/Spring 6 s.h.

341 Genetics

A study of the principles and theories of heredity. 3 hours lecture. Prerequisites: Biology 112, 116. Fall. 3 s.h.

342 Genetics Laboratory

Population genetics; classic Mendelian experiments; biochemical genetics; induced mutation. 4 hours of laboratory weekly. Prerequisite or corequisite: Biology 341. Strongly recommended: Mathematics 152 or equivalent. Fall. 2 s.h.

352 Biochemistry

The structure of carbohydrates, proteins and lipids; biological oxidations; selected metabolic pathways. Prerequisite: Chemistry 241 or 243. See Chemistry 352. Spring 3 s.h.

353 Biochemistry Laboratory

Isolation and characterization of biochemical compounds; basic techniques in experimental biochemistry. 1 three-hour laboratory. Prerequisite: Chemistry 321. See Chemistry 353. Spring 1 s.h.

368 Kinesiology

Anatomical and physiological bases of muscular activity, application of mechanical principles in physical activities, and analysis of sports skills and techniques. Prerequisite: Biology 230. See Physical Education 368. Spring 3 s.h.

440 Evolution

A study of the evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisite: Biology 341. Spring 3 s.h.

441 Physical Anthropology

Evaluation of man's evolutionary development, racial diversity, human genetics, based upon the findings of prehistoric archaeology, anthropometry, and geological distribution. See Anthropology 441. Fall. 3 s.h.

445 Microtechnique

Principles and theories of fixation and staining processes. Methods of preparing plant and animal tissues. Laboratory and conference, 6 hours weekly. Prerequisites: Biology 112, 116, 221; Chemistry 241 or 243-244. Spring 3 s.h.

446 Parasitology

An introduction to the morphology, taxonomy, identification, life history, host-parasite relationship and control of protozoan, helminth, and arthropod parasites. 2 hours lecture, 4 hours laboratory weekly. Prerequisite: Biology 116 or equivalent. Fall. 4 s.h.

450 Histology

A microscopic study of animal tissues. The relationship of structure and function is stressed. Two hours lecture, four hours laboratory weekly. Prerequisites: Biology 116 or equivalent; 221 or 223-224. Spring. 4 s.h.

451 Embryology

A study of vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers and organ systems. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent; 221 or 230. Spring. 4 s.h.

472 History and Literature of Biology

A historical survey of the development of modern biological concepts, incorporating the use of periodicals, journals, monographs, and abstracts. Fall. 2 s.h.

475 Seminar

The presentation of reports, discussions, lectures, and papers on selected topics in biology. Spring. 2 s.h.

476 Teaching of Biology in High School

A study of the problems confronting teachers of biology in the high school; organization of courses, sources of materials, textbooks, methods of teaching. Prerequisite: Departmental approval. Spring. 3 s.h.

480-490 Medical Technology

A twelve-month period of academic and clinical training in a school of medical technology approved by the American Medical Association and American Society of Clinical Pathologists. 30 s.h.

495 Research

Investigation of an original research problem of special interest to the student. Independent execution of chosen experimental work or library research. Under direction of selected staff member. 1 - 3 s.h.

PHYSICAL SCIENCES

SISTER MARIE JOANNES O'DONNELL, O. P., CHAIRMAN

CHEMISTRY

A program of concentration in chemistry prepares the student for a position in an academic, clinical, or industrial laboratory, or for further work in a professional or graduate school. The department also provides a balanced and adequate training for the secondary school teacher, and contributes to the preparation of students specializing in related fields.

The course of studies for the chemistry major may be adapted to the interests and goals of the individual student. Generally, it will include from thirty-five (35) to forty (40) semester hours of chemistry, and about thirty (30) semester hours in related sciences and mathematics.

105, 106 Fundamentals of Chemistry

A brief survey of inorganic and organic chemistry. 2 hours lecture, 2 hours laboratory weekly. Fall/Spring. 6 s.h.

111, 112 General Inorganic Chemistry

Chemical principles and descriptive inorganic chemistry. 3 hours lecture, 1 two-hour laboratory weekly. Prerequisite: High school chemistry. Fall/Spring. 8 s.h.

113, 114 Inorganic Chemistry and Qualitative Analysis

A beginning course for the better-prepared student planning to major in science or mathematics. 3 hours lecture, 1 three-hour laboratory weekly. Prerequisite: Superior achievement in high school science and mathematics. Not offered in 1972-73. 8 s.h.

152 Introduction to Biological Chemistry

A survey of organic chemistry with application to nutrition and other life processes. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: High school chemistry. See Biology 152. Fall. 4 s.h.

241 Organic Chemistry

The chemistry of monofunctional aliphatic and aromatic compounds — for students of the biological sciences who require a one-semester course. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Chemistry 112 or 114. Fall. 4 s.h.

243, 244 Organic Chemistry

The chemistry of carbon compounds, with attention to theory. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Chemistry 112 or 114. Fall/Spring. 8 s.h.

321 Quantitative Analysis

The theory and practice of volumetric and gravimetric analysis. 2 hours lecture, 6 hours laboratory weekly. Prerequisite: Chemistry 112 or 114. Fall. 4 s.h.

352 Biochemistry

The structure of carbohydrates, proteins, and lipids; biological oxidations; selected metabolic pathways. 3 hours lecture. Prerequisite: Chemistry 241 or 243. See Biology 352. Spring. 3 s.h.

353 Biochemistry Laboratory

Isolation and characterization of biochemical compounds; basic techniques in experimental biochemistry. 1 three-hour laboratory. Prerequisite: Chemistry 321. See Biology 353. Spring. 1 s.h.

355 Basic Physical Chemistry

Selected topics in physical chemistry — for students in the life sciences who require a one-semester course. Prerequisites: Physics 202 and Mathematics 211. Fall. 3 s.h.

356, 357 Physical Chemistry

A quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. Prerequisite: Chemistry 114, Physics 202, Mathematics 212 or equivalent. Not offered in 1972-73. 6 s.h.

366, 367 Physical Chemistry Laboratory

Laboratory problems in physical chemistry, with emphasis on equilibria and kinetics. 1 three-hour laboratory weekly. Not offered in 1972-73. 2 s.h.

422 Analytical Chemistry

Analytical methods and instrumentation. 2 hours lecture, 6 hours laboratory. Prerequisite: Chemistry 321 or equivalent. Corequisite: Chemistry 357. Not offered in 1972-73. 4 s.h.

447 Advanced Organic Chemistry

A study of organic reaction mechanisms. Prerequisite: Chemistry 244. Corequisite: Chemistry 356. Not offered in 1972-73. 3 s.h.

460 Inorganic Chemistry

A senior-level course in modern inorganic chemistry. Prerequisite: Chemistry 356. Spring. 3 s.h.

476 Teaching Chemistry in the Secondary School

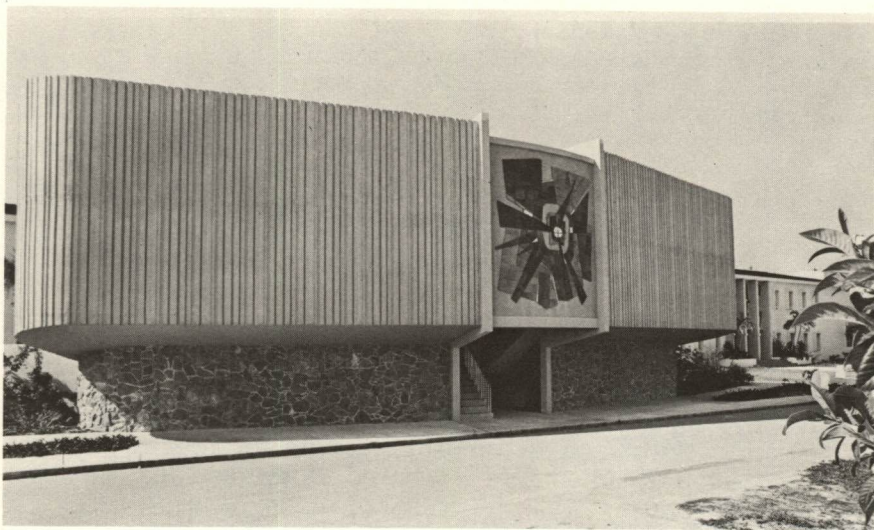
The structure of the modern secondary school chemistry course; methods of classroom and laboratory instruction. Prerequisite or corequisite: Chemistry 356. Not offered in 1972-73. 2 s.h.

495, 496 Seminar

Topics of current interest presented by students, faculty, and invited speakers. Not offered in 1972-73. 2 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 — 3 s.h. each level.



PHYSICS

A laboratory course for the liberal arts student, showing the development of scientific concepts. Topics in astronomy, classical mechanics, electricity and magnetism, and wave phenomena. 2 hours lecture, 2 hours laboratory weekly. Fall. 3 s.h.

106 Physical Science II

Continuation of Physical Science I. Atomic and molecular structure, chemical behavior, and concepts in geology. 2 hours lecture, 2 hours laboratory weekly. Prerequisite: Physics 105. Spring. 3 s.h.

151 Introductory Physics

Elements of mechanics, electricity, and wave phenomena. For nursing students and others requiring a one-semester course. 3 hours lecture, 2 hours laboratory weekly. Spring. 4 s.h.

201, 202 General College Physics

Mechanics, heat, sound, electricity and magnetism, optics. For students of science and mathematics. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Calculus. Fall/Spring. 8 s.h.

310 Intermediate Mechanics

Kinematics and dynamics of particles, free and forced harmonic oscillations, simple applications of vector analysis. Prerequisites: Physics 202 and Mathematics 212 or equivalent. Not offered in 1972-73. 4 s.h.

351 Introduction to Modern Physics

Special relativity, quantum effects, atomic structure, the theories and methods of nuclear physics. A course at the intermediate level for students of mathematics and the physical sciences. Prerequisites: Physics 202 and Mathematics 212 or equivalent. Not offered in 1972-73. 3 s.h.

401 Electricity and Magnetism

Electrostatics, magnetostatics, circuit theory, applications of vector algebra and vector calculus. Prerequisites: Physics 202 and Mathematics 212 or equivalent. Not offered in 1972-73. 4 s.h.

MATHEMATICS

SISTER PAUL JAMES VILLEMURE, O. P., CHAIRMAN

The objectives of the mathematics department are to create an appreciation for the beauty and power of mathematics; to develop habits of precise expression and independent thinking; to provide understanding of mathematical principles and facility with mathematical skills; and to prepare students for related fields of science, teaching mathematics, advanced study, and mathematical professions in industry.

Requirements for major: Mathematics 211, 212, 213, and a minimal selection of upper division mathematics courses according to one of the following plans:

1. For secondary certification: Mathematics 471, 476, and a minimum of eighteen (18) semester hours in upper division mathematics courses, usually Mathematics 321, 322, 331, 332, 352, and 462.
2. For any other program: Mathematics 471 and a minimum of eighteen (18) semester hours in upper division mathematics courses, selected from Mathematics 310, 311, 316, 317, 331, 332, 352, and 452.

Recommended minors: Science, business, philosophy.

101 General Mathematics

Consideration of the nature and application of mathematics for liberal arts students; development of the real number system; extension of algebraic and geometric concepts; logic. Fall. 3 s.h.

111 Pre-Calculus Mathematics

Elementary functions, graphs, and applications; algebraic, exponential, logarithmic, and trigonometric functions; extension of coordinate geometry. Prerequisites: Algebra I and II; geometry. Fall. 4 s.h.

152 Elementary Probability and Statistics

Description of sample data; probability; sampling; special distributions; estimation; testing hypotheses; applications adapted to needs of students. Not open to mathematics majors. Spring. 3 s.h.

201 Elementary School Mathematics I

Logic, sets, and whole numbers; fundamentals of arithmetic of whole numbers; algorithms of whole numbers. Fall. 3 s.h.

202 Elementary School Mathematics II

Extensions of whole number systems; equations and inequalities; basic ideas of plane and space geometry; probability and permutations. Prerequisite: Mathematics 201 or equivalent. Spring 3 s.h.

211 Calculus I

Introductory calculus; limit and approximation; differentiation and integration of elementary functions; applications. Prerequisite: Mathematics 111 or qualifying test. Spring. 4 s.h.

212 Calculus II

Theory and techniques of calculus; advanced techniques of differentiation and integration; theory of curves; limits of sequences; series. Prerequisite: Mathematics 211. Fall. 4 s.h.

213 Calculus III

Multivariable calculus; real-valued functions of several variables; partial derivatives; multiple integration; linear differential equations; and applications. Prerequisite: Mathematics 211. Spring. 4 s.h.

221 Differential Equations

Linear equations; numerical approximations; integration in series; special types; Laplace transforms. Prerequisite: Mathematics 213. Taught at Biscayne College. Spring. 3 s.h.

310, 311 Advanced Calculus I and II

Functions of more than one variable; limits and continuity of these functions; partial derivatives of all orders and applications; Stieltjes integral; multiple integral; line and surface integral; Taylor and Fourier series; vector analysis. Prerequisite: Mathematics 213. Taught at Biscayne College. Fall/Spring. 6 s.h.

316 Introduction to the Theory of Complex Variables

Complex numbers; analytic functions; mapping by complex functions; integrals; power series; residues and poles; conformal mapping. Prerequisite: Mathematics 213. Taught at Biscayne College. Spring '74. 3 s.h.

317 Introduction to Topology

Sets and functions; metric spaces; topological spaces; compactness; separation; connectedness. Prerequisite: Mathematics 213. Taught at Biscayne College. Fall '73. 3 s.h.

321 Euclidean Geometry

Geometric proof from axiomatic viewpoint; incidence and separation properties of plane and space; extension of congruence, area, and similarity; advanced topics. Prerequisite: Mathematics 213. Fall. 3 s.h.

322 Projective Geometry

Synthetic projective geometry; introduction to affine and non-Euclidean geometries. Prerequisite: Mathematics 213. Spring. 3 s.h.

331 Algebraic Structures

Groups; rings; unique factorization domains; fields. Prerequisite: Mathematics 213. Fall. 3 s.h.

332 Linear Algebra

Linear equations and matrices; vector spaces; linear mappings; determinants; quadratic forms. Prerequisite: Mathematics 213. Spring. 3 s.h.

352 Probability and Statistics I

Probability theory; random variables; special distributions; topics on statistical inference; applications. Prerequisite: Mathematics 213. Spring. 3 s.h.

452 Probability and Statistics II

Estimation; decision theory and hypothesis-testing; relationships in a set of random variables, linear models and design. Prerequisite: Mathematics 352. Spring '74. 3 s.h.

462 Number Theory

Properties of numbers; divisibility; Euclid's algorithm; congruence and residue classes; Diophantine equations; quadratic residues. Prerequisite: Mathematics 213. 3 s.h.

471 History of Mathematics

History and literature in the field; contemporary problems; leading contributions. Prerequisite: Departmental approval. Spring '74. 2 – 3 s.h.

476 Teaching Mathematics in the Secondary School

Aims, principles, materials, and techniques for teaching mathematics in the secondary school. Prerequisite: Departmental approval. Spring. 2 – 3 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.



social sciences
anthropology psychology sociology
geography history political science

BEHAVIORIAL SCIENCES

L. JAMES KILMER, CHAIRMAN

The department, through its offerings in the areas of anthropology, psychology, and sociology strives to present the student with an integrated approach to the study of human behavior. The department offers majors in sociology and social welfare, and a minor in psychology. Students anticipating graduate study in any of the behavioral sciences are strongly urged to select their major and minor within the department.

Sociology major (33 s.h.): Sociology 201, 370, 409, 418, 422, and eighteen (18) elective hours.

Social Welfare major (32 s.h.): Sociology 201, 336, 376, 409, 418, 477, 478, 483, and 484. It is strongly recommended that social welfare majors take Psychology 281 and 482.

Psychology minor (24 s.h.): Psychology 281, 333, 411, 482, and twelve (12) elective hours within the discipline.

ANTHROPOLOGY

441 Physical Anthropology

Evaluation of man's evolutionary development, racial diversity, and human genetics based upon findings of prehistoric archaeology, anthropometry, and geological distribution. See Biology 441. Fall. 3 s.h.

443 Cultural Anthropology

Form, content survey, theory, and cultures compared in terms of technology, organization, myth, and ritual. 3 s.h.

PSYCHOLOGY

281 Introduction to Psychology

An introduction to human behavior through consideration of the physiological bases of behavior, psychological measurement, perception, memory, motivation, emotion, learning, and personality. Prerequisite to all other psychology courses. 3 s.h.

318 Psychology of Learning

An application of psychology to the field of education, innate and acquired forms of behavior control; motivation of learning, transfer of training; individual differences in intelligence and achievement; evaluation and measurement. Field experience. Prerequisites: Education 253 or equivalent; junior status. See Education 318. Fall/Spring/Summer. 3 s.h.

325 Theories of Personality

An introduction to the theoretical approach of Freud, Adler, Fromm, Horney, Sullivan, Erickson, Miller, Dollard, and others. 3 s.h.

328 Physiological Psychology

Basic neuroanatomy and neurophysiology; physiological bases of sensation, arousal, motivation, memory, and learning. 3 s.h.

333 Experimental Psychology

Introduction to research methods and processes; survey of research techniques with emphasis on operant and respondent conditioning; students will conduct experiments, evaluate data, and write research reports. 4 s.h.

370 Social Psychology

A comprehensive introduction to social behavior with emphasis on such topics as group dynamics, role theory, attitude structure, measurement, motivation, and conformity. See Sociology 370. 3 s.h.

411 Psychopathology

Theories of abnormal behavior, pathological syndromes, methods of treatment and prevention. 3 s.h.

418 Measurement and Statistical Procedures for the Behavioral Sciences

A consideration of the procedures of descriptive statistics and their application to educational measurement and the behavioral sciences. See Education and Sociology 418. Fall/Summer. 3 s.h.

449 Psychology of Adolescence

Study of learning and personality theory of the adolescent period; emphasis given to problems arising out of physical development, sensory changes, mental growth, and emotional maturing. See Education 449. Spring '73; Summer '74. 3 s.h.

469 Personality and Mental Health

A study of conditions which contribute to the development of a wholesome personality with special attention to the proper mental adjustment in childhood and adolescence. See Education 469. Spring/Summer. 3 s.h.

475 Psychology of the Exceptional Child

Psychological aspects of mental and physical deviation from normal growth and development of children and young people; impact of such deviation upon psychosocial adjustment of behavior. See Education 475. Spring/Summer. 3 s.h.

482 Developmental Psychology

An introduction to the study of the individual from conception to maturity, with emphasis on his mental, physiological, and psychological processes at the various stages of development. See Education 482. Fall '72; Summer '74. 3 s.h.

491 Group Dynamics

A study of groups and group techniques as a basic tool for guidance, social interaction, and learning climates; topics include formation and operation of groups, social structure, human behavior, and leadership with special emphasis on application to guidance activities. See Education 491. Fall/Spring/Summer. 3 s.h.

SOCIOLOGY

201 Principles of Sociology

An introduction to the sociological analysis of society; a consideration of cultural and social change, social processes; the social institutions, stratification of society, demography, human ecology, minority groups, and urban life. 3 s.h.

246 Marriage and the Family

An analysis of the American family as a social institution. Consideration of historical data, psycho-social and sexual behavior. See Family & Consumer Science 246. 3 s.h.

263 Contemporary Social Problems

The nature of deviant behavior; consideration of selected topics includes alienation, discrimination, crime, extremist politics, drugs, pornography, and sexual behavior. 3 s.h.

322 Population

Characteristics, trends, projections, and implications in the United States and the world. Analysis of population policies. 3 s.h.

324 Urban Sociology

Growth and development of the city, urban life, and problems. A study of family housing, education, government, and economics in the context of urban social structure. 3 s.h.

336 Social Welfare as a Social Institution

The beginning course in the social welfare sequence introduces the student to the field of social welfare from historical, political program, policy, and service points of view; initial identification with field of social welfare, and knowledge of contribution of social welfare profession. Prerequisite to all other social welfare courses. 3 s.h.

347 Social Philosophy

A philosophical investigation of selected classical and contemporary theories about man and his relation to society. See Philosophy 347. Spring. 3 s.h.

370 Social Psychology

A comprehensive introduction to social behavior with emphasis on such topics as group dynamics, role theory, attitude structure, measurement, motivation, and conformity. See Psychology 370. 3 s.h.

376 An Introduction to Social Work Methods

This course introduces the student to interventive methods in social work within a preventive, treatment, and rehabilitative framework, and surveys generic methods in social work, casework, group work, and community organization. Introduction to interviewing skills, value of group approach. Prerequisites: Sociology 336 and Psychology 281. 3 s.h.

409 Research Methodology

Exploration of the research process; selection of a problem; methods of data collection; analysis and interpretation of data; and conclusions. 3 s.h.

418 Measurement and Statistical Procedures for the Behavioral Sciences

A consideration of the procedures of descriptive statistics and their application to educational measurement and the behavioral sciences. See Education and Psychology 418. Fall/Summer. 3 s.h.

422 Contemporary Social Theory

An historical evaluation of selected social theories, beginning with Comte. 3 s.h.

459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h.

465 Religious Attitudes and Social Behavior

The functional and conflict theories of the religious factor in human society; the social consequences of religious ideology in the formation of cultural and political patterns. See Religious Studies 465. 3 s.h.

477, 478 Principles of Social Work Practice

This course is designed to acquaint the student with the direct service methods of social work practice, casework, and group work. It is more intensive than preceding skills courses and relates closely to student's field work experience. It also discusses issues related to the profession of social work. Prerequisites: Sociology 376 and departmental recommendation. 6 s.h.

480 Community Work with the Urban Poor

An introduction to the problems, programs, and methods utilized in community work. The focus is on poor and minority groups in American society and culture. Emphasis is on problems which confront poor people and examining ways of helping poor groups to help themselves. Prerequisites: Sociology 336, Psychology 281, and departmental recommendation. 3 s.h.

483, 484 Social Work Field Instruction

Students are assigned to specific agencies two days a week. Experiential learning is provided by working in a social agency under the supervision of a faculty member. Purpose of course is to engage student in tasks and responsibilities of social welfare and social work in preparation for work in the field. There is emphasis on helping skills and interpersonal relationships. Corequisites: Sociology 477 and 478. Prerequisite: Departmental recommendation. 6 s.h. each course.

487 Seminar

Directed study in selected areas: social organization; social change; social stratification; sociology of religion; social institutions; sociology of knowledge, and selected topics in social welfare. 3 – 12 s.h.

490 Social Gerontology

This course is an introduction to the study of aging from two viewpoints: as an area for scientific inquiry; and as a target of social work intervention and practice concern. Prerequisites: Sociology 376; Psychology 281; and departmental recommendation. 3 s.h.



SOCIAL STUDIES

SISTER ELIZABETH ANN RICE, O. P., CHAIRMAN

GEOGRAPHY

In addition to contributing to basic intellectual growth, these geography courses offer opportunities for professional teacher preparation on both the elementary and secondary levels; the courses also equip prospective government employees and foreign service personnel with basic knowledge of other cultures.

302 Political Geography

Politically organized areas, their variations in size, shape, and location; the nature of their boundaries, core areas, resource base, population structure, national homogeneity with emphasis on their political importance in the modern world. 3 s.h.

303 Geography of Europe

A study of Europe with emphasis on man, his culture, economy, history, and political entities on a regional or areal basis. Focus on man's adaptation and development in relation to his physical environment and influence of the latter upon man and his activities. Unit of study is the region comprised of national groupings with traceable denominators of similarity and physical proximity in Europe. 3 s.h.

304 Afro-Asian Geography

A study of Africa and Asia with an emphasis on man, his culture, economy, history, and political entities on a regional or areal basis. Focus on man's adaptation and development in relation to his physical environment and influence of the latter upon man and his activities. 3 s.h.

305 Latin American Geography

A study of Latin America with emphasis on man, his culture, economy, history, and political entities on a regional or areal basis. Focus on man's adaptation and development in relation to his physical environment and influence of the latter upon man and his activities. 3 s.h.

307 Physical Geography

Climate, terrain features, surface and underground water soils, economic minerals, earth resources and their conservation. Fall. 3 s.h.

HISTORY

Personal integration of a student's knowledge and sensitive social consciousness must rely heavily upon the understanding acquired through historical perspective. Aside from its contribution to basic intellectual growth, history offers opportunities for professional preparation through its courses designed to assist future teachers of both elementary and secondary schools; to equip prospective government employees and foreign service personnel with fundamental knowledge of other cultures and earlier times; and to offer instruction in the essentials of historical research and criticism to all students.

Requirements for major: Thirty (30) semester hours with a minimum of eighteen (18) in upper biennium courses. Required are History 101, 102, and 401; students seeking secondary certification add History 476.

Requirements for minors:

1. For minor in history: Twenty (20) semester hours, including History 101, 102 and eight (8) semester hours in upper biennium courses.
2. For minor in social science: Twenty (20) semester hours. Required are political science (including Political Science 301) — 6 s.h.; geography (including Geography 307) — 6 s.h.; economics — 3 s.h.; and sociology — 3 s.h. The remaining two (2) semester hours may be chosen from any of the above. Anthropology 443 will also fulfill this elective. With a history major, the social science minor fulfills State of Florida requirements for certification in social studies.
3. For minor in political science: Twenty (20) semester hours, including Political Science 301 and eight (8) semester hours in upper biennium courses.

101, 102 Survey of Civilization; Origin and Development

A broad survey of the origins and formative influences in the culture of the world; this approach aims to incorporate such non-western materials as have influenced western thought and activity. The first semester concludes with the Thirty Years' War; the second semester reviews world development from 1648 to the present. 6 s.h.

201, 202 United States History 1607-1940

A consideration of the development of the United States from its colonial beginning to its position as a world power; the evolution of an American, democratic, domestic political theory. Taught at Biscayne College. Fall '73; Spring '74. 6 s.h.

300 Special Topics

Content to be specified by the department according to the interests and expertise of faculty members and the specific needs and/or interests of the students. Fall/Summer. 1 — 3 s.h.

305a, 305b Historical Issues in the Modern World

An historical analysis of modern issues in one country or in various countries. Fall/Spring. 6 s.h.

307, 308 History of Asian Civilizations

The history of two Asian civilizations with major emphasis on the institutions, religions, literature, and fine arts. The first semester deals with the period ending about 1600; the second semester continues from 1600 to the present. 6 s.h.

309, 310 History of World Art

Survey of art from ancient civilization to the Renaissance; the baroque period through the nineteenth century; and contemporary trends as influenced by the present era. See Art 309, 310. Fall '73; Spring '74. 6 s.h.

310 The Middle Ages

Medieval Europe from the fourth century to the Renaissance; feudalism; the Church; the towns and guilds; the universities. Taught at Biscayne College. Fall. 3 s.h.

311 The Renaissance and Reformation

Europe in the fourteenth and fifteenth centuries; the rise of the national monarch; beginnings of modern capitalism; scientific and artistic accomplishments. Taught at Biscayne College. Spring. 3 s.h.

320 Economic History of the United States

Industrial progress from the colonial period to the present; the integration of economic and historical forces which influenced the social and political development of the United States. See Economics 320. 3 s.h.

337 Ecclesiastical History

The origin and growth of the Christian Church from the Israelitic concept of the *gahal* Yahweh and the formation of the local *ecclesia* to the universal Catholicity of patristic and medieval times; the post-reformation Tridentine Church and the new ecclesiology of Vatican II. See Religious Studies 337. Fall '73. 3 s.h.

370 Expansion and Conflict

United States history from 1824 to 1865 with special emphasis on political and economic developments; territorial expansion; development of sectional economy; Jacksonian democracy; the slavery issue, the Compromise of 1850, and the Kansas-Nebraska Bill; the Civil War. Taught at Biscayne College. Fall '73. 3 s.h.

371 Reconstruction and Global Relationships

A study of the United States history from 1865 to 1900, with special emphasis on political and economic development; reconstruction; expansion of agriculture and industry; the social scene; the United States in world affairs. Taught at Biscayne College. Spring '74. 3 s.h.

381 American Colonial History

A study of the period from 1607 to 1776; background of early explorations and settlements; development of the English colonies from the political, economic, social, and cultural points of view; the British Colonial system; steps leading to the American Revolution. Taught at Biscayne College. Fall. 3 s.h.

382 Rise of American Nationalism

A survey of the developments in the period from 1776 to 1824; the American Revolution; the Confederation; writing and ratification of the United States Constitution; growth of political parties; the War of 1812 and its aftermath; the Missouri Compromise; the Monroe Doctrine. Taught at Biscayne College. Spring. 3 s.h.

383 Spanish Colonial Institutions

Topical-chronological treatment of Spanish colonial institutions in Central and South America from discovery to the independence movement. Fall. 3 s.h.

384 Latin American National Period

Topical-chronological study of the evolution of Mexico, Argentina, and Brazil with emphasis on their relations with the United States. Spring. 3 s.h.

401 Problems in History

Nature and kinds of historical research, types of sources, and varieties of solutions; readings and individual problems, with opportunity for independent study. Required of all senior history majors. Spring/Summer. 3 s.h.

403, 404 American Diplomatic History

A study of significant topics in diplomatic history; includes decision making in the Department of State; role of interest groups in foreign policy. The first semester includes the eighteenth and nineteenth centuries; the second semester treats the twentieth century. See Political Science 403, 404. Fall '73; Spring '74. 6 s.h.

411, 412 Modern East Asia

East Asian history in the nineteenth and twentieth centuries, emphasizing the impact of the West on the East and the East's response. The first semester includes the period from 1800 to 1940; the second semester covers the period since 1940. 6 s.h.

421 Age of Absolutism 1648-1789

An advanced survey of Europe from the Peace of Westphalia to the outbreak of the French Revolution; special emphasis is given to the hegemony of France, the "Second Thirty Years' War," and the Newtonian Revolution in science. Taught at Biscayne College. Fall '73. 3 s.h.

422 French Revolution and Napoleon

A study of the French Revolution and its various phases; the rise to eminence of Napoleon Bonaparte; the career of Napoleon; a consideration of the impact of the French experience on the modern world. Taught at Biscayne College. Spring '74. 3 s.h.

429, 430 History of Europe in the 19th Century

Special emphasis on political, economic, and intellectual developments; the first semester covers the period from 1814 to 1870; the second semester covers the years from 1870 to 1914. Fall '73; Spring '74. 6 s.h.

435, 436 History of Europe in the 20th Century

Europe since 1914 and major world events which influenced European politics; the first semester covers the period to 1945; the second semester covers the period since 1945. Fall/Spring. 6 s.h.

443, 444 History of the United States in the 20th Century

A topical-chronological treatment of the history of the United States in the twentieth century. The first semester terminates with the New Deal; the second semester treats the events from 1940 to the present. Fall/Spring. 6 s.h.

476 Teaching of Social Studies in the Secondary School

Methods of teaching social studies, emphasizing the integration of history; a survey of problems confronting secondary school social studies teachers, including an evaluation of courses and textbooks; instruction in the use of audio-visual materials. 3 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in an historical area of special interest to the student. Prerequisite: Departmental approval. 1 - 3 s.h. each level.



POLITICAL SCIENCE

Political science aims to introduce students to the universal problems of government; to treat the subject of American government objectively without fear or favor; and to encourage the student to think in the terms of the principles of good government.

301 American Government

The national government and its structure; administrative practices of the central agencies of authority in the United States. 3 s.h.

304 American Political Parties

History and analysis of American political parties, origins, electoral processes, examination of suffrage, interest groups, nominating devices, campaign procedures, and the conduct of elections. Taught at Biscayne College. 3 s.h.

322 American Constitutional Law

Organization and jurisdiction of the Federal Courts; role of the Supreme Court in American society; emphasis will be placed on contemporary Constitutional issues affecting American public law in the 1960's. Landmark decisions will be studied in seminar discussions using the case method. Taught at Biscayne College. 3 s.h.

355 Philosophy of Politics

A chronological treatment of the political theories of the major philosophers from classical to modern times. See Philosophy 355. Fall of alternate years. 3 s.h.

403, 404 American Diplomatic History

A study of significant topics in diplomatic history; includes decision making in the Department of State; role of interest groups in foreign policy. The first semester includes the eighteenth and nineteenth centuries; the second semester treats the twentieth century. See History 403, 404. Fall '73; Spring '74. 6 s.h.

411 Theory of the State

A survey course in the principles of the science of the state; essential nature of statehood; forms in which states have existed and do exist; the extent of state authority. Taught at Biscayne College. 3 s.h.

421 European Comparative Government

Comparison of significant features of the government of the major European countries. Taught at Biscayne College. 3 s.h.

422 Latin-American Comparative Government

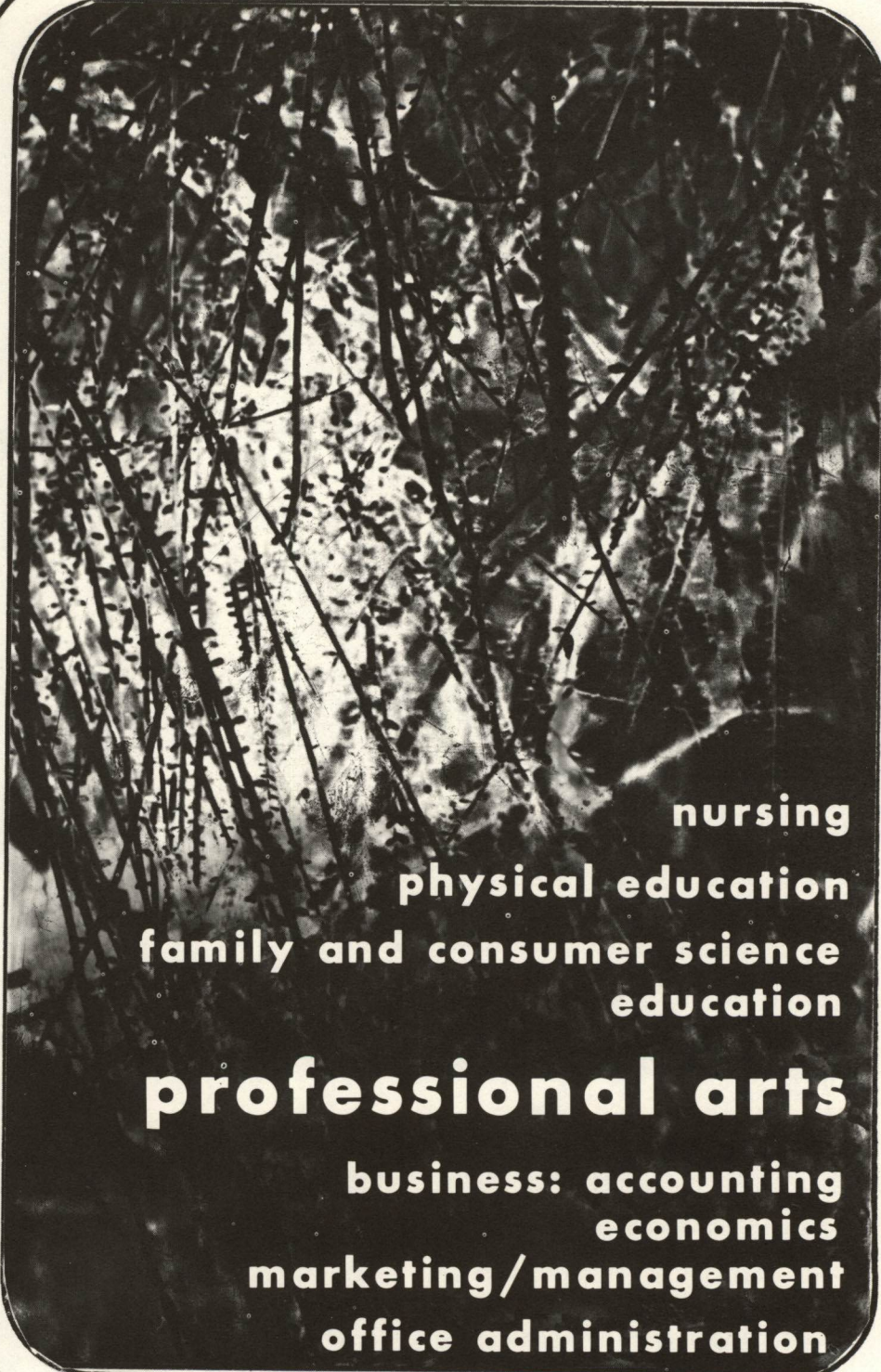
A survey of Latin-American government structure in general. Taught at Biscayne College. 3 s.h.

431 International Relations

A survey course that is an account of the international political scene today and which deals with the facts that explain world events and people as shown by their political and military history, and their power capabilities. Taught at Biscayne College. 3 s.h.

432 International Law

A survey course in the instruments of world politics describes the principles of international law and international organization for the purposes of maintaining peace and assuring the common welfare; gives consideration to the varied points of view of Occidental and Oriental, old and new, Communist and anti-Communist states. Taught at Biscayne College. 3 s.h.



nursing

physical education

**family and consumer science
education**

professional arts

**business: accounting
economics**

marketing/management

office administration

BUSINESS

SISTER MARIE JUDITH SHIELD, O. P., CHAIRMAN

Business is a distinct field of concentration drawing upon the knowledge and principles of a variety of sciences. The purpose is to develop the capacity to view in an analytical manner the policy-establishing and decision-making process of business enterprises in a multi-dimensional environment. To satisfy this need, the student may elect to pursue a major or minor in one of the following areas of business: accounting, business education, economics, marketing and management, and office administration.

GENERAL BUSINESS COURSES

339 Business Law I

A survey course designed to acquaint students with the historical development of the nature, theories, and function of law in the American business environment; courts and procedures, torts and crimes; contracts; agency; sales and negotiable instruments. Fall. 3 s.h.

340 Business Law II

Bailments; documents of title; secured transactions; business organizations; property and real estate transactions; wills and trusts; insurance; suretyship; guaranty; bankruptcy. Prerequisite: Business 339. Spring. 3 s.h.

408 Communication Skills

A comprehensive treatment tailored to develop a communication competence relevant to business management and an analysis of and training in writing, speaking, listening, and reading skills. See English 408. Spring. 3 s.h.

443 Internship

The student arranges for on-the-job experience in her major area in the business department. 1 – 6 s.h.

476 Teaching Business in the Secondary School

A study of the problems confronting teachers of business in the secondary school; organization of courses, standards of criticism, sources of materials, textbooks; methods of teaching shorthand, typewriting, bookkeeping, and general business. Fall. 3 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.

ACCOUNTING

This major is designed to prepare the student for graduate studies, for teaching, for a career as a private or public accountant or for executive positions in industry and government. A bachelor of science degree from Barry College with a major in accounting is recognized in the State of Florida and many other states as fulfilling the educational requirements for the C.P.A. examination. Those who plan to take the C.P.A. examination are strongly urged to take additional courses in cost analysis, federal income tax auditing, computers, and quantitative applications in business.

Requirements for major (34 s.h.): Business 200, 335, 336, 361, 362, 435, 437, and Economics 201.

Requirements for minor (20 s.h.): Business 200, 303, 335, 336, and 361.

200 Basic Accounting

An introduction to accounting; nature and functions of accounting and its importance in the social order; measuring and reporting financial position and results of operations; the logic of double entry analysis; data processing and accounting as an aid to planning, control, and decision making. Fall/Spring. 4 s.h.

303 Management Accounting

Fundamentals of manufacturing and cost accounting for income measurement and business planning, control, and decision making; job order and process costing systems; standard costs and budgets. Prerequisite: Accounting 200. Taught at Biscayne College. 3 s.h.

335 Intermediate Accounting I

Theories and techniques underlying the recognition, classification, analysis, and interpretation of financial information of business enterprises, mainly for reporting to outsiders. Taught at Biscayne College. Fall. 3 s.h.

336 Intermediate Accounting II

Asset and equity accounting explanations concluded; analytical processes comprising the interpretation of accounting data through the analysis of financial statements; funds flow reporting and financial statement adjusted for price level changes. Taught at Biscayne College. Spring. 3 s.h.

361 Cost Accounting

Accounting principles and techniques employed in cost finding and the cost control processes, including the use of standard costs and budgeting. Taught at Biscayne College. Spring. 3 s.h.

362 Federal Income Tax Accounting

A general understanding of federal income tax fundamentals, tax accounting, rules, forms, and procedures related to taxable income determination. Taught at Biscayne College. Fall. 3 s.h.

435 Advanced Accounting

Accounting problems confronted in the organization, expansion, and termination of partnerships and other forms of organization; matters related to special income determination problems and fiduciary accounting procedures; compound interest. Taught at Biscayne College. Fall. 3 s.h.

437 Auditing

A course in basic auditing standards and procedures with emphasis on professional ethics and the principles of obtaining evidence required for audit reporting by both internal and independent accountants. Taught at Biscayne College. Spring. 3 s.h.

ECONOMICS

Problems solved by previous generations cannot be ignored if they can arise again. In the study of economics, social and political problems are considered within a unified analytical structure.

Requirements for major (30 s.h.): Economics 201, 202, 316, 351, 454, and 466.

Requirements for minor (20 s.h.): Economics 201, 202, 316, and 454.

201 Principles of Economics I

Analysis of the principles most useful in understanding current economic conditions; problems of inflation, recession, growth, balance of payments; analysis of supply and demand. Fall. 3 s.h.

202 Principles of Economics II

Analysis of the operation of the market price system; price and distribution theory; characteristics and operation of today's competitive and monopolistic markets. Government regulation of industry, collective bargaining, and government spending. Spring. 3 s.h.

301 Managerial Economics

A study of managerial decision making by the application of economic analysis and the integration of concepts from accounting, finance, mathematics, and statistics. Prerequisite: Economics 202. Spring. 3 s.h.

303 Intermediate Economic Analysis

Economic and mathematical analysis of the equilibrium conditions of the household, the firm, and the industry. The rate of the price mechanism in resource allocation under conditions of competition, monopoly, and imperfect competition; intermediate course in microeconomic theory designed to follow the basic principles course. Prerequisite: Economics 202. Taught at Biscayne College. 3 s.h.

316 Money and Banking

A study of monetary economics and its institutions, the nature and functions of money and money markets. A macroeconomic analysis of income and monetary theory and its application to public policy; a study of the influence of the federal reserve system. Spring. 3 s.h.

320 Economic History of the United States

Industrial progress from the colonial period to the present; the integration of economic and historical forces which influenced the social and political development of the United States. See History 320. 3 s.h.

351 Comparative Economic Systems

A critical evaluation of selected examples of the world's major economic systems; comparison on the bases of industrial production, agricultural exchange, credit and banking, income distribution, the status of labor and international trade. 3 s.h.

352 Labor Relations

The labor movement, labor policies of employers, methods of industrial conciliation, labor legislation, settlement of labor disputes with emphasis on current labor problems and their causes. 3 s.h.

374 Consumer Economics

Emphasis on the basic principles in the economic decisions of the individual; evaluation of income and occupations; family budgeting; installment credit; retirement income and effects of federal legislation upon family and individual incomes and expenditures. Interdisciplinary approach. See Family & Consumer Science 374. Fall. 3 s.h.

434 Special Projects

A special project in which the student researches within the local community the economic implications of poverty, welfare and housing, racism, ecology, or another situation under departmental direction. 3 – 6 s.h.

454 Investments

Principles of investments, the stock market, role of Securities and Exchange Commission. Spring. 3 s.h.

466 International Trade

Introduction to the field of international trade from mercantilism to the present day; analysis of current problems facing nations and international organizations; balance of payment deficits, international liquidity, tariffs, and trade barriers. The role of government intervention. Spring. 3 s.h.

MARKETING & MANAGEMENT

Requirements for major (30 s.h.): Business 200, 305, 306, 401, 402, and Economics 201.

Requirements for minor (20 s.h.): Business 305, 306, 401, and 402.

Marketing Courses

The marketing curriculum offers a well-rounded program to prepare students for managerial positions in which they will be responsible for successfully developing and selling a company's products or services. Each course is designed to develop a breadth of knowledge of the marketing major while affording the non-marketing student an overall view of the distribution side of modern business organizations.

A student majoring in marketing may find career opportunities in the management of marketing activities, including buying, distributing, advertising, product planning, and market research.

306 Principles of Marketing

An evaluation of marketing as a system for the satisfaction of human wants and a catalyst of business activity as seen through the eyes of business management. It includes analysis of the distribution functions performed by the marketing agencies including the retailer, wholesaler, and manufacturer; interpretation of market areas and consumer problems as well as policies, distribution costs, and effect of government regulations. Spring. 3 s.h.

401 Advertising

Survey of entire field of advertising in its social, economic, and management contexts. Consideration is given to advertising in general, to advertising research, to preparing the advertising campaign, the appropriations, and the selection of media; to layout, copy, and printing and engraving methods. See Journalism 401. Spring. 3 s.h.

402 Marketing Problems

Development of managerial decision-making techniques through practice in analyzing practical marketing cases with a view toward determining policies and acceptable courses of action through the evaluation of alternatives and their consequences. Among the topics considered are brand policy, cost control, and legislation affecting marketing. Prerequisite: Marketing 306. 3 s.h.

406 Marketing Research

An examination and appraisal of the functions of research in managerial decision making. The uses of marketing research; marketing analysis methods; planning the investigation; securing the data; tabulation and analysis interpretation; presenting the results. Quantitative and analytical techniques and their application to marketing problems are emphasized. Prerequisite: Marketing 306. 3 s.h.

407 Marketing Management

The application of sound principles of management to the integrated marketing functions of planning, organizing, staffing, integrating, controlling, measuring, and evaluating, both internally within the various units of marketing division (sales advertising, research, product planning, etc.), and externally in coordination with other major divisions of the company: production finance and research development. Prerequisite: Marketing 306. 3 s.h.

423 Sales Management

Study of the problems of sales management; sales policies; selection and training of salesmen; preparation of manuals; methods of compensation for sales force; various methods of sales stimulation; administration and budgeting; measuring the sales manager's contribution to profitable operations. Prerequisite: Marketing 306. Fall. 3 s.h.

462 Public Relations

The study of various public relations media. Emphasis on cases and readings from professional journals. An historical and psychological aspect of public relations discussed in context with, and in relationship to, various public media. See Journalism 462. Fall. 3 s.h.

Management Courses

The management curriculum provides students with the opportunity to obtain a broad knowledge of the field, and prepares them for graduate study and for executive positions in government and industry.

Students planning to attend graduate schools of business in marketing and management are encouraged to take as electives additional courses in quantitative analysis, computer information systems, and the social sciences.

305 Principles of Management

A survey course in the theory and practice of management with special emphasis on the major concepts and issues involved in the art and science of managing modern organizations. It considers such topics as organization theory and behavior, communications, decision making, and executive leadership. Through lectures, role playing, case discussions, problem solving, and team activities, research on organizations and what makes them function effectively will be studied. Fall. 3 s.h.

419 Financial Management

Study of finance and financial management as a function of business enterprises; emphasis on sources of funds; financing by equity and credit; securities marketing; inter-firm loans; public regulations by governmental and non-governmental agencies. Prerequisite: Accounting 200. Fall. 3 s.h.

420 Managerial Psychology

The behavioral science approach is utilized in analyzing traditional and current practices of business in the utilization of human potentialities. Manager and executive development theories and practices are examined to create higher motivation and greater realization of human and business goals. 3 s.h.

421 Management Information Systems

Principles of business systems design; information systems; business machines and computer information systems. Prerequisites: Accounting 200 and Management 305. Taught at Biscayne College. Spring. 3 s.h.

424 Personnel Management

A survey of the field of personnel management, including personnel administration and the formulations and application of policies as a means of creating cohesive working forces within an organization. Includes personnel programming, recruitment, and selection procedures; interviewing, testing, job analysis, merit rating plans, remuneration, union-management relations, handling of grievances, positive motivation of employees, and service and participation programs. See Family & Consumer Science 424. Fall. 3 s.h.

426 Marketing Management Seminar

This provides an opportunity to interpret, communicate, and test one's analysis of ideas contained in literature, and to relate these concepts to progress in management theory practice. Literature, research, problems, and cases will be examined and discussed with members of the business community. Prerequisites: Management 305 and Marketing 306. Fall. 3 s.h.

427 Retail Merchandising

The study of modern methods used successfully by retail to time, place, quantities, and price. Among the topics discussed are the planning of mark-up determination and control of stock shortages, stock planning and model stocks, price lining layout and display sales promotion, inventory control and the retail method of valuation, and the use of financial data as decision-determining factors. Emphasis also placed on locating sources of supply, negotiating, receiving, and pricing. Spring. 3 s.h.

OFFICE ADMINISTRATION

Requirements for major (39 s.h.): Business 114, 120, 200, 301, 339, 341, 342, 403, 408, and Economics 201 and 202. Students desiring secondary certification add Business 476.

Requirements for minor (20 s.h.): Business 120, 301, 339, 341, 342, 403, and 408. Students may waive Business 114 and/or 120 by successfully completing a departmental examination.

101 Beginning Stenography

A study of the principles and theory of Gregg shorthand completed during the first quarter; theory reviewed in the second quarter, along with the introduction of new-matter dictation and pre-transcription training. Meets daily. Fall. 4 s.h.

103 Beginning Typewriting

Mastery of the keyboard and speed development; emphasis on the arrangement of business letters, tabulated materials, and manuscript typing. Meets daily. Fall. 3 s.h.

114 Advanced Shorthand

Continued review of the theory of shorthand with special emphasis on speed and accuracy in transcription. Prerequisites: Office Administration 101 and 103 (or equivalents). Meets daily. Spring. 4 s.h.

120 Intermediate Typewriting

Further development of speed; instruction in specialized typewriting problems to develop high level competency. Meets daily. Spring. 3 s.h.

301 Speed Building and Transcription

Development of advanced speeds with sound skill-building procedures. A fusion of shorthand, typewriting, English grammar and related skills. High-speed writing with attention to specialized vocabulary and proficiency in transcription. Prerequisites: Office Administration 114 and 120 (or equivalents). 3 s.h.

341 Executive Secretarial Training I

Responsibilities and opportunities of secretarial positions; principles of filing, office management, office procedures, and human relations. Fall. 3 s.h.

342 Executive Secretarial Training II

Emphasis on the "practicum" approach with challenging problems requiring direct involvement in high-level long-range assignments patterned on current business problems facing secretaries. Concentration on analysis, research, decision making, creative thinking, and implementation. Spring. 3 s.h.

403 Business Machines

Electronic calculators, ten-key and full-key adding machines, machine transcription, thermofax, addressograph, stencil and fluid duplicators, keypunch, and introduction to data processing. Fall/Spring. 3 s.h.



EDUCATION

SISTER ANN THOMAS GRIFFIN, O. P., CHAIRMAN

Based on a strong liberal arts foundation, courses in education provide methods, professional observational experiences, and content in special areas, all of which culminate in student teaching experience in the public school system during the student's senior year.

While the program is designed for those who qualify for elementary, exceptional child, and secondary education in Florida, Barry's approved program meets the needs of teachers in many other states. At the present time, Florida has a reciprocal agreement with twenty-five states: Alaska, California, Connecticut, Delaware, Hawaii, Indiana, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin. This Interstate Agreement on Qualifications of Educational Personnel is under consideration by even more states currently, and the number of member states promises to increase continually.

Liberal Arts preparation for all teaching fields include:

General Preparation. A minimum of forty-five (45) semester hours shall be required in general preparation with not fewer than six (6) semester hours earned and not more than twelve (12) semester hours counted in each of the five areas listed below. A graduate with a baccalaureate degree from a standard institution shall be considered as having met the general preparation requirements.

a. Arts of Communication —

1. A minimum of six (6) semester hours shall be required in English composition, rhetoric, or grammar. English 111 and 112.
2. Up to six (6) semester hours in speech, journalism, or elementary foreign languages may be used to meet the total of twelve (12) semester hours permitted in this area. For elementary and secondary teachers: Speech and Drama 312.

b. Human Adjustment — A minimum of six (6) semester hours shall be required in areas such as health, physical education, psychology, religion, philosophy, logic, ethics, nutrition, problems of living in the home, and family community living.

c. Biological Sciences, Physical Sciences, and Mathematics — A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects. The entire six (6) semester hours shall not be in mathematics. For elementary teachers: Mathematics 201 and 202; science — 6 s.h.

- d. Social Sciences – A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects, provided credit is earned in at least two of the following: geography, history, political science, anthropology, economics, or sociology. For elementary teachers: Geography 307.
- e. Humanities and Applied Arts – A minimum of six (6) semester hours shall be required. Credit may be earned in comprehensive courses or in separate subjects, provided credit is earned in at least two of the following: literature (English, American, world), literature written in a foreign language, music, technological skills; construction design and fine arts, or art as applied to personal and family living. For elementary teachers: English 320.

Student Teaching. Courses listed under "General Preparation" are to be taken in the Fall and Spring semesters prior to the student's planned term of student teaching. Application for student teaching should be made with the Department of Education by February 1 of the junior year.

ELEMENTARY EDUCATION PROGRAM

Major (30 s.h.) – To be chosen from majors offered in the Barry College curriculum or from the Broad Liberal Arts program.

Minor (21 s.h.): Elementary Education – Required courses are Education 262, 344, 366, 388, and 435; Music 376; and Art 376.
General Preparation (45 s.h.) – See preceding section on "General Preparation."

Professional Education (21 s.h.) – Required courses are Education 253, 318, 322, 453, 462, and 499.

EXCEPTIONAL CHILD EDUCATION PROGRAM

Major (30 s.h.) – To be chosen from majors offered in the Barry College curriculum or from the Broad Liberal Arts program.

Minor (30 s.h.): Special Education – Required courses are Education 344, 411, 440, 470, 473, 474, and 475. Strongly recommended are Physical Education 482, Music 376, and Art 376.

General Preparation (45 s.h.) – See preceding section on "General Preparation."

Professional education (21 s.h.) – Required courses are Education 253, 318, 322, 453, 462, and 499.

SECONDARY EDUCATION PROGRAM

Major – Desired teaching field; courses will include the special methods course (476) offered by the selected department.

Minor (21 s.h.): Secondary Education – Required courses are Education 253, 318, 453, 463, 499, and elective.

General Preparation (45 s.h.) – See preceding section on "General Preparation."

130 Health Education

The teaching of health and a study of school health problems. Fulfills State of Florida teaching requirement in Area IV for elementary education specialization. See Biology and Physical Education 130. Fall/Spring. 3 s.h.

253 Introduction to the School

An analysis of the structure and operation of the American school system, emphasizing economic, legal, administrative, and professional aspects. School visitations on various levels. Fall/Spring/Summer. 3 s.h.

262 Teaching Arithmetic

The manner of presenting the subject matter of arithmetic in the elementary school with special emphasis on the place and meaning of drill; evaluation of recent experimental and standardized tests and textbooks. Field experience. Prerequisite: Mathematics 201. Spring/Summer. 3 s.h.

318 Psychology of Learning

An application of psychology to the field of education; innate and acquired forms of behavior control; motivation of learning; transfer of training; individual differences in intelligence and achievement; evaluation and measurement. Field experience. Prerequisites: Education 253 or equivalent; junior status. See Psychology 318. Fall/Spring/Summer. 3 s.h.

322 Methods of Teaching Reading

Methods and materials of instruction of reading at the elementary level; analysis of learning and teaching problems, and study of concrete materials and classroom procedures; consideration of research and theory in relation to current practice. Field experience. Spring/Summer. 3 s.h.

344 Teaching Health and Physical Education in the Elementary School

Methods, materials, content material, and organizational procedures for conducting elementary school health and physical education programs. Practice in teaching activities included in elementary school health and physical education programs. See Physical Education 344. Fall/Spring. 3 s.h.

366 Teaching Social Studies in the Elementary School

A study of methods and materials for teaching the social sciences in the elementary school with special emphasis on appropriate textbooks and visual aids. Fall/Summer. 3 s.h.

376 Principles of Vocational Education

A study of the characteristics of a quality vocational program; its organization, administration, requirements, laws, and legislation. Approved for credit for vocational certification. See Family and Consumer Science 376. Spring/Summer. 3 s.h.

377 Instructional Techniques for Vocational Education

Philosophy of teaching, behavioral objectives, curriculum planning, lesson planning, use of visual aids, demonstration techniques, evaluation of student progress and teacher performance. Fall/Summer. 3 s.h.

388 Teaching Science in the Elementary School

Principles and methods of selecting and organizing suitable units for elementary school science; includes demonstrations, laboratory experiments, field trips, and tests. Fall/Spring/Summer. 3 s.h.

**COURSES MARKED WITH AN ASTERISK ARE OPEN
ONLY TO UPPER-LEVEL STUDENTS**

411 *Speech Correction for Children

An elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See Speech and Drama 411. Spring/Summer. 3 s.h.

417 *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. Fall '72; Summer '74. 3 s.h.

418 *Measurement and Statistical Procedures for the Behavioral Sciences

A consideration of the procedures of descriptive statistics and their application to educational measurement and the behavioral sciences. See Psychology and Sociology 418. Fall/Summer. 3 s.h.

435 The Teaching of Language Arts

Emphasis on performance-based competencies in teaching handwriting, spelling, oral and written communication. Curricular strategies and instructional tactics employed after an analysis and correction of basic difficulties. Ample opportunity for creative expression. Fall/Summer. 3 s.h.

440 *Foundations of Mental Retardation

A study of the biological, psychological, and social foundations of mental deficiency with emphasis on the various levels of retardation. Fall '72; Summer '74. 3 s.h.

441 *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 change. Fall/Summer. 3 s.h.

442 *Secondary School Curriculum

Survey of current trends in modern secondary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change. Spring/Summer. 3 s.h.

445 *Principles of Programmed Learning

A course designed to teach the construction and use of learning programs; discussion of development of programmed learning and use in classroom and other situations. Offered as needed. 3 s.h.

446 *Programmed Learning Laboratory

Directed experiences in the construction of programs and development of specific programs meeting individual needs of participants. Prerequisite: Education 445. Offered as needed. 3 s.h.

449 *Psychology of Adolescence

Study of learning and personality theory of the adolescent period; emphasis given to problems arising out of physical development, sensory changes, mental growth, and emotional maturing. See Psychology 449. Spring '73; Summer '74. 3 s.h.

453 Vital Forces in Education

Implications derived from important philosophical aspects of modern educational controversies; divergent views about the nature of man, reality, knowledge, and values; influence of current philosophies in the American school system. Fall/Spring/Summer. 3 s.h.

455 *Evaluation of Current Curricula

Intensive and critical analysis of current experimentation; study of new insights; incorporation of creative approaches; transformation through change and constant evaluation of quality education. Fall '72; Summer '74. 3 s.h.

461 Organization and Use of Audio-Visual Materials

Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels. Spring '73; Summer '74. 3 s.h.

462 Principles of Teaching and Testing (Elementary)

General and specific principles which underlie approaches to teaching and learning processes in the elementary school; experience with innovative methods and materials designed to diagnose and remediate problems arising from the needs of the elementary school child. Fall/Summer. 3 s.h.

463 Principles of Teaching and Testing (Secondary)

General and specific principles which underlie approaches to teaching and learning processes in the secondary school with emphasis upon problems arising from adolescents' needs. Fall/Summer. 3 s.h.

467 *Improvement of Reading Instruction

An advanced presentation of the methods and material for teaching reading: a survey and critical evaluation of present trends. Fall/Summer. 3 s.h.

468 *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 467 or equivalent. Spring/Summer. 3 s.h.

469 *Personality and Mental Health

A study of conditions which contribute to the development of a wholesome personality with special attention to the proper mental adjustment in childhood and adolescence. See Psychology 469. Spring/Summer. 3 s.h.

470 *Introduction to Exceptional Children

A study of the detection of physical, mental, and emotional exceptionalities in children and their educational provisions. Fall/Summer. 3 s.h.

471 *Psycho-Social Foundations in Early Childhood Education

Improving understanding of children's and teacher's feelings and of the socialization process; defining and maintaining limits for behavior; conceptualizing and accepting responsibility for improving children's inter-personal relations; study and evaluation of the early childhood curriculum as it contributes to the development of social and emotional sensitivity. Laboratory experience. Fall/Summer. 3 s.h.

472 * 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; evaluation of selected equipment and materials. Laboratory experience. Spring/Summer. 3 s.h.

473 *Teaching of the Mentally Retarded

A presentation of the philosophy, objectives, methods, materials, and curriculum content for the three classifications of retarded — educable, trainable, and custodial. Spring '73; Summer '74. 3 s.h.

474 *Communication Arts for Slow Learners

Principles and procedures for classroom teachers of slow-learning pupils in listening skills, speech techniques, and the correlation of speech with each of the language arts fields. Fall. 3 s.h.

475 *Psychology of the Exceptional Child

Psychological aspects of mental and physical deviation from normal growth and development of children and young people; impact of such deviation upon psycho-social adjustment of behavior. See Psychology 475. Spring/Summer. 3 s.h.

482 *Developmental Psychology

An introduction to the study of the individual from conception to maturity, with emphasis on his mental, physiological, and psychological processes at the various stages of development. See Psychology 482. Fall '72; Summer '74. 3 s.h.

484 *Diagnosis of Reading Disabilities

Methods of diagnosing and discovering disabilities and the problems inherent to this area of reading. Prerequisite: Education 322 or equivalent. Fall/Summer. 3 s.h.

485 *Principles of Guidance

A survey of the tools, instruments, and the resource personnel available to guidance counselors and teachers to assist pupils to use vocational and educational opportunities advantageously; special reference to a philosophy of guidance. Fall '72; Summer '74. 3 s.h.

486 *Guidance in the Elementary School

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

490 *Remediation of Reading Disabilities

A practical application of methods and materials for use in the remediation of reading problems. Prerequisite: Education 322 or equivalent. Spring/Summer. 3 s.h.

491 *Group Dynamics

A study of groups and group techniques as a basic tool for guidance, social interaction, and learning climates; topics include formation and operation of groups, social structure, human behavior, and leadership with special emphasis on application to guidance activities. See Psychology 491. Fall/Spring/Summer. 3 s.h.

492 Workshop in Education

Special interest areas developed from student needs and community requests. Semester hours of credit depend on individual workshop requirements.

495 *Problems in Curriculum Construction

An evaluation of curricular trends; emphasis on construction of programs of individualized instruction; independent study; reorganization of current patterns; provision of richer curricular offerings for the talented student. Spring/Summer. 3 s.h.

497 *Supervision for Directing Teachers

A seminar analysis of principles and problems encountered in the directing of elementary or secondary student teachers including discussion and feedback on the roles of the college, the student teacher, and the directing teacher. Fall. 3 s.h.

499 *Directed Student Teaching

A program of student teaching under the supervision of a fully certified teacher and a college supervisor. Prerequisite: Senior status. Fall. 6 – 9 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.

FAMILY AND CONSUMER SCIENCE

SISTER CLARE BEAUBIEN, O. P., CHAIRMAN

Major Programs

General Home Economics

A major in general home economics consists of thirty (30) semester hours of credit in courses distributed over the areas with the Family and Consumer Science Department, with a minor in another discipline. If no minor is desired, a student may earn from forty (40) to sixty (60) semester hours in family and consumer science courses.

Requirements for major — Family & Consumer Science 105; Chemistry 105 and 106 (or equivalent); and Art 105.

Recommended Electives: sociology; psychology; economics; biology; and religious studies (especially 306, 310, 414).

Teacher Education Programs

Secondary Education: to prepare for vocational certification, the following distribution of courses required —

- a. Home and Family (18 s.h.) — Credit must be earned in housing, home management, consumer economics, family relationships, and child development.
- b. Foods and Nutrition (9 s.h.) — Credit must be earned in both Foods and in Nutrition.
- c. Clothing and Textiles (9 s.h.) — Credit must be earned in both Clothing and in Textiles.
- d. Methods (6 s.h.) — Family and Consumer Science 376 and 476.

Elementary and Special Education: Refer to the education section of this catalog.

Special Career Programs

A major consists of a minimum of thirty (30) semester hours of credit concentrated in Clothing & Textiles, Foods & Nutrition, or Family Services. A minor in Business (Marketing/Management, Economics) is recommended.

Dietetics Program

The program has been designed to fulfill the requirements of the American Dietetics Association.

- a. Co-requisites to be completed during the first two years of college include: Chemistry 111, 112, 241, 321; Biology 230, 331; Psychology 281; Anthropology 443. Mathematics 152 is recommended; competency in Algebra at the intermediate level is required.
- b. Required courses within the Family and Consumer Science department include: 170 (a, b, c, d), 271 (a, b). The third and fourth years of the program are under the direction of the department.

105 Orientation to Home Economics

An introduction to the field of home economics as a profession through the study of its history, organization, and objectives, and as an education for personal and family living; an opportunity to explore career possibilities. Required of all majors or minors. Fall. 1 s.h.

112 Elementary Clothing

Application of concepts involved in commercial patterns, and basic techniques of clothing construction. Spring. 2 s.h.

150 Personal and Family Development

Dynamics of interaction at various developmental stages of the family; family influence of personality; environmental impact on the individual and the family. Fall. 3 s.h.

170 a,b,c,d, Nature of Food

Chemical and physical aspects of foods in relation to their use, quality, and preparation. a. milk group b. fruit and vegetable group c. protein group d. bread and cereal group. Four short courses: 2 hours lecture, 3 hours laboratory; four weeks each. Spring. 1 s.h. each course.

213, 215 Intermediate Clothing I and II

Basic skills in clothing construction with relationship to fit, fabric, and garment assembling. Principles of fitting and pattern alteration as applied to individual garments. 1 hour lecture, 6 hours laboratory weekly; eight weeks each. Fall. 2 s.h. each course.

245 Home Management

A study of the integrated nature of management as a means to the realization of family values and goals; the decision-making function as the heart of management. Home management concepts are the focal point of the course. Fall. 3 s.h.

246 Marriage and the Family

An analysis of the American family as a social institution. Consideration of historical data, psycho-social and sexual behavior. See Sociology 246. 3 s.h.

268 Weaving I

Hand-loom weaving, plain and pattern weaving; two harness looms for student use; special emphasis on use of simple materials and new fibers in original designs and textures. 4 hours laboratory weekly. Fall. 2 s.h.

269 Weaving II

Continuation of Family & Consumer Science 268, with the addition of original projects on the four-harness floor loom, including warping looms. 4 hours laboratory weekly. Prerequisite: Family & Consumer Science 268. Spring. 2 s.h.

271 a,b,c,d Nutritional Significance of Food

Essentials of optimum nutrition in health and disease; food sources in various parts of the world. a. macronutrients and energy metabolism b. vitamins and minerals c. nutrition education d. nutrition and diet for the patient. Four short courses: 3 hours lecture weekly; five weeks. Fall. 1 s.h. each course.

315 Textiles

Consumer-oriented study of textiles; emphasis on fibers, fabric constructions, and finishes in relation to use; concepts of durability, comfort, care, and aesthetics of apparel and household fabrics. Fall. 3 s.h.

316 Consumer Problems in Clothing

Clothing selection and personal appearance; consumer guides to planning and purchasing; clothing maintenance and care. Eight weeks, first quarter. Spring. 1 s.h.

318 History of Fashion

A study of the important periods in costume and an analysis of the relationship of fashion to world events. Eight weeks, second quarter. Spring. 1 s.h.

326 Advanced Nutrition

Problems in the nutrition of various cultures and subcultures; methods of study, and interpretation of the findings of nutrition research, writing a library research paper. Prerequisite: Family & Consumer Science 271. Fall 3 s.h.

337 Institutional Food Preparation

Application of the principles of cookery to large quantity planning, buying, preparing, and serving meals; some consideration of the management problems of institutions. 1 hour lecture, 4 hours laboratory weekly. Prerequisite: Family & Consumer Science 170.3 s.h.

339 Diet Therapy

A study of the various dietetic requirements with special emphasis on the adaptation of the normal diet to impaired digestive and metabolic processes. 2 hours lecture weekly, 30 hours laboratory in an approved hospital dietary department. Spring. 3 s.h.

345 Resource Management in Families

Examination of managerial problems faced by families; development of managerial competencies in identification of values and goals, and in use of family resources. Case studies and field experiences in home management. Prerequisite: Family & Consumer Science 245. Spring 3 – 6 s.h. depending on amount of field work.

348 Problems in Clothing

Application of various tailoring methods to selection, fit, and completion of tailored garments. Prerequisite: Family & Consumer Science 215 or departmental approval. Spring. 3 s.h.

357 Housing and Furnishing

A study of planning and furnishing a home from an aesthetic and functional standpoint. Focuses on practical problems of home planning in relation to family needs and income. Fall. 3 s.h.

364 Practicum in the Nursery School

Principles of guidance of young children; directed experience in the nursery school. 1 hour lecture, 4 hours laboratory weekly. Fall/Spring/Summer. 3 s.h.

369 Household Equipment

A study of the selection, care, design, arrangement, operation, and maintenance of home appliances as a basis for intelligent decision making in the market place. Spring. 2 s.h.

370 a,b,c,d Cultural and Aesthetic Aspects of Food

Aesthetics of food as related to family meals; cultural implications; economic considerations; application of artistic and scientific principles to distinctive cuisine. a. meal management (1 hour lecture, 3-4 hours laboratory weekly; five weeks) b. meal service (3 hours lecture weekly; five weeks) c. foods of other cultures (4 hours discussion and laboratory weekly; eight weeks, evenings) d. creative foods (1 hour lecture, 3-4 hours laboratory weekly; five weeks). Four short courses. Fall/Spring. 1 s.h. each course.

374 Consumer Economics

Emphasis on the basic principles in the economic decisions of the individual; evaluation of income and occupations; family budgeting; installment credit; retirement income and effects of federal legislation upon family and individual incomes and expenditures. Interdisciplinary approach. See Economics 374. Fall. 3 s.h.

376 Principles of Vocational Education

A study of the characteristics of a quality vocational program; its organization, administration, requirements, laws, and legislation. Approved for credit for vocational certification. See Education 376. Spring/Summer. 3 s.h.

381 Development of the Young Child

Principles and research findings related to the young child's psychological, social, and physical development in the family and the larger environment. 3 s.h.

424 Personnel Management

A survey of the field of personnel management, including personnel administration and the formulations and application of policies as a means of creating cohesive working forces within an organization. Includes personnel programming, recruitment, and selection procedures; interviewing, testing, job analysis, merit rating plans, remuneration, union-management relations, handling of grievances, positive motivation of employees, and service and participation programs. See Management 424. Fall. 3 s.h.

439 The Science of Food

Introduction to the experimental study of food; physical and chemical properties of major types of food; function of ingredients and effect of treatment on food quality. 1 hour lecture, 4-6 hours laboratory weekly. Spring. 3 s.h.

450 Cultural Aspects of Clothing

Social, cultural, and psychological study of clothing; analysis of cultural patterns, social organization, and social and cultural change as they apply to clothing. Fall. 3 s.h.

458 Pattern Design

Dress design applied to clothing through flat pattern techniques. A study of special fitting problems. Understanding of the fashion world and related employment opportunities. Prerequisite: Departmental approval. Spring. 3 s.h.

462 Institution Organization and Management

Study of institutional management procedures; organization, cost control, sanitation and safety, physical facilities, selection of equipment for quantity food service; and relationship of floor plans and equipment to service. Fall. 3 s.h.

476 Teaching Home Economics in the Secondary School

A study of methods and techniques of teaching home economics and modern family living; sources of instructional materials, textbooks, resource units. Spring. 3 s.h.

487 Home Economics Education Seminar

Discussion of current trends and issues; review of current literature in home economics education. Special problems related to needs of students. Approved for credit for home economics vocational certification. Summer. 3 s.h.

429 Workshop

Special interest areas developed from student needs and community requests. 3 - 6 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. Fall/Spring/Summer. 1 - 3 s.h. each level.

NURSING

SISTER JUDITH ANN BALCERSKI, O. P., CHAIRMAN

The purpose of the nursing program is to offer a student a baccalaureate education which will prepare him/her as a professional nurse. The program, within a basic Christian humanistic framework, aims to lay a foundation for safe nursing practice, the progression to positions requiring beginning administrative skills without additional education, continued personal and professional growth, and graduate study in nursing. The program is approved by The Florida State Board of Nursing and is accredited by The National League for Nursing.

A recent policy adopted by the College encourages the interest of men who seek to prepare for a career in nursing. Male applicants may submit their credentials to the Office of Admissions for consideration.

Requirements: Before beginning the nursing major, the candidate will have satisfactorily completed all prerequisite courses and have achieved at least a 2.00 (C) cumulative grade-point average. Students transferring from other institutions must have at least a 2.00 standing in the prerequisite courses.

Prerequisite courses:

1. Communication Arts (oral & written)
2. Biology 152, 230, 325
3. Family & Consumer Science 271
4. Psychology 281
5. Philosophy 152
6. Physics 151

For any exception to the above policies, permission of the Chairman of the Nursing Department is required.



Academic Standards

In accord with college requirements, it is necessary that the student in the Department of Nursing maintain a minimum grade-point average of 2.00. The following policies are required in addition to general college standards:

1. If a student receives an F in Physics, Biochemistry, or Microbiology, the course must be repeated with a passing grade.
2. If a student receives an F in Anatomy she may not register for clinical nursing courses until she repeats with a passing grade.
3. If a student receives an F in Physiology she may not register for future clinical nursing courses until she repeats with a passing grade.
4. In the event that a grade lower than a C is received in any nursing course, the individual student's academic and advisee records will be evaluated by the nursing faculty. Depending upon this evaluation the student may be allowed to continue in nursing, repeat the nursing course, or be counseled to withdraw from the program.

Nursing Program Course Requirements

Nursing Major: (56 s.h.) 201, 277, 371, 372, 459, 464, 481, 492, 496.

General Education: Family & Consumer Science 381 (3 s.h.); Biology 331, 332 (6 s.h.); Sociology (6 s.h.); Philosophy 453 (3 s.h.); Electives (12 s.h.).

Description of Courses

The major curriculum threads of the nursing major are: (1) the problem-solving method, (2) growth and development process, and (3) stress and adaptation. The major content threads of the curriculum are: (1) the family, (2) the dynamics of communication, (3) socio-cultural influences; and (4) biophysical responses.

The three curriculum threads and four major content threads provide the structure through which the content and process of nursing are studied. The nursing courses are planned to facilitate the extension and refocus of knowledge previously acquired in nursing and other disciplines.

201 Nursing Process

3 hours discussion, seminar, lecture; 15 hours laboratory. Corequisite Biology 331, Family and Consumer Science 271, 381 or permission of Instructor.

The focus is upon clinical study of the professional nursing process. Emphasis is on the formulation and implementation of nursing care plans which reflect clinical application of the problem-solving approach and the acquisition and integration of skills necessary for the student to provide nursing care to patients and families. The student is required to formulate patient care problems, state nursing diagnoses, collect, analyze and utilize pertinent patient data obtained through observation, reading and interview techniques. She is also expected to select appropriate nursing measures for implementing the plan of care. Concepts of stress and adaptation are introduced. Experience is in a hospital setting. 8 s.h.

277 Nursing Care of Mothers and Newborns

3 hours discussion, seminar, lecture. 12 hours laboratory. Prerequisite: Nursing 201; Corequisite Biology 332; Sociology.

The study of the role of nursing during the maternity cycle including the neonatal period; focuses on stress and adaptation as manifested in these phases. The course is based upon a family-centered approach with the application of growth and development concepts and emphasis on the psycho-social and cultural factors which affect adaptive behavior. The nursing process as introduced in Nursing 201 is utilized in the study of maternal and neonatal nursing. Experiences are provided in clinics, physicians' offices, hospital and home settings. 7 s.h.

377 Nursing Care of Children

3 hours discussion, seminar, lecture. 12 hours laboratory. Prerequisite Nursing 277.

The study and care of children from infancy through adolescence utilizing as a base the nursing process. The course is based upon a family-centered approach with application of growth and development concepts throughout the periods of infancy and adolescence. Experiences are provided in clinic, nursery school, and hospital settings. 7 s.h.

378 Nursing Care of the Adult Patient

3 hours discussion, seminar, lecture. 15 hours laboratory. Prerequisite: Nursing 377.

Emphasis is on continued development of the student's skill in utilizing the nursing process in caring for adult patients and families whose conditions require adaptations to limitations on daily living, interruptions of return to the community and changes in body image. Experiences in assessment of patients' and families' adaptive patterns, and implementation of a plan of care to support successful coping processes are provided in hospital settings. 8 s.h.

464 Nursing Care of the Psychiatric Patient

3 hours discussion, seminar, lecture. 12 hours laboratory.

This course provides for the extension and refocus of previously acquired knowledge of the behavioral and psycho-dynamic concepts and theories as applied within the clinical setting of psychiatric nursing. Opportunities are provided for new learnings about the psycho-pathology of human behavior concurrent with present treatment modalities. Emphasis is placed on current concepts of interpersonal and intrapersonal interaction. 7 s.h.

481 Community Health Nursing

3 hours discussion, seminar, lecture. 12 hours laboratory. Prerequisite or Co-requisite Nursing 492.

The study of nursing as an integral part of an organized community effort for the delivery of personal and environmental health services. This is accomplished through study of the nursing process as applied to the family and community and through supervised clinical practice in a health agency. Opportunities are provided for learning how to identify the health problems of a community and how community health programs are developed to meet these problems. Experiences are provided in school and health agencies, the home and industry. 7 s.h.

492 Principles of Epidemiology

2 hours discussion, lecture.

Basic principles, contemporary concepts, and historical and current uses of epidemiology, including agents, host and environmental factors related to disease occurrence and geographic distribution, are studied. Consideration is given to the

natural history, prevention and control of selected infectious and non-infectious diseases of current interest, and the role of the nurse in collaborative investigation and surveillance for the control of these diseases. 2 s.h.

496 Leadership in Nursing

2 hours discussion, seminar, lecture. 15 hours laboratory.

Principles of management and concepts of leadership, creativity, decision making and change as they pertain to nursing functions in the clinical setting are presented. Emphasis is on the development of leadership skills in working with members of the nursing team in planning and implementing care for groups of patients and assisting other members of the nursing team in utilizing the nursing process in their area of competence. The study of current and projected trends in nursing will serve as a basis for exploring the legal and professional responsibilities of the nurse to himself, his profession and society. 7 s.h.

359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.



PHYSICAL EDUCATION

MRS. THOMAS (NEILL L.) MILLER, CHAIRMAN

The department of physical education offers, besides its service program for all undergraduates, a major program for prospective teachers and students interested in the allied field of recreation.

Service Program

The wide variety of team and individual activities and skill levels affords each student a choice to suit her needs and desires. The student has the opportunity to develop competency in selected activities in order to maintain fitness for living, provide a foundation for worthy use of leisure time, and prepare for future recreational participation. "A sport for everyone and everyone in a sport." Students may elect to register for any of the activity courses offered, for a grade of satisfactory/unsatisfactory or a traditional letter.

105 Beginning Activities

Activities offered include archery, badminton, ballet, basketball, bowling*, canoeing, fencing, figure-improvement, golf*, gymnastics, horsemanship*, judo and self-defense, modern dance, (see speech and drama 288), sailing*, skin and scuba diving*, swimming, synchronized swimming, tennis, volleyball, and water-skiing*. Fall/Spring. 1 s.h. each activity

106 Intermediate Activities

See Physical Education 105. Prerequisite: Physical Education 105 in the same activity or departmental approval from the chairman. Fall/Spring. 1 – 3 s.h. each activity.

107 Advanced Activities

Classes are offered at the advanced skill level upon request. Prerequisite: Physical Education 106 in the same activity or departmental approval from the chairman. Fall/Spring. 1 – 3 s.h. each activity.

*Students registering for these classes pay a special fee.

307 Intercollegiate Sports

Participation on intercollegiate sports teams: basketball, golf, softball, tennis, and volleyball. Competition with other colleges and universities. Prerequisite: Advanced level skills in the sport chosen or permission of the coach. Fall/Spring. 2 – 3 s.h. each sport.

Major Program

In its major program, the department aims to fulfill the need for trained leaders in the field of physical education.

Requirements for majors:

1. Activity courses: Physical Education 205, 211, 212, 213, 214, 218, and 219.
2. Theory courses: Physical Education 265, 268, 320, 322, 332, 344, 368, 465, 482, and 484.
3. In addition to course work, the student is expected to participate in, and to exert leadership in, the intramural and intercollegiate programs, and to attain Division of Girls' and Women's Sports (DGWS) Officials' ratings.

Requirements for minors: A minimum of twenty (20) semester hours may be taken under the direction of the departmental chairman.

Activity Courses

Skills and techniques on the beginning and intermediate levels. Students are tested upon entering the major program. If a student possesses intermediate or advanced skills in an activity, she is advised to enroll in a 307 Intercollegiate Sports course. Students with beginning and low intermediate skills receive individualized help in attaining a higher skill level in the activity. 2 s.h. each course.

205 Modern Dance

See Speech and Drama 289. Fall of alternate years.

211 Archery-Badminton.

Spring of alternate years.

212 Golf-Tennis.

Fall of alternate years.

213 Team & Field Sports I.

Spring of alternate years.

214 Team & Field Sports II

Spring of alternate years.

218 Gymnastics.

Fall of alternate years.

219 Rhythmic Activities.

Spring of alternate years.

220 Track & Field

Theory Courses

130 Health Education

The teaching of health and a study of school health problems. Fulfills State of Florida teaching requirement in Area IV for elementary education specialization. See Biology and Education 130. Fall/Spring. 3 s.h.

265 Lifesaving and Water Safety

Swimming and lifesaving skills. American Red Cross Life Saving and Water Safety Instructor certificates are issued to qualified students upon completion of course. Prerequisite: Swimmer level swimming skills. Spring. 2 s.h.

268 First Aid and Safety Education

Emergency care of injured in the school or community. American Red Cross First Aid Instructor certificates are issued to qualified students upon completion of course. Spring of alternate years. 2 s.h.

271 Intramural Management

Practical experience in managing intramural sports and activities. 1 – 3 s.h.

320 Teaching Team and Individual Sports

Methods, materials, and organizational procedures for teaching these activities on the elementary and secondary levels, safety procedures, content material for varying skill levels, teaching techniques for beginning, intermediate, and advanced skill levels. Practice in teaching team and individual sports. Prerequisite: Required activity courses or departmental approval from the chairman. Fall. 3 s.h.

322 Teaching Gymnastics and Dance Activities

See Physical Education 320. Fall. 3 s.h.

325 Officiating Team and Individual Sports

DGWS tests in badminton, basketball, softball, and volleyball. Techniques of officiating aquatics, archery, field hockey, gymnastics, soccer-speedball, tennis, and track & field. Practical experience in officiating these sports. Fall/Spring. 3 s.h.

332 Recreational Leadership

Study of recreation in the school and community; investigation into creative use of leisure time. Spring of alternate years. 2 s.h.

344 Teaching Health and Physical Education in the Elementary School

Methods, materials, content material, and organizational procedures for conducting elementary school health and physical education programs. Practice in teaching activities included in elementary school health and physical education programs. See Education 344. Fall/Spring. 3 s.h.

368 Kinesiology

Anatomical and physiological bases of muscular activity, application of mechanical principles in physical activities, and analysis of sports skills and techniques. Prerequisite: Biology 230. See Biology 368. Spring of alternate years. 3 s.h.

465 Organization and Administration of Physical Education and Recreation

Study of desirable standards, policies, and practices in the organization, supervision, and administration of physical education and recreation programs on the elementary and secondary levels. Need for community cooperation in attaining the objectives of physical education and recreation. Fall. 2 s.h.

482 Adapted Physical Education

Study of physical and mental defects, corrective therapeutic exercises, and physical education activities for the handicapped. Observation and practical work. Spring of alternate years. 3 s.h.

484 Tests and Measurements in Physical Education

Use of statistics in physical education, practical application of measurement and evaluation in physical education programs. Spring of alternate years. 2 s.h.

499 Directed Internship

A program of observation and practical experience. One semester (senior year) with total involvement in field work experience in a physical education area of the student's choice. For the student who does not wish to pursue teaching in the public or private schools. 6 s.h.

159, 259, 359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval. 1 – 3 s.h. each level.



GRADUATE OPPORTUNITIES

GRADUATE DIVISION

The Graduate Division of Barry College offers opportunities to men and women wishing to enrich or advance their personal and professional lives, to extend certification, or to seek master or post-master degrees.

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English
Religious Studies

Master of Science Degree

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Elementary or Secondary School Supervision
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Guidance and Counseling
Personnel Counseling
Reading

Specialist in Education Degree

Student Personnel Work

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Dean of the Graduate Division

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In response to the growing demand for professionally trained social workers, Barry College established the only school of social work in South Florida in 1966. The School is fully accredited by the Council on Social Work Education and offers a two-year program leading to a Master of Social Work degree. The program of the school is to educate comprehensive social workers to function effectively in many different settings and to assume a variety of professional tasks, including individual and group counseling, community organization, supervision, and research.

FOR FURTHER INFORMATION, write

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GEOGRAPHIC DISTRIBUTION

In 1971-72 the full-time students of Barry College came from these areas:

UNITED STATES

Alabama	2	Minnesota	2
California	5	Nebraska	1
Colorado	2	New Hampshire	2
Connecticut	8	New Jersey	31
District of Columbia	1	New York	35
Florida	532	Ohio	13
Georgia	4	Pennsylvania	10
Illinois	10	Rhode Island	2
Indiana	5	South Carolina	6
Kentucky	1	Tennessee	2
Louisiana	1	Texas	1
Maryland	6	Vermont	1
Massachusetts	18	Virginia	3
Michigan	20	Washington	3
		Total	727

U. S. Territories

Canal Zone	3
Puerto Rico	11
Total	24

Foreign Countries

Argentina	1	Japan	1
Bahamas	4	Korea	1
Belgium	1	Lebanon	1
Brazil	1	Panama	9
Columbia	1	Peru	2
Curacao, W.I.	1	South Viet-Nam	1
Dominica, W.I.	1	Venezuela	1
Jamaica	2	Total	30

BARRY COLLEGE
ACADEMIC CALENDAR

1972 – 1973	Fall Semester	1973 – 1974
	Registration for:	
Sept. 1	Juniors and Seniors	Aug. 31
Sept. 2	Freshmen and Sophomores	Sept. 1
Sept. 5	First Day of Classes	Sept. 4
Sept. 11	Last Date for Late Registrations and Class Changes	Sept. 10
Oct. 14	Senior Comprehensive Examinations	Oct. 20
Oct. 21	Mid-Term	Oct. 27
Nov. 22	Last Date to Withdraw from Classes without Penalty	Nov. 21
Nov. 23–25	Thanksgiving Holiday	Nov. 22–24
Dec. 16–20	Semester Examinations	Dec. 15–19
Dec. 22	Commencement Exercises	Dec. 21
	Spring Semester	
Dec. 9	Registration for Full-Time Students	Dec. 8
Jan. 16	First Day of Classes	Jan. 15
Jan. 22	Last Date for Late Registrations and Class Changes	Jan. 21
March 3	Senior Comprehensive Examinations	March 2
March 10	Mid-Term	March 9
March 11–25	Spring Vacation	March 10–24
March 26	Classes Resume	March 25
April 19	Last Date to Withdraw from Classes without Penalty	April 19
April 20–22	Easter Holiday	April 12–14
May 11–17	Semester Examinations	May 10–16
May 20	Commencement	May 19

CORRESPONDENCE WITH THE COLLEGE

**Barry College, 11300 N. E. Second Avenue,
Miami Shores, Florida 33161
Telephone: 305 758-3392**

- Legal and official contracts Office of the President
- Teaching positions Office of the Vice President
for Academic Affairs

- Academic information and advisement,
programs of study Office of the Academic Dean
- Transcripts and inquiries on academic
standing, permanent records Office of the Registrar
- Inquiries on undergraduate admission,
campus tours, and catalogs . Office of the Director of Admissions
- Inquiries on graduate
admission and programs . . . Office of the Dean Graduate Division
- Inquiries on graduate
programs in social work Office of the Dean,
School of Social Work

- Personal welfare of students, student
activities, and housing Office of the Dean of Students
- Scholarships and
financial assistance Office of the Director of Financial Aid
- College accounts and
payments Office of the Controller

BARRY COLLEGE – AN EQUAL OPPORTUNITY EMPLOYER

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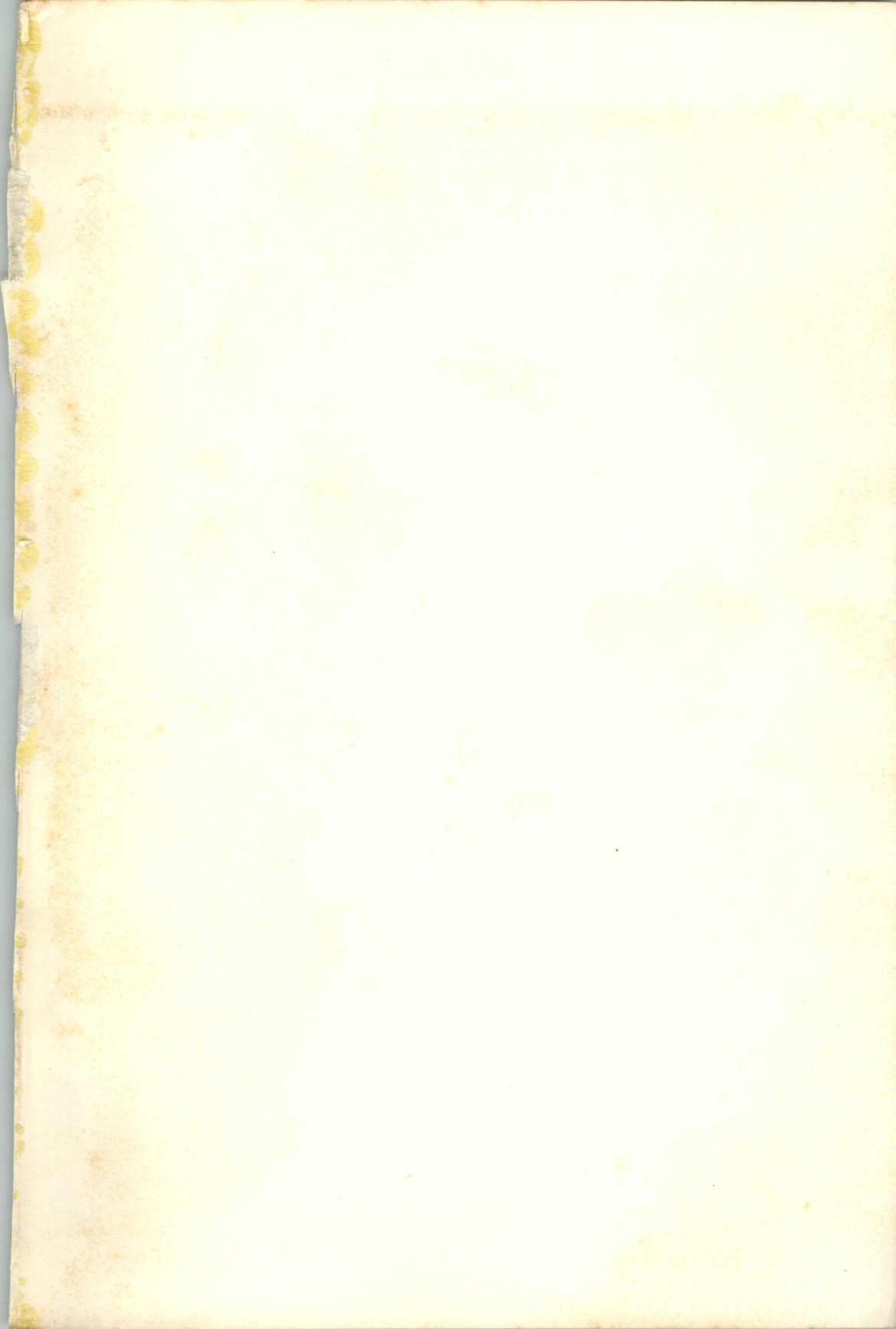
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