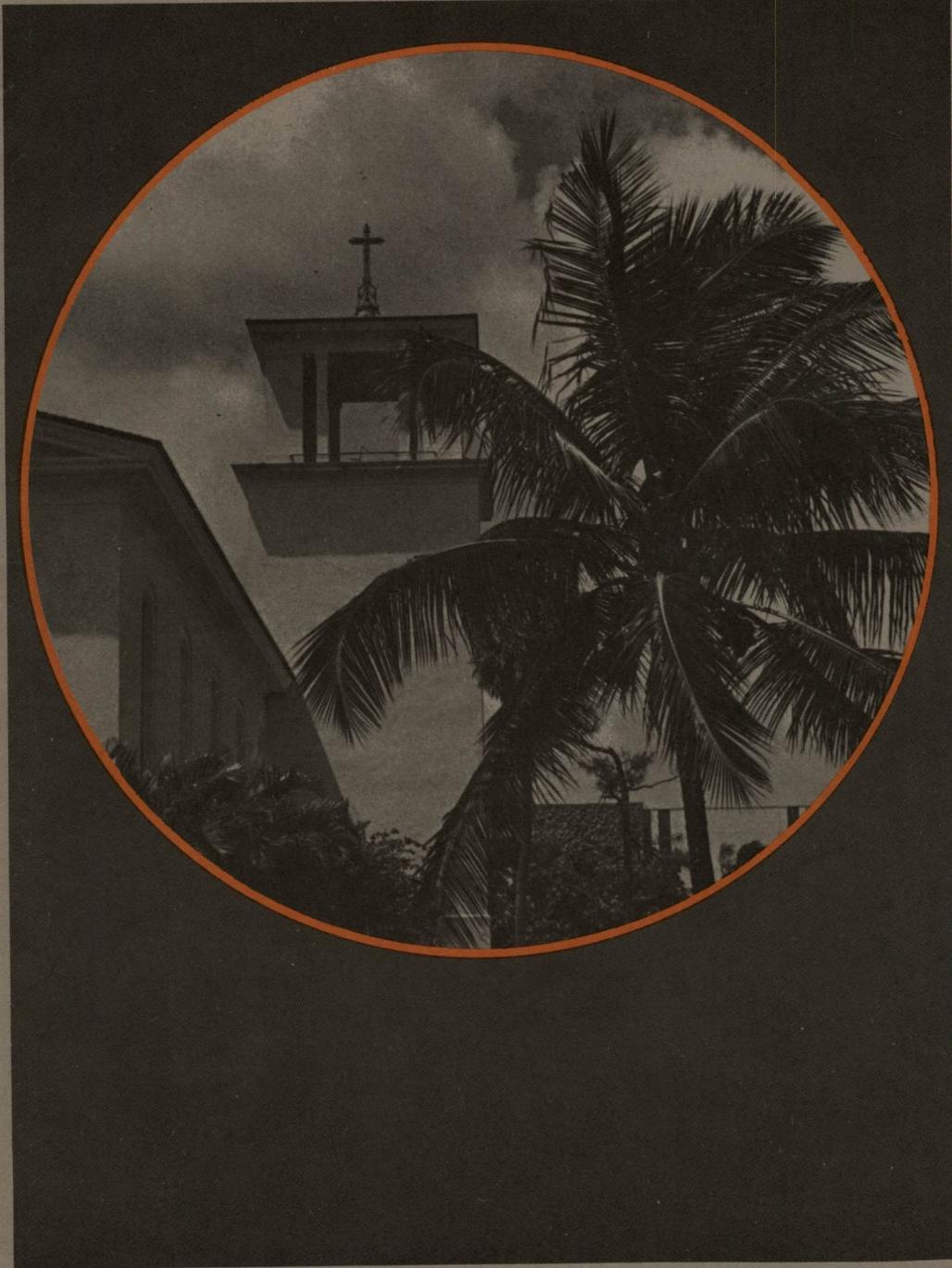
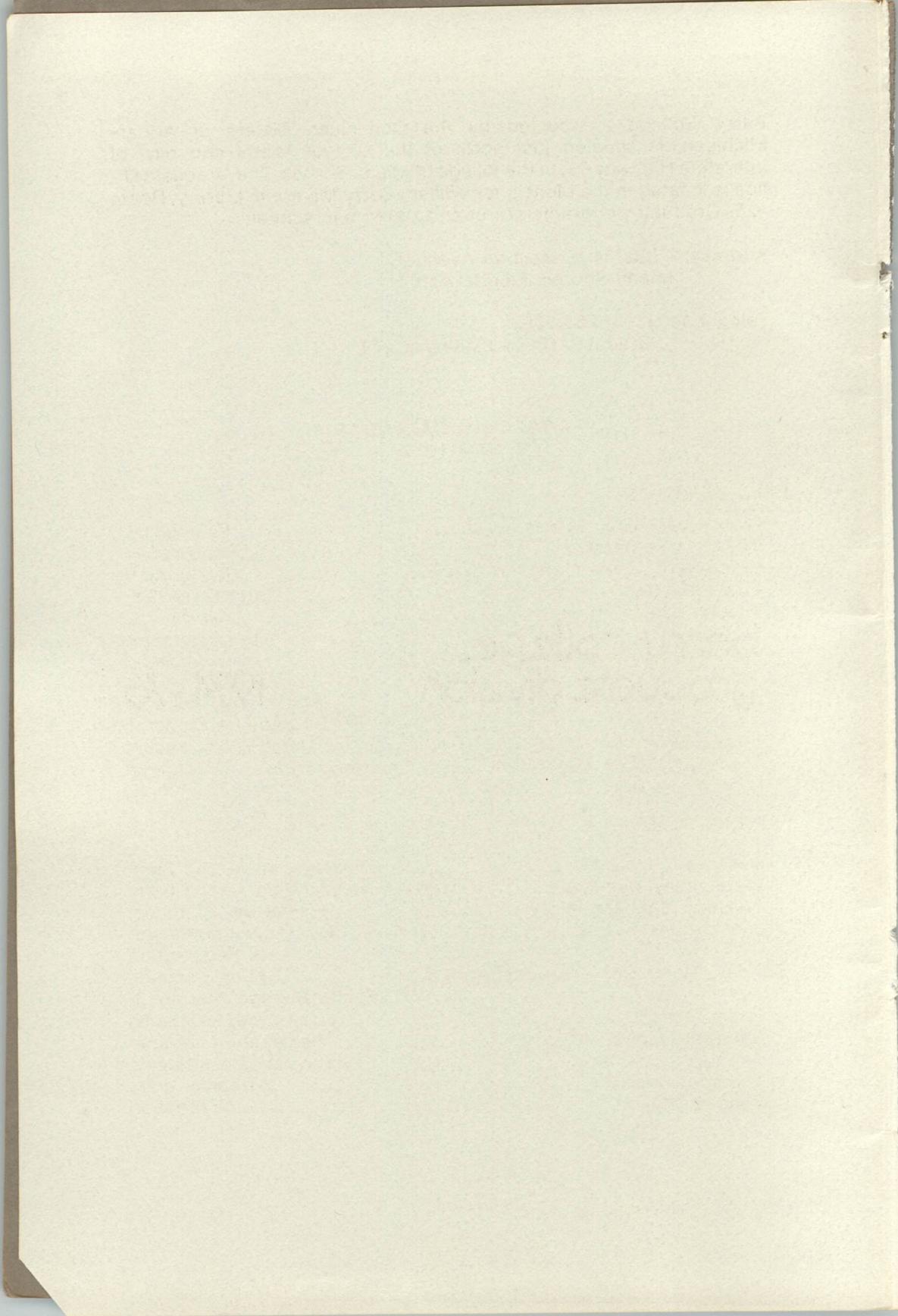


BARRY COLLEGE  
GRADUATE DIVISION

1974-76



miami, florida



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

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

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

### ACADEMIC CALENDAR 1974-1975

#### FALL SEMESTER

Monday evening, September 2 ..... Orientation  
Tuesday, September 3 ..... Registration  
Wednesday, September 4 ..... Registration  
Thursday, September 5 ..... First Class Day  
Tuesday, September 10 ..... Last day for  
late registration  
Wednesday, November 27 — 12:00 Noon ..... Thanksgiving  
Holiday begins  
Saturday, December 7 ..... Registration full-time  
Undergraduate Students  
Friday, December 13 ..... First day of Exams  
Thursday, December 19 ..... Semester Ends — Graduation

#### SPRING SEMESTER

Tuesday, January 7 ..... Registration — 2nd Sem.  
Wednesday, January 8 ..... Registration — 2nd Sem.  
Tuesday, January 14 ..... First day of school  
January 14-17 ..... Class Adjustments and  
Late Registration  
Sunday, March 23 — Sunday, April 6 ..... Spring Vacation  
(Easter Sunday, March 30)  
Friday, May 2 ..... First day of Exams  
Saturday, May 3 ..... Registration full-time  
Undergraduate Students  
Thursday, May 8 ..... Semester ends  
Sunday, May 11 ..... Graduation

## ACCREDITATION AND MEMBERSHIPS

Barry College is accredited by the Southern Association of Colleges and Schools. It is recognized by the Department of Education of the State of Florida as a standard teacher training institution.

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

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

# THE COLLEGE PERSONNEL

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

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### OFFICERS OF ADMINISTRATION

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Timothy Czerniec, M.Ed. .... *Director of Business Affairs*  
John W. Maguire Ph.D., .... *Dean of the Graduate Division*  
Sister Franz Lang, O.P., A.M.L.S. .... *Director of Library Services*  
Grace M. Schollmeyer, M.S. .... *Registrar*  
Laura Galvis, B.S. .... *Director of Financial Aid*  
Mrs. Thelma Medoff, M.S. .... *Director of Psychological  
Testing Service*

## GRADUATE COUNCIL

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

## FACULTY

**Ann Carneal** ..... *Instructor of Education*  
B.A., Southern Methodist College, M.A. and Ed.S, University of Kentucky; Ph.D Candidate, University of Kentucky.

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

**Virginia Gellens** ..... *Assistant Professor of English*  
B.A., Seton Hall College; B.S.N., Frances Payne Bolton School of Nursing of Western Reserve University; M.S., Barry College; additional graduate study, Harvard University.

**Sister Dorothy Jehle, O.P.** ..... *Assistant Professor of English*  
B.A., College of St. Francis; B.A., Siena Heights College; M.A., John Carroll University; Ph.D., Loyola University, Chicago.

**John W. Maguire** ..... *Chairman, Education Department*  
A.B., Boston University; M.Ed., University of Miami; Ph.D., Florida State University.

**Sister Alice Joseph Moore, O.P.** ..... *Professor of Education*  
Ph.B., Siena Heights College; M.A. Ph.D., The Catholic University of America.

**Richard Mottram** ..... *Associate Professor of English*  
B.A., Norwich University; M.A., Tulane University; Ph.D. Tulane University.

**Sister Mary Mullins, O.P.** ..... *Professor of Religious Studies*  
B.A., Siena Heights College; M.A., University of Michigan, M.A., University of Detroit; S.T.L., Pontifical Faculty of Theology, St. Paul University, Ottawa; Ph.D., The Catholic University of America.

**Susan Roberts** ..... *Assistant Professor of Education*  
B.A., Rollins College; M.A., University of South Florida; Ph.D. University of Florida.

**Ann Ruben** ..... *Associate Professor of Education*  
B.S., M.Ed., and Ph.D., University of Pittsburgh

**Arlene Shannon** ..... **Assistant Professor of Education**  
B.A., Queens College; M.S., Fordham University; Ph.D. Candidate,  
University of Miami.

**Bertha Shouldice** ..... **Lecturer and Director of the Reading Clinic**  
B.Ed., University of Miami; M.S., Barry College.

**Albert A. Sutton** ..... **Professor of Education**  
**Director, Institute for Learning**  
B.S., Pennsylvania State Teachers College; M.S., Barry College; O.D.,  
Illinois College of Optometry; additional graduate work, Pueblo  
College, Ohio State University, Purdue University.

#### **ADDITIONAL FACULTY IN THE RELIGIOUS STUDIES PROGRAM**

**Reverend John Block**

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

**Reverend Bernard Dooley**

STD, Lateran University, Rome; presently Director of Religious Studies, Diocese of St. Augustine.

**Reverend Gerard LaCerra, Director**

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

**Reverend James Murtagh**

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

**Brother Emilio Quiros FSC**

M.A., Barry College; Ph.D., University of Havana; presently Assistant Director of Religious Education for the Spanish Apostolate in Miami.

**Very Reverend Urban Voll, O.P., STM**

M.A., Catholic University of America; STD, Pontifical Faculty of the College of the Immaculate Conception, Washington, D.C.; presently, Rector, Seminary of St. Vincent de Paul, Boynton Beach, Florida.

## VISITING LECTURERS:

### **Reverend Seeley Beggiani**

STD, Catholic University of America; presently Rector of Marionite Seminary, Washington, D.C.

### **Reverend Raymond Brown SS**

M.A., Catholic University of America; Ph.D., John Hopkins University; SSL, Pontifical Biblical Commission, Rome; STD, St. Mary Seminary and Pontifical University, Baltimore; presently Professor of Biblical Studies, Union Theological Seminary, New York.

### **Brother Avelino Fernandez**

M.A., Fordham University; presently on the faculty of Monsignor Pace High School, Opa Locka, Florida.

### **Reverend Matthew Fox, O.P.**

M.A., Aquinas Institute, Dubuque, Iowa; STD, Institute Catholique, Paris; presently on the faculty of Loyola University, Chicago.

### **Donald Gray**

M.S., University of Notre Dame; Ph.D., Fordham University; presently on the faculty of Manhattan College, Bronx, N.Y.

### **Reverend Aldo Tos**

Ph.D., Catholic University of America; presently on the faculty of Monsignor Farrell High School, Staten Island, N. Y.





## PURPOSE

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

Barry College is a Catholic institution of higher learning with a liberal arts tradition, whose purpose is the personal growth of its students. As such Barry College confronts its students with the need to seek an understanding of man's relationship to God, to man, and to the social and natural environment.



### **Barry College:**

— — — helps its students to understand how God is experienced by man and encourages them to seek a fitting response to His presence in their lives.

— — — affords the opportunity to examine the fundamental questions of human existence and the responses to these questions which in the liberal arts tradition, theology, philosophy and the humanities, and the natural, behavioral, and social sciences propose.

— — — combines programs of professional study with the liberal arts, giving students a basis for continued professional and personal development.

— — — demonstrates concern for the individual in an atmosphere in which students, conscious of their own dignity as persons, become aware of their attendant responsibility toward other persons and towards their environment.

— — — encourages its students to assume community leadership in religious, social, economic, and political affairs as a means of effecting needed social change.

## BARRY COLLEGE AND ITS GRADUATE DIVISION

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

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

In 1969, at the request of the Archdiocese of Miami, the College inaugurated a program leading to a Master of Arts in Religious Studies to prepare priests, religious and lay people professionally in order that they might assist in pastoral renewal within dioceses, parishes, and schools.

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

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

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

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

## ADMISSION

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

### **Application**

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

- Official transcripts from each college attended
- Request for evaluation of credits and evaluation fee of \$5.00
- Score from the Miller Analogies Test
- Completed application form and application fee of \$15.00
- Letters of recommendation

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

### **Advisement**

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

### **Candidacy**

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

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

### **Masters Thesis or Research Papers**

Either a thesis or a research paper is required in the English and Religious Studies program, but not in the Education Department. Students must obtain approval of the topic from the department chairman, and completed papers must be substantially ready for final approval before the student may apply for comprehensives. Format and style must meet established standards; consult the department for preferred style.

### **Comprehensives**

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

## **Graduation**

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

## **Certification**

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

## **Transfer of Credit**

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

## **Grading System**

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

**Graduate students are expected to maintain a B average**

## **Grade Reports**

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

## **Class Adjustments**

After registration, any change in schedule, adding, dropping a class must be approved by the Graduate Dean.

## **Time Limit**

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

## EXPENSES

### General

Tuition, per semester hour of graduate credit .....	\$65.00
Teachers under contract will receive a twenty per cent discount.	
Application fee, payable once, not refundable .....	15.00
Registration fee, payable each semester, not refundable .....	10.00

### Resident

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

### Graduation Fees

Master's Degree .....	\$25.00
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### Miscellaneous

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

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

## FINANCIAL AID

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

### Loans

Funding is available through the National Defense Student Loan.

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

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

### Veterans Assistance

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

### State Loans

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

### Teacher Grants

Any full-time Florida teacher presenting a signed current contract, or a letter from his/her principal at the time of registration, is entitled to a 20% reduction in tuition unless tuition is paid through some type of grant or subsidiary.

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

## DEPARTMENTS OF INSTRUCTION

### MASTER OF SCIENCE PROGRAM

#### Education Department

*John W. Maguire, A.B., M.Ed., Ph.D.*

*Chairman of the Department*

#### **AREAS OF SPECIALIZATION FOR PROFESSIONAL EDUCATORS:**

The courses designed primarily for school personnel and leading to the Master's degree may be pursued through one of five areas of specialization.

Administration and/or Supervision  
Elementary Education  
Exceptional Child Education  
Guidance and Counseling  
Reading

**GENERAL PREREQUISITES:** A Bachelor's degree from an accredited college is required, along with appropriate undergraduate hours in professional education courses, a B average, and an acceptable score on the Miller Analogies Test. All requirements for State Certification which the candidate lacks and which are not achieved in the Master of Science degree must be achieved before the college recommends the student for Rank II Certification.

**PROGRAM:** The Department requires a minimum of thirty hours, including the requisites listed below and required area of specialization courses, an acceptable score on the Advanced Test in Education of the Graduate Record Examination, a B average, and a final written comprehensive examination.

**REQUISITES:** All matriculated candidates in these areas must take Education 601, Methodology of Education Research (3 s.h.), normally within the first six credit hours. Education 625, Advanced Education Psychology (3 s.h.), and Education 626, Philosophy of School and Society (3 s.h.) must be taken within the first twelve credit hours.

#### **I. ADMINISTRATION AND/OR SUPERVISION (30-36 s.h.)**

*Sister Alice Joseph Moore, O.P., Ph.B., M.A., Ph.D.*  
*Program Advisor*

**SPECIAL PREREQUISITES:** See General Prerequisites

#### **REQUIRED BASIC COURSES:**

ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH  
ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY  
ED. 626 PHILOSOPHY OF SCHOOL AND SOCIETY

**REQUIRED SPECIALIZED COURSES FOR ADMINISTRATION:**

**Nine** semester hours in Administration selected from:

- ED. 671 SCHOOL ORGANIZATION AND ADMINISTRATION
- ED. 672 ELEMENTARY SCHOOL ADMINISTRATION
- ED. 673 SECONDARY SCHOOL ADMINISTRATION
- ED. 674 SCHOOL LAW
- \*ED. 696 SEMINAR IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION
- \*ED. 697 SEMINAR IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

**Three** semesters hours in Supervision selected from:

- ED. 690 SCHOOL SUPERVISION
- ED. 692 ELEMENTARY SCHOOL SUPERVISION
- ED. 693 SECONDARY SCHOOL SUPERVISION
- \*ED. 696 SEMINAR IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION
- \*ED. 697 SEMINAR IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION
- \*ED. 696, 697 May be used for Administration OR Supervision, but not for both.

**Six** semester hours in Curriculum selected from:

**ELEMENTARY**

- ED. 541 ELEMENTARY SCHOOL CURRICULUM (Required)
- ED. 555 EVALUATION OF ELEMENTARY SCHOOL CURRICULA
- ED. 572 EARLY CHILDHOOD PROGRAMS
- ED. 595 CURRICULUM DESIGN FOR ELEMENTARY SCHOOLS
- ED. 641 MODERN SCIENCE FOR THE ELEMENTARY TEACHER
- ED. 642 MODERN MATHEMATICS FOR THE ELEMENTARY TEACHER

**SECONDARY**

- ED. 542 SECONDARY SCHOOL CURRICULUM (Required)
- ED. 556 EVALUATION OF SECONDARY SCHOOL CURRICULA
- ED. 568 IMPROVEMENT OF READING IN THE SECONDARY SCHOOL
- ED. 596 CURRICULUM DESIGN FOR SECONDARY SCHOOLS

**COMPREHENSIVE**

Six semester hours of ELEMENTARY, plus  
Six semester hours of SECONDARY

**SUGGESTED ELECTIVES FOR ADMINISTRATION:**

Additional courses in Supervision or Curriculum.



**REQUIRED SPECIALIZED COURSE FOR SUPERVISION:**

**Three** semester hours in Administration selected from:

- ED. 671 SCHOOL ORGANIZATION AND ADMINISTRATION
- ED. 672 ELEMENTARY SCHOOL ADMINISTRATION
- ED. 673 SECONDARY SCHOOL ADMINISTRATION
- \*ED. 696 SEMINAR IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION
- ED. 697 SEMINAR IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

**Six** semester hours in Supervision selected from:

- ED. 690 SCHOOL SUPERVISION
- ED. 692 ELEMENTARY SCHOOL SUPERVISION
- ED. 693 SECONDARY SCHOOL SUPERVISION
- \*ED. 696 SEMINAR IN ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION
- \*ED. 697 SEMINAR IN SECONDARY SCHOOL ADMINISTRATION AND SUPERVISION

\*ED 696, 697 May be used for Administration OR Supervision but not for both.

**Nine** semester hours in Curriculum selected from:

**ELEMENTARY**

- ED. 541 ELEMENTARY SCHOOL CURRICULUM (Required)
- ED. 555 EVALUATION OF ELEMENTARY SCHOOL CURRICULA
- ED. 572 EARLY CHILDHOOD PROGRAMS
- ED. 595 CURRICULUM DESIGN FOR ELEMENTARY SCHOOLS
- ED. 641 MODERN SCIENCE FOR THE ELEMENTARY TEACHER
- ED. 642 MODERN MATHEMATICS FOR THE ELEMENTARY TEACHER

**SECONDARY**

- ED. 542 SECONDARY SCHOOL CURRICULUM (Required)
- ED. 556 EVALUATION OF SECONDARY SCHOOL CURRICULA
- ED. 568 IMPROVEMENT OF READING IN THE SECONDARY SCHOOL
- ED. 596 CURRICULUM DESIGN FOR SECONDARY SCHOOLS

## **COMPREHENSIVE**

Six semester hours of ELEMENTARY, plus  
Six semester hours of SECONDARY.

### **SUGGESTED ELECTIVES FOR SUPERVISION:**

Courses from Administration or Curriculum.

## **II. ELEMENTARY EDUCATION (30 s.h.)**

*Arlene Shannon, B.A., M.A.*  
*Program Advisor*

### **SPECIAL PREREQUISITES:**

Applicants not yet certified in Elementary Education must earn credits on the undergraduate level in Methods Courses for Elementary School in teaching Music, Art, Social Studies, Health Education, Language Arts.

### **REQUIRED BASIC COURSES:**

ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH  
ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY  
ED. 626 PHILOSOPHY OF SCHOOL AND SOCIETY

### **REQUIRED SPECIALIZED COURSES:**

ED. 641 MODERN SCIENCE FOR THE ELEMENTARY TEACHER  
(Required)  
ED. 642 MODERN MATHEMATICS FOR THE ELEMENTARY  
TEACHER (Required)

**Six** semester hours in Reading selected from:

ED. 567 IMPROVEMENT OF READING INSTRUCTION  
ED. 584 DIAGNOSIS OF READING DISABILITIES  
ED. 590 REMEDIATION OF READING DISABILITIES  
ED. 630 PSYCHOLOGICAL FOUNDATIONS OF READING

**Three** semester hours in Curriculum selected from:

ED. 541 ELEMENTARY SCHOOL CURRICULUM  
ED. 555 EVALUATION OF ELEMENTARY SCHOOL CURRICULA  
ED. 595 CURRICULUM DESIGN FOR ELEMENTARY SCHOOLS

### **SUGGESTED ELECTIVES:**

**Six** semester hours selected from:

EARLY CHILDHOOD: ED. 571, 572  
MENTAL RETARDATION: ED. 511, 540, 570, 573, 576  
GUIDANCE: ED 585, 586, 652  
READING: Any Graduate Reading courses not used above.  
LEARNING DISABILITIES: ED. 583, 641, 666, 667, 668

### III. EXCEPTIONAL CHILD EDUCATION (30 s.h.)

*Susan Roberts, B.A., M.A., Ph.D.*  
*Program Advisor*

#### **SPECIAL PREREQUISITES:**

Applicants in the area of Exceptional Child Education should have completed the following course work:

Teaching Arithmetic in the Elementary School  
Teaching Reading in the Elementary School  
Audio-Visuals or Children's Literature  
Child and Adolescent Psychology  
One additional special methods course for the Elementary School

#### **REQUIRED BASIC COURSES:**

ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH  
ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY  
ED. 626 PHILOSOPHY OF SCHOOL AND SOCIETY

#### **REQUIRED SPECIALIZED COURSES:**

ED. 540 FOUNDATIONS OF MENTAL RETARDATION  
ED. 573 TEACHING OF THE MENTALLY RETARDED  
ED. 577 BASIC HOME ECONOMIC SKILLS FOR THE RETARDED  
          ADOLESCENT  
ED. 622 VOCATIONAL PLANNING FOR THE MENTALLY  
          RETARDED  
ED. 665 SEMINAR IN MENTAL RETARDATION  
ED. 674 SCHOOL LAW  
ED. 684 DIAGNOSIS OF READING DISABILITIES  
          OR  
ED. 643 EVALUATION OF CHILDREN WITH LEARNING  
          DISABILITIES

### IV. GUIDANCE AND COUNSELING (30 s.h.)

*Ann Ruben, B.S., M.Ed., Ph.D.*  
*Program Advisor*

**SPECIAL PREREQUISITES:** See General Prerequisites

#### **REQUIRED BASIC COURSES:**

ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH  
ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY  
ED. 626 PHILOSOPHY OF SCHOOL AND SOCIETY

**REQUIRED SPECIALIZED COURSES:**

Three semester hours selected from:

- ED. 585 PRINCIPLES OF GUIDANCE
- ED. 586 GUIDANCE IN THE ELEMENTARY SCHOOL
- ED. 591 GROUP DYNAMICS
- ED. 654 ADMINISTRATION OF GUIDANCE SERVICES

Six semester hours selected from:

- ED. 517 EVALUATION AND MEASUREMENT IN EDUCATION
- ED. 518 MEASUREMENT AND STATISTICAL PROCEDURES FOR  
THE BEHAVIORAL SCIENCES
- ED. 617 EVALUATION I
- ED. 618 EVALUATION II
- ED. 619 ANALYSIS OF THE INDIVIDUAL

Students must take:

- ED. 653 OCCUPATIONAL INFORMATION
- ED. 652 COUNSELING PROCEDURES
- ED. 694 SUPERVISED PRACTICE IN COUNSELING
- (ED. 695 INTERNSHIP IN GUIDANCE AND COUNSELING may be substituted for ED. 694 if needed for certification.)

**SUGGESTED ELECTIVES:**

- ED. 549 PSYCHOLOGY OF ADOLESCENCE
- ED. 569 PERSONALITY AND MENTAL HEALTH
- ED. 582 DEVELOPMENTAL PSYCHOLOGY OR STUDENT CHOICE

**V. READING (30 s.h.)**

*Ann Carneal, B.A., M.A., Ed.S.  
Program Advisor*

**SPECIAL PREREQUISITES:**

Applicants must have completed a basic Reading course, and a course in Children's Literature.

**REQUIRED BASIC COURSES:**

- ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH
- ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY
- ED. 626 PHILOSOPHY OF SCHOOL AND SOCIETY

**REQUIRED SPECIALIZED COURSES:**

- ED. 567 IMPROVEMENT OF READING INSTRUCTION
- ED. 583 DIAGNOSIS OF READING DISABILITIES
- ED. 590 REMEDIATION OF READING DISABILITIES
- ED. 643 EVALUATION OF CHILDREN WITH LEARNING  
DISABILITIES
- ED. 634 READING CLINIC — (Prerequisites: Ed. 584, 590, 643)

**SUGGESTED ELECTIVES:**

Six semester hours selected from:

ED. 568 IMPROVEMENT OF READING IN THE SECONDARY SCHOOL

ED. 630 PSYCHOLOGICAL FOUNDATIONS OF READING  
ED. 631 ADMINISTRATION & SUPERVISION OF READING PROGRAMS

ED. 633 LINGUISTICS & BASIC STRUCTURE OF LANGUAGE DEVELOPMENT

**AREAS OF SPECIALIZATION FOR RELATED PROFESSIONALS:** In addition to programs designed to meet certification requirements and to prepare students primarily for work in elementary and secondary schools, the Department offers a professional degree for those working with exceptional children, and a degree in counseling for those who prefer counseling in a community/junior college setting, employment and rehabilitation counseling, mental health centers and pastoral counseling programs.

Exceptional Child Education  
Community Counseling

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

**PROGRAM:** A minimum of thirty hours, satisfactory achievement on a competency test prior to candidacy, a B average and a final written comprehensive examination. These programs are not designed to meet certification requirements.

**REQUISITES:** Students must take Education 601, Methodology of Educational Research, (3 s.h.) normally within the first six credit hours.

**I. EXCEPTIONAL CHILD EDUCATION, PROFESSIONAL PROGRAM  
(36 s.h.)**

*Albert A. Sutton, B.S., M.S., O.D.,  
Program Advisor*

**SPECIAL PREREQUISITES:** See General Prerequisites

**REQUIRED BASIC COURSES:**

ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH  
ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY (6 s.h.)

**REQUIRED SPECIALIZED EDUCATIONAL COURSES:**

- ED. 511 SPEECH CORRECTION FOR CHILDREN
- ED. 517 EVALUATION AND MEASUREMENT IN EDUCATION
- ED. 570 INTRODUCTION TO EXCEPTIONAL CHILDREN
- \*ED. 582 DEVELOPMENTAL PSYCHOLOGY
- \*\*ED. 630 PSYCHOLOGICAL FOUNDATIONS OF READING
- ED. 643 EVALUATION OF CHILDREN WITH LEARNING DISABILITIES

\*Waived if completed in professional school

\*\*Catalog requirements waived

(18 s.h.)

**SUGGESTED ELECTIVES:**

- ED. 540 FOUNDATIONS OF MENTAL RETARDATION
- ED. 571 PSYCHO-SOCIAL FOUNDATIONS IN EARLY CHILDHOOD EDUCATION
- ED. 573 TEACHING OF THE MENTALLY RETARDED

**FREE ELECTIVES:**

Any graduate course which satisfies a student's needs and for which he has competency.

(6 s.h.)

**II. COMMUNITY COUNSELING PROGRAM (30 s.h.)**

*Ann Ruben, B.S., M.Ed., Ph.D.  
Program Advisor*

**SPECIAL PREREQUISITES:** See General Prerequisites

**REQUIRED BASIC COURSES:**

- ED. 601 METHODOLOGY OF EDUCATIONAL RESEARCH (3 s.h.)

**REQUIRED SPECIALIZED COURSES:**

- Ed. 591 GROUP DYNAMICS
- ED. 652 COUNSELING PROCEDURES  
(Prerequisites — 9 s.h. in Guidance)
- ED. 694 SUPERVISED PRACTICE IN COUNSELING  
(Prerequisites — ED. 652) (9 s.h.)

**SUGGESTED ELECTIVES:**

- ED. 513 PSYCHOPATHOLOGY
- ED. 518 MEASUREMENT AND STATISTICAL PROCEDURES FOR THE BEHAVIORAL SCIENCES
- ED. 548 PSYCHOLOGY OF THE ADOLESCENT
- ED. 569 PERSONALITY AND MENTAL HEALTH
- ED. 582 DEVELOPMENTAL PSYCHOLOGY
- ED. 617 EVALUATION I
- ED. 618 EVALUATION II
- ED. 625 ADVANCED EDUCATIONAL PSYCHOLOGY (9 s.h.)

**FREE ELECTIVES:**

Any graduate course which satisfies a student's needs and for which he has competency, e.g. Religious Studies 606, 565, 585 for pastoral counseling (9 s.h.)

## COURSES OF INSTRUCTION

### EDUCATION

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

#### **511 Speech Correction for Children**

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

#### **513 Psychopathology**

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

#### **517 Evaluation and Measurement in Education**

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

#### **518 Measurement and Statistical Procedures for the Behavioral Sciences**

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

#### **535 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. 3 s.h.

#### **540 Foundations of Mental Retardation**

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

#### **541 Elementary School Curriculum**

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

#### **542 Secondary School Curriculum**

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

#### **549 Psychology of Adolescence**

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

**555 Evaluation of Elementary School Curricula**

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

**556 Evaluation of Secondary School Curricula**

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

**567 Improvement of Reading Instruction**

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

**568 Improvement of Reading in the Secondary School**

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

**569 Personality and Mental Health**

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

**570 Introduction to Exceptional Children**

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

**571 Psycho-Social Foundations in Early Childhood Education**

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

**572 Early Childhood Programs**

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

**573 Teaching of the Mentally Retarded**

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

**577 Basic Home Economics Skills for the Retarded Adolescent**

Methodology and curriculum for the educable young adult in preparation for successful vocational experience and family life. Emphasis on proper utilization of household utensils and equipment, fundamentals of cooking, proper eating habits, techniques of sewing and caring for clothing.



**582 Developmental Psychology**

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

**583 Educational Assessment of the Exceptional Child**

A laboratory course in methods of diagnosing and individualizing instruction in specific curricular areas in Exceptional Child Education; alternate methods of diagnosis and prescriptive learning. 3 s.h.

**584 Diagnosis of Reading Disabilities**

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

**585 Principles of Guidance**

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

**586 Guidance in the Elementary School**

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

**590 Remediation of Reading Disabilities**

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

**591 Group Dynamics**

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

**592 Workshop in Education**

Workshops in selected phases of Education in accordance with timely professional and community interests. 1-3 s.h.

**595 Curriculum Design for Elementary Schools**

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

**596 Curriculum Design for Secondary Schools**

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

**597 Supervision of Directing Teachers**

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

**599 Directed Teaching Internship**

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

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

**601 Methodology of Educational Research**

A presentation of the research process in education; methods and techniques of conducting research; experience in designing a research study and preparing a proposal; reading and interpretation of research literature. 3 s.h.

**617 Evaluation I**

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

**618 Evaluation II**

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

**619 Analysis of the Individual**

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

**625 Advanced Educational Psychology**

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

**626 Philosophy of School and Society**

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

**630 Psychological Foundations of Reading**

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

**631 Administration and Supervision of Reading Programs**

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

**633 Linguistics and Basic Structure of Language Development**

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

**634 Reading Clinic**

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

**641 Modern Science for the Elementary Teacher**

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

**642 Modern Mathematics for the Elementary Teacher**

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

**643 Evaluation of Children With Learning Disabilities**

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

**652 Counseling Procedures**

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

**653 Occupational Information**

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

**654 Administration of Guidance Services**

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

**655 Guidance of the Exceptional Child**

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

**661 Administration and Supervision of Special Services**

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

**662 Vocational Planning for the Mentally Retarded**

Emphasis is placed upon the teaching of occupational skills needed by Exceptional adults. Academic and social abilities which are essential concomitant skills are stressed and appropriate methods and materials are presented. Students are required to serve in a program for retarded adults two hours weekly in conjunction with the course. Employment opportunities in the community are investigated. 3 s.h.

**665 Seminar in Mental Retardation**

Current issues and trends regarding services for Exceptional children and youth are carefully studied. Relevant research in the field and the implications thereof for a community oriented comprehensive program for the mentally retarded are formally presented in well documented position papers. 3 s.h.

**666 The Learning Disabled Child**

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

**667 Curriculum Development for Learning Disabilities**

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

**668 Laboratory Course in Learning Disabilities**

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

**671 School Organization and Administration**

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

**672 Elementary School Administration**

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

**673 Secondary School Administration**

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

**674 School Law**

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

**690 School Supervision**

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

**692 Elementary School Supervision**

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

**693 Secondary School Supervision**

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

**694 Supervised Practice in Counseling**

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

**695 Internship in Guidance and Counseling**

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

**696 Seminar in Elementary Administration and Supervision**

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

**697 Seminar in Secondary Administration and Supervision**

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

**698 Seminars in Guidance and Counseling**

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

**699 Advanced Internship in Education**

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

**701 Advanced Study in Education**

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

# MASTER OF ARTS PROGRAM

## English Department

*Richard Mottram, B.A., M.A., Ph.D.*  
*Chairman of the Department*

### GENERAL PREREQUISITES:

A Bachelor's degree from an accredited college is required, along with appropriate undergraduate hours in English, a B average, and an acceptable score on the advanced test in English of the Graduate Record Examinations.

### PROGRAM:

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

#### Plan I

A minimum of thirty hours including a thesis (which gives six credit hours), a language examination, a B average, and a final written comprehensive examination.

#### Plan II

A minimum of thirty hours (six may be electives from graduate offerings including English), a research paper, a B average, a foreign language examination, and a final written comprehensive examination.

### LANGUAGE REQUIREMENT:

This may be fulfilled by a reading knowledge of either French or German. This requirement is more than a technicality. The Master student ought to be able to pursue research in a foreign language, and proficiency should be demonstrated before the student has completed fifteen hours of graduate work. The student may satisfy the requirement in one of the following ways:

1. By achieving acceptable scores on the Graduate School Foreign Language Test in either of the above languages:
2. By presenting evidence in his undergraduate transcript that he has taken and passed with acceptable grades at least 6 semester hours of course work in French or German beyond the intermediate level.
3. By taking up to 6 semester hours in either of the above mentioned languages beyond the intermediate level with acceptable grades;
4. By passing a reading test administered by the appropriate Barry College language department.

## MASTER OF ARTS IN ENGLISH

S.H.

English 503 — History of the English Language .....	3
English 507 — Shakespeare .....	3
English 525 — Advanced American Studies .....	3
English 539 — Development of Dramatic Form .....	2
English 540 — Development of Dramatic Form .....	2
English 541 — Contemporary Theater .....	2
English 560 — Modern Literature .....	3-6
English 591 — Comparative Literature .....	3
English 601 — Bibliography and Methods of Research .....	1
English 602 — Introduction to Literary Theory .....	3
English 603 — Seminar in English Studies .....	2 to 10
English 604 — Critical Approaches to the Novel .....	3
English 605 — Old English Grammar and Readings .....	3
English 620 — The Age of Chaucer .....	3
English 621 — Renaissance Studies .....	3
English 622 — The Age of Milton .....	3
English 623 — English Classicism .....	3
English 632 — The Romantics .....	3
English 633 — The Victorians .....	3
Master's Thesis .....	6
English 701 — Directed Research .....	1 to 3
English 702/703 — Independent Study .....	1 to 6
(Post-graduate students only)	

### ENGLISH

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

#### **503 History of the English Language**

The formation and growth of the language; special attention to sources, structure, and idiom; includes a study of American modifications of the language. 3 s.h.

#### **507 Shakespeare**

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

#### **525 Advanced American Studies**

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

#### **539 Development of the Dramatic Form**

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

#### **540 Development of the Dramatic Form**

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

#### **541 Contemporary Theater**

Study of the plays and theatrical practices of our day. 2 s.h.

**560 Modern Literature**

Selected prose and poetry of the twentieth century. 3-6 s.h.

**591 Comparative Literature**

A comparative thematic and structural approach to some Oriental, Continental and American masterpieces in order to speculate about cultural similarities and differences, to determine whether the virtue of art is reflected in much the same way in diverse cultures, and to observe the influence of some ancient masterpieces on modern works from diverse cultures. 3 s.h.

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

**601 Bibliography and Methods of Research**

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

**602 Introduction to Literary Theory**

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

**603 Seminar in English Studies**

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

**604 Critical Approaches to the Novel**

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

**605 Old English Grammar and Readings**

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

**620 Age of Chaucer**

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

**621 Renaissance Studies**

Selected readings outside of Shakespeare. 3 s.h.

**622 Age of Milton**

The Metaphysicals, Milton. 3 s.h.

**623 English Classicism**

Dryden, Pope, Swift, Johnson. 3 s.h.

**632 The Romantics**

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



**633 The Victorians**

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

**699 Master's Thesis**

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

**701 Directed Research**

**For the student in the graduate program.**

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

**702-703 Independent Study**

**For the post-graduate student.**

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

**RELIGIOUS STUDIES DEPARTMENT**

**MASTER OF ARTS PROGRAM**

*Sister Mary Mullins, O.P., B.A., M.A., STL, Ph.D.*  
*Program Advisor*

**PREREQUISITES:**

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

**PROGRAM:**

Thirty semester hours in theology, scripture, liturgy and related subjects, to be completed in a minimum of three summers of course work with intervening selected courses and seminars during regular sessions. Students unable to attend courses or seminars during the fall and spring semester may complete requirements through added summer sessions. In addition, the student must produce a research paper and pass an oral comprehensive examination.

**LOCATION:**

Classes are held at St. John Vianney Seminary and Barry College during the summer. Courses and seminars during the intervening year meet at St. Vincent Seminary, Boynton Beach, Florida, and at Barry College.

**EXPENSES:**

Four hundred and fifty dollars per summer session, including room and board. Tuition during the scholastic year is determined by the number of semester hours taken.

**NATURE OF THE PROGRAM:**

The program of studies is designed to present an organic synthesis of the three-fold mission of the Church in its Prophetic, Priestly and Guiding functions. The first summer's lectures give a comprehensive view of this three-fold pastoral mission for the purpose of communicating the Christian message of salvation to contemporary man. Subsequent summers develop various aspects of the Church's activity at greater lengths and depths. In this program solid academic formation is integrated into the wider context of a living and worshipping Christian community. Participation in the community life and activities is therefore considered essential. Individuals who wish to live off-campus must obtain permission of the program director.

**CREDITS:**

Seven (7) hours of credit may be earned each summer; six (6) hours for the lecture courses and one (1) hour for the specialized electives.

The first summer program is a composite unit required of all first year students. The second and third year programs consist of cycled core courses required of all students for graduation. In addition each student is expected to select one elective course/seminar as well as one specialized seminar.

The specialized elective courses provide intensive study in areas where the student may need or desire greater proficiency. These courses are designed to allow for guided study and research. Research papers or the equivalent will be required in these courses which carry one credit hour.

**FIRST YEAR PROGRAM:**

- 600 AN INTRODUCTION TO PASTORAL RENEWAL
- 601 METHOD OF THEOLOGICAL RESEARCH
- 602 TOWARD AN AMERICAN CATECHESIS
- 603 MODERN BIBLICAL SCHOLARSHIP

**SECOND YEAR PROGRAM:**

- 604 CHRISTIAN ANTHROPOLOGY
- 605 THE THEOLOGY OF THE CHURCH

**THIRD YEAR PROGRAM:**

- 607 CHRISTOLOGY
- 608 REVELATION AND FAITH

**ELECTIVE COURSES DURING SECOND AND THIRD YEAR OR SUMMER SESSION**

- 606 RELIGIOUS PSYCHOLOGY
- 609 HISTORICAL DEVELOPMENT OF THE AMERICAN CHURCH
- 610 CHRISTIAN MORALITY
- 614 SACRAMENTAL THEOLOGY
- 617 RELIGIOUS EDUCATION AND THE ADOLESCENT
- 618 THEMES OF OLD TESTAMENT THEOLOGY
- 619 GOSPEL OF ST. JOHN

**RESEARCH SEMINARS, ONE OF WHICH IS REQUIRED DURING THE SECOND AND/OR THIRD SUMMER SESSION.**

- 612 THEOLOGY OF LITURGY IN CONTEMPORARY LIFE
- 613 SOCIAL STRUCTURES IN THE AMERICAN CHURCH
- 620 SOURCES AND DEVELOPMENT OF DOCTRINE

**SPECIALIZED ELECTIVES DURING THE SECOND AND THIRD SUMMER**

- 631 CATECHESIS OF THE SACRAMENTS OF INITIATION
- 632 COMMUNICATION ARTS AND MEDIA
- 634 COORDINATION OF RELIGIOUS EDUCATION PROGRAMS
- 635 ADULT RELIGIOUS EDUCATION
- 636 CULTURE AND CATHECHESIS
- 637 PSYCHOLOGY FOR RELIGIOUS EDUCATORS

**COURSES OF INSTRUCTION**

**600 An Introduction to Pastoral Renewal**

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

**601 Method of Theological Research**

An examination of the basic principles of methodological research in the field of theology by means of the study of selected problems in the development of doctrine. 1 s.h.

**602 Toward an American Catechesis**

An examination of the current developments in the understanding of man and the effect of these ideas on American spirituality, prayer, and faith response. 2 s.h.

**603 Modern Biblical Scholarship**

A study of the methods of modern biblical scholarship. Consideration of revelation and inspiration. Major currents and themes of biblical theology in the Old and New Testament. 2 s.h.

**604 Christian Anthropology**

The nature and destiny of man as considered in relation to Jesus Christ. Special reference to secularization and faith in God. 3 s.h.

**605 The Theology of the Church**

A doctrinal analysis of the Church in its biblical and historical roots. Current ecclesiology as found in the Constitution on the Church and contemporary theological developments. 3 s.h.

**606 Religious Psychology**

A study of the psychology of personal development and Christian maturity with its effect upon the religious response of the individual. Fulfillment of the person through the relationship of the whole Christ. 3 s.h.

**607 Christology**

An examination of the mystery of Christ as seen in the Scripture. The doctrine of the Incarnation as developed in the documents and tradition of the Church and in the light of contemporary research. 3 s.h.

**608 Revelation and Faith**

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

**609 Historical Development of the American Church**

An overview of the history of the American Church in order to set in their proper context the present status and life style of the Church community. Special emphasis upon cultural and sociological influences on the American Church. 3 s.h.

**610 Principles of Christian Morality**

An in-depth study of fundamental questions regarding man from a moral-theological view-point. The meaning of man's freedom, knowledge, and conscience within the totality of man as basic sources of his morality. 3 s.h.

**612 Liturgy and Life**

Anthropological foundation and historical development of ritual celebration. Meaning of liturgy as worship and its expression in the Judaeo-Christian forms of prayer. Validity of current liturgical practices as contemporary response to God. 3 s.h.

**613 Analysis of Social Structures in The American Church**

The study of contemporary social patterns in the Americas with relation to the evolution of religious response and practice. A survey of the sociological factors influencing the Church in her pastoral ministry and her institution structures. 3 s.h.

**614 Sacramental Theology**

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

**615 Formation of the Synoptic Gospels**

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

**617 Religious Education and the Adolescent**

Study of the world of the adolescent. Elements which influence religious development. Programs and concepts which facilitate religious growth and awareness. 3 s.h.

**618 Themes of Old Testament Theology**

An overview of the characteristic theology of the Old Testament with special emphasis upon the Exodus and Covenant events. The significance and influence of the Old Testament in the Christian Community. 3 s.h.

**619 The Gospel of St. John**

An examination of the Johannine tradition. The religious content of the Gospel with special emphasis on its characteristic treatment of ecclesiology, sacramentalism, eschatology, and wisdom. 3 s.h.

**620 Sources and Development of Doctrine**

An interpretation of the meaning and scope of doctrinal theology. Its relationship to the faith, liturgy and life of the Church. Main sources for continued development in the past with special regard to present trends in American theology. 3 s.h.

**631 Catechesis of the Sacraments of Initiation**

A study of the role parents and catechist share in laying foundations for the faith life of the child. Special emphasis upon approaches to the catechesis of Baptism, Eucharist, Penance and Confirmation. 1 s.h.

**632 Communication Arts and Media**

Specific investigations into the theory and practice of the various media used in the learning situation. 1 s.h.

**633 Adult Religious Education**

An examination of the various theories of adult learning. Application to adult religious education programs and structures. 1 s.h.

**634 Coordination of Religious Education Programs**

A study of the office and function of the Religious Education Coordinator 1 s.h.

**636 Culture and Catechesis**

A study of the role of culture in the light of revelation leading to an understanding of subcultures; special emphasis upon the means of understanding and working with people whose cultural values and primary social systems differ from those of the cultural majority. 1 s.h.

**637 Psychology for Religious Educators**

An examination of the psychological imperatives at each stage of human educational development. Primary stress on means of learning and motivational factors. Application to the catechetical process. 1 s.h.

**699 Master's Thesis**

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

**700 Directed Research**

Opportunity to pursue independent investigation of a topic of special interest to the student under the direction of a member of the department faculty. 3 s.h.

## **COURSES OPEN TO GRADUATE STUDENTS AND QUALIFIED UNDERGRADUATES**

### **516 Theology of Grace**

The scriptural approach to divine grace as promise and reality of God's fidelity to man; the writings of Saint John and the Pauline Epistles as diverse expressions of man's response to God's saving gift; theological development of the doctrine of grace. 3 s.h.

### **518 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; the relation of contemporary theology to its roots in the classical, patristic, and scholastic traditions; the impact of existential thought on the development of theology. 3 s.h.

### **533 Ecumenical Theology**

The teaching of the Second Vatican Council in regard to the unity of the Christian Churches and the relation of Christianity to the other world religions; the influence of non-Catholic and non-Christian writers on the development of Catholic theology. 1-6 s.h.

### **540 Religious Expression in the Arts**

Analysis of man's religious awareness as it finds expression in art, literature, music, and film; the symbolic nature of artistic expression as human response to the experience of the Transcendent. 1-6 s.h.

### **553 Bio-Medical Ethics**

An interdisciplinary investigation and discussion of fundamental problems: life and death, human experimentation and modification, reproductive control; professional and social responsibilities of medical science. 3 s.h.

### **565 Religious Attitudes and Social Behavior**

The functional and deviant aspects of religious influence on human society. The social consequences of religious ideology in the formation of cultural patterns and political process. 3 s.h.

### **585 Personal and Social Factors in Religious Counseling**

The positive and negative aspects of various personal and social dimensions in the counseling relationship. The nature of the counseling process; goals, values, dangers, and norms; assessment, support, direction, and referral. 3 s.h.

### **587 Seminar**

Investigation of contemporary areas in theological development; group research in diverse aspects of a selected topic. 3-9 s.h.

## NOTES

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