

BARRY COLLEGE
UNDERGRADUATE CATALOG 1974-76



miami, florida

CORRESPONDENCE WITH THE COLLEGE

**BARRY COLLEGE, 11300 N. E. Second Avenue
Miami Shores, Florida 33161
Telephone: (305) 758-3392**

Legal and official contractsPresident
Teaching positionsVice President
for Academic Affairs
Academic information and advisement,
undergraduate programs of study Academic Dean
Inquiries on undergraduate admission,
campus tours and catalogs Director of Admissions
Transcripts and inquiries on academic standing,
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Inquiries on graduate
admission and programsDean, Graduate Division
Inquiries on graduate
programs in Social WorkDean, School of Social Work
Inquiries on Continuing Education Programs Director of
Continuing Education
Personal welfare of students, student
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Scholarships and
financial assistanceDirector of Financial Aid
College accounts and
payments Controller

BARRY COLLEGE — AN EQUAL OPPORTUNITY EMPLOYER

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

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undergraduate catalog 1974-76

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PRESIDENT'S MESSAGE



There is a certain excitement in opening for the first time the catalog of the college you have chosen as the right place for you to explore and develop the unique person that is you. Let me assure you that the members of the College community share the excitement of welcoming you to campus to join us in the joy of discovery and learning.

While you have been wrestling with the questions of whether or not you would go to college now — and, if so, to which one — we at Barry are in the midst of planning better ways to use our resources for you, because you are the reason for Barry College.

Because Barry is a Catholic College, it is part of a long tradition of freedom that comes from faith. We believe that here you will find us committed to helping you to explore alternatives, to find direction, to come to grips with the beliefs and values that will govern your future life, and to bear the burden of responsibility for managing the many freedoms in our world today.

We believe that you have unique qualities to bring to society, qualities not found in anyone else; that you have a special contribution to make to your fellow man — to our world — that no one else can make. We would like to help you as you prepare yourself to make it.

Sister M. Trinita Flood, O.P.
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.

HISTORY OF THE COLLEGE

Barry College is a fully-accredited, Catholic College of professional and liberal arts with an undergraduate full-time enrollment of approximately 900 men and women. Originally conceptualized by the Most Reverend Patrick Barry, Bishop of St. Augustine, and Reverend Mother Mary Gerald Barry, Prioress General of the Dominican Sisters of Adrian, Michigan, plans for the college were supported by the Reverend William Barry, pastor of St. Patrick Church of Miami Beach, and John Thompson, mayor of Miami Shores, Florida. By June 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores had been transformed into the Barry College campus.

When the College was formally dedicated in that year, Barry consisted of five buildings. With a teaching faculty of fourteen and a curriculum including twenty-six courses, forty students matriculated as Barry opened its doors in September.

Within three years, Barry College expanded its enrollment threefold. Today's College community is comprised of approximately 1400 students served by well over 120 administrators and faculty members, representing diverse religious, cultural and ethnic backgrounds.

Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. Today, the physical plant includes 17 buildings, spread over an 85-acre campus. The tropical beauty of the campus, its excellent educational facilities and the ideal south Florida climate combine to create an atmosphere conducive to learning and to continued personal development.

Since Barry first opened its doors, the administration and faculty have combined efforts to develop its undergraduate programs so that needs of both the students and the local community would be served. Examples of this include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology and Social Work.

Originally founded to meet the needs of young women interested in higher education, Barry College accepted male students during the summer sessions 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 Work, Medical Technology, Radiological Technology, Pre-Medicine, Pre-Dentistry and Dietetics).

Needs of the local community led Barry to open a graduate division in 1954. The Master's Degree is awarded in Education, English, Personnel Counseling and Religious Studies.

In response to the growing demands for professionally trained social workers, Barry College established the only school of social work in South Florida in 1966. The School of Social Work currently confers the Bachelor of Social Work and the Master of Social Work degrees. (See School of Social Work catalog for additional details.)

Barry College has had four Adrian Dominican sisters serve as president since its inception: Mother Gerald Barry, 1940-1961; Mother Genevieve Weber, 1961-1963; Sister M. Dorothy Browne, 1963-1974; and Sister M. Trinita Flood, 1974 to the present.

CONSORTIUM WITH BISCAYNE COLLEGE

In 1962, Biscayne College was founded by the Augustinian Fathers of Villanova, Pennsylvania, on a site eight miles northwest of the Barry campus. Currently, Biscayne College and Barry College cooperate in a variety of programs and activities which enable students of both institutions to share in a broader and more meaningful education.

The interchange of undergraduate students and faculty members affords students the experience of an enriched academic program, a diversified cultural environment and greater social interaction. Classrooms, chapel and library facilities may be shared by students within the consortium arrangement. Barry and Biscayne also provide a minibus which provides regularly scheduled inter-campus transportation.

Both campus communities coordinate academic calendars to insure students maximum opportunities for exchange. Further inter-collegiate cooperation on the departmental and administrative levels enhance the future of this consortium.

MIAMI EDUCATION CONSORTIUM (MEC)

The Miami Education Consortium (MEC) is an association between Embry-Riddle Aeronautical University and Barry College, established to serve the continuing educational needs of south Floridians. Implementing recently developed concepts in Adult Education, the MEC program affords interested individuals residing in the Miami area the opportunity to complete college degree requirements while being employed full-time.

All MEC academic courses offered by Embry-Riddle and Barry College are conducted on the Barry campus. Full residence credit is granted for courses offered. Thus, degree requirements for both participating schools may be completed through the MEC.

Barry College offers a baccalaureate program in Business with a major or minor in one of the following areas: Accounting, Economics, Marketing and Management, and Office Administration. Embry-Riddle offers baccalaureate programs in Aviation Management, Aviation Maintenance Management, Aeronautical Science and Aeronautic Studies. In addition, an individual may enroll as a special student in order to take one or more courses, without designating a specific degree program.

The MEC academic calendar year consists of four ten-week terms. Sufficient classroom hours are scheduled each term so that the standard requirements for credit in terms of trimester hours are assured.

Additional information is available from the MEC Director, Barry College, 11300 N.E. Second Avenue, Miami Shores, Florida; telephone, (305) 751-3393, ext. 312.

CAMPUS INTERCHANGE PROGRAM

Barry College is part of a campus interchange program involving four fully-accredited colleges located in different geographic areas across the United States. A student may elect to spend a semester at any of the participating colleges any time from the second semester of the sophomore year until the last semester prior to receiving a degree from Barry. To facilitate planning, each semester's course offerings at the individual colleges are available in the office of the Academic Dean at the participating institutions. Tuition is paid to the home college; other expenses (including room and board, special fees, etc.) are paid on the campus where they are incurred.

Barry College has entered into this agreement with: St. Thomas Aquinas College, Sparkhill, New York; St. Mary's Dominican College, New Orleans, Louisiana; and Dominican College, San Rafael, California.

CONTINUING EDUCATION

Barry College seeks to make available all of its educational resources to the community. Mature men and women with the drive to keep learning, either to develop new skills or to enrich their personal lives, are invited to contact the Office of Continuing Education. Individual counseling is provided for those who are unsure of their educational goals or abilities.

Continuing Education students may take part in our regular courses, or in specially designed adult seminars. In addition to standard academic credit, Barry College awards Continuing Education Units (C.E.U.), a new standard of achievement for adult students.

Individuals, businesses, and community or professional groups are encouraged to call the Office of Continuing Education about potential courses they would like to see offered.

PURPOSE

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:

1. 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;
2. 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;
3. combines programs of professional study with the liberal arts, giving students a basis for continued professional and personal development;
4. 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 toward their environments;
5. encourages its students to assume community leadership in religious, social, economic and political affairs as a means of effecting needed social change.

COLLEGE LIFE

The purposes of Barry College bring into being an integrated academic society. Barry's society or community is composed of varied individuals — administrators and faculty members, students, alumni, business and service personnel. Together — all contributing in their special and individual ways — the college community achieves its unique life. This is a multi-faceted lifestyle, designed to insure that while all engage in the active pursuit of truth and knowledge, provisions have been made for those factors necessary to achieve the full perfection of individual personal and social growth.

HOUSING

The residence houses provide single, double and, in a few cases, four-bed rooms for students. Lounges, television viewing rooms, kitchenettes and laundry facilities provide settings to meet the recreational and personal needs of students. Residence houses are under the supervision of a Resident Director.

Rooms are furnished with a bed, study desk, chest of drawers and clothes closet for each woman. In addition, the College also supplies bed linens. Students furnish their own bedspreads, blankets, pillows and desk lamps.

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

HEALTH

Students are required to submit evidence of a physical examination by a medical doctor and routine immunizations prior to entering Barry College. After entrance, students have access to a health program offered through the campus clinic, where a registered nurse is on duty. An infirmary, adjacent to the clinic, provides for the needs of those students who are ill and require special care. The services of a 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 ACTIVITIES

Barry offers a diverse program of individual and team sports on both class and recreational levels. All students may participate in an extensive recreational sports program for credit or non-credit that includes canoeing, sailing, swimming, tennis, archery, horseback riding, golf, judo and self-defense, fencing, gymnastics, and skin and scuba diving.

Campus facilities include a 75-foot outdoor lighted pool with adjoining sundecks and dressing rooms; indoor studio (in Thompson Hall) used for dance, fencing and gymnastics; championship tennis courts; archery and golf ranges. Women may compete on intercollegiate teams representing Barry, with the University of Miami, Florida International University, Miami-Dade Community College, Broward Community College and Palm Beach Junior College, in volleyball, basketball, tennis and softball. Intramural competition is available in many of the team and individual sports.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association initiates and coordinates campus activities and provides for the cooperative handling of any student problems. All full-time undergraduate students are members of the association, which is governed by an Executive Board consisting of sixteen elected representatives. Ten members are elected during the Spring semester with the remaining six places filled early in the Fall semester. A chairperson (or co-chairpersons), a secretary and a treasurer are elected from the membership of the Executive Board.

DRAMA

The College theatre group produces an extensive and diversified program of dramatic presentations. Major productions during the academic year include a musical comedy in the Fall and a serious drama in the Spring. Throughout the year, junior and senior drama students produce plays in traditional, experimental and children's theatre. In the Spring, drama majors present their Senior Recitals.

Students have the advantage of three performance areas, including the main auditorium, the Little Theatre and an outdoor stage.

Barry's theatre groups are frequently called upon by local organizations and television stations for dramatic presentations.

CHAMBER CHOIR

The Chamber Choir is comprised of music majors and minors, in addition to those students from other departments who qualify for membership through auditions. Concerts are given in collaboration with the Community Chorus, with performances scheduled throughout the metropolitan Miami area and in other parts of the state of Florida.

COMMUNITY CHORUS

Members of the local community join Barry students in forming the Community Chorus, which performs representative choral works in concert throughout the year.

PERFORMANCE DANCE GROUP

Auditions are held each semester for students wishing to join Orchesis.

RECITALS AND EXHIBITS

Students specializing in instrumental and vocal music, 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, in addition to the student exhibits of paintings, sculpture, metal craft, ceramics and calligraphy, which are presented regularly. Barry College points with pride to art objects executed by senior art majors and displayed throughout campus buildings.

HONOR SOCIETIES

Lambda Sigma honor society requires of its members a 3.00 (B) 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 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 memberships in 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 awards: Fulbright, Woodrow Wilson and Danforth.

CAMPUS ORGANIZATIONS

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

- Albertus Magnus Science Club
- Alpha Theta Ushers
- Black Students for Progress
- Circle K
- Federation of Cuban Students
- History Association
- Home Economics Association
- International Students Association
- Psychology Club
- Returning Students Association
- Samothrace Club
- Santa Rosa Spanish Club
- Student Committee for Undergraduate Admissions
- Student Education Association
- Student Government Association
- Student Nurses Association of Florida

WOMEN'S CONFERENCE

A special conference focusing on a single aspect of a woman's life is sponsored annually on campus. The primary purpose of the conference is to awaken women students to their potentials.

PUBLICATIONS

College publications include the *Hourglass*, the college student newspaper; *The Barry Mark*, a periodical bulletin published through the Office of College and Community Relations; *The Barri-que*, a weekly publication of the Public Information Office; and the *Alumni Newsletter*, published by the Alumni Office.

RELIGIOUS SERVICES

The Director of Religious Affairs and his assistants serve the spiritual needs of the campus community. Mass is celebrated twice daily in Cor Jesu Chapel. Instructions in the Catholic faith, Marriage Conferences and Pastoral Counseling are available to students who request these services.

Jewish students and Christians of Protestant traditions are encouraged to use the office of the Director of Religious Affairs 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 advisers and/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 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 his studies at Barry.

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

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

COUNSELING SERVICES

All students are encouraged to avail themselves of academic, personal and career counseling. Freshman students receive an invitation to the counseling office. Current career information is provided for the perusal and use of the students and faculty. 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 needs. A need for long-term counseling generally results in referral to a qualified professional on campus or an off-campus consultant.

PEER GROUP COUNSELING PROGRAM

A Peer Group Counseling Program was instituted at the college during the 1973/1974 school year. The program was formulated to meet the needs of freshmen and transfer students in coping with the stresses and anxieties normally caused by the early months in a new college environment. The one-semester program uses sophomore students, trained as group leaders, to successfully lead the freshmen and/or new student groups. The program offers the participants an opportunity to secure ongoing emotional support, to help reduce anxieties and to form effective personal relationships with a small group of students during the first year at Barry College.

Freshmen and/or new students who voluntarily enter this program receive one college credit for attending the group sessions. Sophomore group leaders receive three college credits for leading the groups.

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 a yearly campaign for the Annual Fund of the Barry College Alumni Association and sponsors a reunion on campus every other year. Various Alumni Chapters have held theatre parties, dinner-dances and family picnics and have sponsored lectures, art exhibits and receptions for new students and graduating seniors.

ADMISSIONS INFORMATION

Requirements for Admissions

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 Scholastic Aptitude Test or American College Testing, and the recommendation of the principal or guidance counselor.

An applicant's final high school academic record should include 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, geometry and trigonometry;
 - c. students planning to major in chemistry must present these three and a half units of mathematics, as well as units in biology and chemistry;
 - d. students planning to major in biology must present three and a half units of mathematics, including algebra, geometry and some background in trigonometry, as well as biology and chemistry. Students who do not meet these requirements will be accepted conditionally into the Biology Department. Satisfactory completion of these requirements for admissions and successful completion of 30 semester hours including freshman biology, chemistry and mathematics will qualify the student for admissions to the Department as a biology or medical technology major.
3. Grade point average.

Procedures for Application

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

After receiving the application form and the non-refundable fifteen dollar application fee, the Director of Admissions will request an official transcript of grades and a guidance counselor's recommendation directly from the high school.

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

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

If an applicant is accepted, he should confirm his acceptance in writing no later than May 1 of the senior year and enclose with the statement of verification a non-refundable reservation deposit of \$100.00 (applicable to tuition).

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

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 previous college or university to forward two official and completed transcripts of 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 two-year 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 must 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.

International Students

Candidates from other countries must follow the same procedures in submitting their credentials. In some instances, they may be referred to the Institute of International Education for recommendations 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 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, forwarded to Barry for consideration and evaluation. Students from the Latin American countries must have completed the bachillerato of art 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 the 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 the junior year.

Early Entrance

Carefully selected high school students who are currently enrolled in their junior year may be considered for admission to Barry College if the following information is available for evaluation by the College's Admission Committee:

1. A written statement from the student setting forth the reasons for requesting admission to Barry College prior to graduation from high school;
2. An official transcript of the student's record covering the ninth, tenth and eleventh grades;
3. A report of the student's scores on either the American College Testing or the Scholastic Aptitude Test.
4. A letter of recommendation from the student's high school principal or guidance director.

The first year of college credit completed with satisfactory grades ("C" or better) will apply toward degree requirements at Barry College. The credits may also be used to complete high school requirements and, when approved by the student's high school authorities, earn a diploma. In order for Barry College to forward a student's transcripts of credits to the high school principal, a signed prepared form authorizing the release of the credits must be submitted to the Registrar's Office. (Forms may be obtained from the Director of Admissions.) When the high school diploma is issued, a copy of it should be filed in the student's permanent file in the Registrar's Office.

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 chairperson. CLEP (College Level Examination Program) credit is given for those students scoring above the 50%-ile on the General Examinations.

Transient Students

Students eligible for enrollment in the transient student category are those who desire to take one or more courses for the purpose of transferring such work to another institution.

The student seeking enrollment as a transient student must submit the following credentials:

1. Application for admission and a \$15.00 non-refundable application fee;
2. A letter from the institution which the student is currently attending or last attended stating that he/she is a degree-seeking student and is in good standing in all respects.

Unclassified Students

Persons who do not wish to become degree candidates or who have been away from the academic world for an extended period of time (e.g., retirees, women, businessmen and women, etc.) may be admitted as unclassified students. The unclassified student may gain full admission to the college and/or may become a candidate for a degree upon successful completion of 15 semester hours with grades of "C" or above.

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 a proposed visit to the Barry campus.

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

EXPENSES*

Tuition & fees per semester (12 through 18 hours) audit or credit	\$900.00
Students attempting more than 18 hours per semester must obtain academic approval. Part-time tuition rates will be charged for semester hours in excess of 18. Above amount provides for library services, Culture Series, visiting lecturers, testing program, <i>Hourglass</i> , student directory.	
Application fee, non-refundable, payable once	\$ 15.00
Registration fee, non-refundable, payable each semester ...	\$ 10.00
Room & board per semester (linens included).....	\$550.00
Air-conditioned or private room, additional fee per semester	\$ 50.00
Room damage deposit per year	\$ 50.00
Refundable based on condition of room when student relinquishes same.	
Hospitalization insurance per year (approximate).....	\$ 60.00
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	\$ 35.00
Piano laboratory, non-credit	\$ 50.00

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 require additional fees for the use of materials, equipment, laboratory, 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 Student Expenses

Tuition per semester hour\$ 58.00
(1 through 11 semester hours, undergraduate credit or audit, including library)
Application fee, non-refundable, payable once\$ 15.00
Registration fee, non-refundable, payable each semester ...\$ 10.00
Graduate tuition, per semester hour\$ 65.00

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 College participates in the plan sponsored by the Tuition Plan, Inc., which makes it possible for parents/students to arrange monthly payments for tuition and other academic fees. Additional information may be obtained from the Controller's Office.

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 \$50.00 should cover the cost of books for the first semester and less for the second semester. Books are sold on a cash basis at the College book store.

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 members of a family 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 charges will be refunded; within the second week, 20%. After the second week, no refund will be made.

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

FINANCIAL AID

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

Though students and their families are expected to make every effort to finance desired college education, Barry College extends aid to students showing financial need and cooperates with the students and their families in making attendance at Barry economically feasible and possible.

Applications for financial aid may be obtained by writing to the Director of Financial Aid. In addition to the application, either the Parents' Confidential Statement (PCS) or the Student's Confidential Statement must be filed with the College Scholarship Service of the College Entrance Examination Board, Princeton, New Jersey. These forms are available upon request from high school and junior college counselors or may be obtained from the Director of Financial Aid at Barry College.

Scholarships and Grant Requirements

In considering applications for scholarships and grants, the following criteria are utilized:

1. High School grade point average
2. Scholastic Aptitude Test (SAT) or American College Testing (ACT) 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.

The above information should be received by the Director of Financial Aid no later than April 1.

Barry Scholarship

The Mother Mary Gerald Barry Scholarship, established in 1968, is awarded to a student of high academic standing named by the College. This scholarship amounts to \$1,700.00.

Regional Scholarships

Barry College annually offers five regional scholarships to students with high scholastic achievement and excellent recommendations. Students may apply from the following geographical regions of the United States: New England, Middle Atlantic, North Central, Southern and Florida. These regions correspond to the areas comprising the accrediting associations' memberships. Regional scholarships are awarded after considering the following criteria:

1. Cumulative grade point average of 3.00 (B) or above
2. Scholastic Aptitude Test (SAT) scores of 1200 or above
3. Recommendation by the principal or guidance counselor
4. Letters of recommendation from professional acquaintances
5. A written essay

Regional scholarships cover tuition expenses only and are renewable for the full four years of college work provided that the recipient maintains an average of 3.00 (B) or above in all course work. The PCS form is not required of applicants seeking a regional scholarship. Interested high school students should write directly to the Office of Admissions for additional information and application forms.

Barry Grants

The College has limited resources to assist students who have academic promise and whose Parents' Confidential Statement reflects a definite financial need. See "Scholarships and Grants" sections for information on application procedures.

Barry Opportunity Grants

Several scholarships are offered by Barry College to incoming students on the undergraduate level in Music, Art, Nursing, Pre-Medical, Pre-Dental, Medical Technology, Social Work and Dietetics. The purpose of these scholarships is to provide financial assistance to academically qualified individuals. The value of each grant is \$1,000. The professional promise of the student will be evaluated by the appropriate academic department.

**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 established a scholarship fund of \$1,000 to be awarded each year to a graduate of a Catholic high school in the archdiocese of Miami. Selection will be based on academic achievement and potential.

The J. N. McArthur Scholarship. Awarded to a Latin-American student by the McArthur Foundation, this scholarship of \$1,000 is awarded annually to promote understanding and good relationships among all the American countries.

Frank J. Lewis Foundation. Funds are made available through the Frank J. Lewis Foundation for summer school scholarships at Barry. The scholarships are available to teachers currently employed by parochial schools.

George and Amelia Coury Loans. Through the generosity of George and Amelia Coury, low-interest loans can be made available to students from Dade County. Approximately 50% of the loans are intended for Black students.

Mabel Scollin Kelley Tuition Fund. A loan fund of \$5,000.00 was willed to Barry College by Mrs. Mabel Kelley who expressed the desire that a revolving fund be established in her memory and be made available to worthy students who need to borrow money to meet college expenses.

Sister Eulalia LaVoie Fund. Established in 1971, this scholarship is available to juniors and/or seniors who are majoring in Family and Consumer Science.

The Wyolene Neal Tuition Fund. This loan fund, amounting to \$800.00, was founded in 1961 by the parents of Wyolene Neal and 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.

Forrest J. Flammang Scholarship Fund. Under the will of Forrest J. Flammang, a trust fund was established to distribute funds to private higher educational institutions located in Dade County. The funds are used for the purpose of providing scholarships for needy students. Applications are available through the Office of Financial Aid.

Mayor Shepard Broad Scholarship. This scholarship is restricted to students living in Bay Harbor Islands. If no student from that area qualifies for the scholarship, Barry College may select the most qualified student to receive the scholarship regardless of residence. For additional information, contact the Financial Aid Office.

Sister M. Dorothy Browne, O. P., Scholarship. During the 1973-1974 school year, the Student Government Association raised funds to establish this scholarship in honor of Sr. M. Dorothy Browne for her years of service to Barry College. Applications may be obtained through the Student Government Association or from the Financial Aid Office.

Sister Marie Grace Gibney, O. P. Scholarship. This scholarship is awarded if there is a high financial need and the applicant shows strong leadership qualities. Grants may range from \$100 to \$1,000. For application information, contact the Financial Aid Office.

Departmental Transfer Scholarships. These scholarships are available only to transfer students from two-year colleges who have indicated academic and professional potential. The scholarship is offered to a major in a particular department and covers only tuition expenses. The departmental transfer scholarship may be offered as a single tuition scholarship; as two half-tuition scholarships on an annual basis; or as two separate full tuition scholarships on a semester basis. Information regarding these scholarships is available directly from department chairpersons.

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 Administrations offices.

Army, Navy and Air Force Scholarships

Information regarding these scholarships is available through the Financial Aid Office.

Federal Programs

National Defense Student Loan Program. Loans may be made without interest while in school and at 3% interest on extended repayment periods, \$2,500 for the first two years, \$5,000 for the bachelor's degree. Cancellation benefits are offered for teaching services performed with handicapped students or in schools having high concentrations of students from low-income families.

Educational Opportunity Grant. Students who show exceptional financial need may qualify for a federal grant. This grant may not exceed the smaller amount of either \$1,500 or one-half the total amount of the student's financial aid package.

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 to help meet some part of their college expenses.

Basic Education Opportunity Grant. This grant provides funds to eligible students who began their post high school education after April 1, 1973, and who are attending on a full-time basis. These grants are awarded to qualified students enrolled in eligible programs. Grants are available in amounts ranging up to approximately \$800 during the 1974-75 academic year. For application information, contact the Financial Aid Office.

Federal Guaranteed Loan Program. Students may borrow up to \$1,500 per year from a bank, a state lending authority, savings and loan institution 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.

State of Florida Programs

Florida Student Scholarship and Loan Commission. Loans are available through Barry College for tuition and registration fees to 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 a 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 application information, contact the Financial Aid Office.

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 or to be 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, Communications through Languages (both one's native tongue and foreign languages), Speech and Drama.
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, including Art, Music and Speech and Drama, are means to this end.
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 Work, Nursing, Medical Technology, Pre-Medicine, Pre-Dental, Fashion Merchandising, and Family and Consumer Science.

DIVISIONS OF STUDY

Under the Barry program, the students 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 curriculum. The following areas are available:

LIBERAL ARTS

Humanities	Art, Music, Speech and Drama, Humanities, English, Foreign Languages (French, Spanish), Philosophy, Religious Studies
Social Sciences	Biology, Medical Technology, Physical Sciences (Chemistry, Physics), Mathematics
Natural Sciences and Mathematics	Behavioral Sciences (Anthropology, Psychology, Sociology), Social Sciences (Geography, History, Political Science, Pre-Law) Economics.

PROFESSIONAL ARTS

Business	Marketing & Management, Office Administration, Accounting, Business Education
Education	Elementary, Secondary, Early Childhood and Special Education
Allied Health Fields	Nursing, Medical Technology, Radiological Technology, Pre-Medicine, Pre-Dental, Pre-Veterinary Medicine
Family and Consumer Science	Fashion Merchandising, Vocational Home Economics, Dietetics, General Home Economics
Social Work	

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, Spanish, Religious Studies, Music, History and Speech and Drama. Students following the Broad Liberal Arts program may also be awarded the Bachelor of Arts degree. The Bachelor of Science degree is conferred on students who major in biology, medical technology, business, chemistry, family and consumer science, education, mathematics, sociology. The Bachelor of Science in Nursing degree is conferred on students who successfully complete the Barry nursing program. The Bachelor of Fine Arts degree is conferred on those students who successfully complete Barry's professional art program. Students who complete the social work program graduate with the Bachelor of Social Work degree.

Requirements for Graduation

While Barry College makes every effort to provide academic counseling to its students, its basic policy places the responsibility for planning the student's program upon the student himself. He is expected to familiarize himself with the requirements of the College, of the Division in which he is enrolled and of his Area Study. "Requirements" mean those stated in the bulletin in force at the time of the student's admission to a degree status, unless he has not been continuously enrolled. In such cases, the bulletin in effect at the time of re-admission is the one to be used.



Total Semester Hours

Each student must satisfactorily complete a minimum of 120 semester hours to be eligible for the baccalaureate degree. Of the total, a minimum of 48 hours must be in courses numbered above 299.

Distribution Requirements

Each student is expected to complete a total of 30 semester hours of course work as described below:

9 s. h. **Religious Studies and/or Philosophy.**

6 s. h. **Communication Arts.** (Oral and written communication)

15 s. h. A total of 15 semester hours of credit must be completed in two of the Broad Fields of Liberal Arts (See p. 30) outside the major area(s) with a minimum of six (6) semester hours in each of the two fields.

Total: 30 s. h.

Residency

Ordinarily, the last 30 semester hours of degree work are taken in residence.

Senior Comprehensive Examinations

Each senior must pass a comprehensive examination in his 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 specializations. If a student chooses to specialize, two options are 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)

Barry College students may major in: Art, Biology, Business (General Business, Marketing & Management, Office Administration, Business Education, Economics), Chemistry, Education (Special, Elementary, Early Childhood), Dietetics, English, Family and Consumer Science (Fashion Merchandising, Vocational Home Economics, General Home Economics), French, History, Mathematics, Medical Technology, Music (Instrumental, Voice, Education K-12), Nursing, Religious Studies, Social Work, Sociology, Spanish, and Speech and Drama.

An interdisciplinary program is available to students following the Liberal Arts degree program.

Through Biscayne College, the additional majors offered include: Accounting, Political Science, Psychology, Sports Administration and Public Administration (Criminal Justice).

Electives in the area(s) 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, he may elect a Broad Liberal Arts program:

- a. A maximum of twenty (20) semester hours may be chosen from each of 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 he has earned and his grade point average. He is classified as follows:

Sophomore	30 semester hours
Junior	60 semester hours and 2.00 (C) average
Senior	90 semester hours, 2.00 average, and completion of all lower division requirements.

Academic Calendar

The Fall semester begins in early September 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 in December and May.

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, or its equivalent, has full-time status. To attempt more than 18 semester hours requires the recommendation of the faculty adviser and written approval of the Academic Dean. In addition, the student must maintain a 3.00 (B) average.

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 his/her 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 chairperson to earn academic credit by taking a special examination. The College Level Examination Program (CLEP) is used for the purpose of advanced placement. The examination must be taken before the student completes the sophomore year.

Independent Study

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

Special Topics

Contents of Special Topics classes will be determined by the individual departments as requested by faculty and/or students to fill specified needs or interests.

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, follows:

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	An incomplete grade must be made up within the semester following its receipt. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements. No incomplete grade will be assigned in the semester of graduation
Withdrew Passing	WP	Granted to students doing passing work and who withdrew 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 wishes 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 his performance shall indicate only whether or not he completed satisfactorily the course requirements. A student on academic probation may not elect the S/U option.

This option may not apply to courses in the student's area of concentration or to courses required for professional preparation. The student must elect the option at the time of registration; any changes must be made within the regularly-scheduled period for class adjustments. A student may not repeat a course under the S/U option for which the previously earned grade was other than W or WP.

A maximum of twenty-four (24) semester hours of credit, in addition to physical education activity courses, may be taken under the S/U option. Credit hours are awarded for a grade of "satisfactory" (S); however, these hours are not included in calculating the student's grade point average. Credit hours are not calculated should an "unsatisfactory" (U) grade be earned. Credit hours earned under this option are applicable to the number of hours needed to fulfill degree requirements.

Academic Warning

Academic Warning applies to any student whose grade point average is less than 2.00 and greater than 1.50 in a given semester but whose cumulative grade point average remains greater than 2.00 (C).

Students who are warned may enroll for no more than 15 semester hours of credit while the Academic Warning is in effect.

Academic Probation

Students will be placed on Academic Probation if conditions for Academic Warning persist for more than one semester; if the grade point average is less than 1.50 although the cumulative average is greater than 2.00; if the cumulative grade point average is less than 2.00.

The probationary period will extend no longer than one calendar year for freshmen and sophomores; or, one semester for juniors and seniors.

Students on Academic Probation may register for no more than 12 semester hours of credit without permission from the Academic Dean.

Academic Suspension

Students liable to Academic Suspension include those who at the end of the probationary period have not raised their cumulative grade point average to 2.00; those who received more than 2 F's in one semester; those who received more than 3 F's in two consecutive semesters.

Students who have been suspended for academic reasons may petition the Academic Dean for re-admission after one semester has elapsed.

Transfer Credit

Full-time Barry College students who wish to transfer credit hours from another institution of higher education must obtain prior approval from the Academic Dean.

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 changes in schedule, adding, dropping or changing a section of a class must be authorized by the Student's Adviser and the Registrar.

Repeat Courses Requirements

With prior written authorization from the Academic Dean, a student may repeat a course to improve the cumulative grade point average. A course in which a "D" has been received may not be repeated if a subsequent course for which the first was a prerequisite has been completed with a passing grade

Quality points and credits attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt. Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the second attempt's grade.

The Satisfactory/Unsatisfactory Option cannot be exercised during the second attempt to remove a previous letter grade. A course in which an "A", "B", or "C" grade has been earned may be repeated only if the student registers as an auditor for that course and that status becomes part of the permanent record. An audited course may not be repeated for credit within the following two years.

Responsibility for loss of credit because a course has been repeated and the student has not followed the conditions set forth above rests with the individual student.

Examinations

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

HONORS

Dean's List

To be eligible for the Dean's List, students must have achieved a grade point average of 3.30 as a full-time student during the semester. They must have completed all course work with no grade lower than a C.

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

Coordinated Dietetic Program

The coordinated dietetic program is an exciting joint venture of Barry College, Florida International University, and hospitals and other health agencies of the Greater Miami area. The program has the approval of the American Dietetics Association and allows the student to complete the requirements for membership and the prerequisites for the registration examination (R. D.) of this professional organization in four semesters. No further internship or work experience is necessary.

The academic and clinical emphasis of the program is on therapeutic, clinical and community nutrition.

Students entering the Barry College Dietetics Program should have completed course work required for graduation for the College in the areas of Religious Studies and/or Philosophy, Communication Arts, Humanities and Natural and Social Sciences. Academic requirements specifically related to the dietetics major which should be completed during the first two years of college are listed below and include:

1. Chemistry — one year inorganic chemistry; one semester organic
2. Human Biology — six (6) semester hours
3. Foods and Nutrition — six (6) semester hours
4. Psychology — three (3) semester hours
5. Cultural Anthropology — three (3) semester hours
6. Competency in algebra at the intermediate level — (may be completed in high school)

Recommended: Elementary Statistics

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. Students must apply individually for the year of clinical training. Schools of Medical Technology selectively admit qualified students on an individual basis.

Nursing

Barry College offers a fully-accredited four-year program which leads to a Bachelor of Science in Nursing (B.S.N.) 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 him/her as a professional nurse. The academic work is pursued at Barry College and at the present time, facilities for clinical experiences are provided at Mercy Hospital, Variety Children's Hospital, Veterans Administration Hospital, Mount Sinai Hospital, Dade County Department of Public Health and the Visiting Nurses Association.

Social Work

The School of Social Work offers a Bachelor of Social Work (B.S.W.) degree. The primary purpose of the B.S.W. program is to prepare students for beginning professional practice in social service agencies upon graduation. Graduates of the B. S. W. program may be considered eligible for advanced standing in the Master of Social Work (M.S.W.) program at Barry. However, acceptance requires an application to the School of Social Work Admissions Office.

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 student-teaching experience in public schools during her/his senior year. Students who wish to teach in early childhood education, on the elementary level or in exceptional child education may major in those fields. Students who wish to teach on the secondary level select as their major the subject in which they wish to be certified. Requirements for secondary teachers are outlined in the Education section.

Upon completion of an approved program, students are eligible for teacher certification. Barry's teacher education program is accredited by the Southern Association of Colleges and Schools and approved by the Florida Department of Education.

Summer Session

A six-week summer session is held every year, usually from the middle of June until the end of July, during which time a student may earn six semester hours of 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 those students. See section of Transient Students for further information.

Reading Improvement

Reading Improvement Services are available for Barry Students. Reading Improvement (RDG 090) is a non-credit course offered to full-time Barry students who are concerned about their reading speed and comprehension. A diagnostic test will be administered without charge, either at the request of a student or on the recommendation of a faculty member. If a need for reading instruction is indicated, full-time students who are enrolled for fewer than 18 semester hours of course work will be given help without any additional tuition charge.

Instruction is given in the Reading Clinic on the first level of the Library building and is arranged in accordance with the individual student's schedule.



English Language Services (ELS)

English Language Services founded the first ELS Language Center in Washington, D.C. in 1961. Subsequently, additional Centers have been established throughout the United States. Since 1956, ELS has been engaged in organizing and conducting language training programs and in preparing language materials.

The ELS Language Centers are authorized under Federal Law to enroll non-immigrant students. On receipt and approval of an application, the Director of Admissions will send a Certificate of Eligibility (Form I-20) which will enable the student to make application for a student visa at the nearest U. S. Embassy or Consulate.

The ELS Language Centers specialize in offering intensive courses in English as a second language for persons desiring to acquire proficiency in the language. The programs are especially designed for international students planning to attend a college or university in the United States and for foreign businessmen who need English for business purposes.

ELS-Miami, Florida, is offered in cooperation with Barry College. Admission to courses is open to mature persons who can devote full time to an intensive language-learning program. All students are required to speak only English during the time they are studying at the ELS Language Center. Only those persons who can give evidence of a suitable academic background, adequate financial resources to cover living and school expenses, and seriousness of purpose will be approved for admissions.

Interdisciplinary Opportunities

A number of courses and programs at Barry College provide for an interdisciplinary approach to education. Examples include American Studies, Fashion Merchandising, Bio-Medical Ethics, the Broad Liberal Arts program, English and History courses.

Women's Studies

Barry College offers a number of courses in Women's Studies, including Women in Literature, Women in History, Women in Scripture. Women's Studies courses may also be offered as Special Topics classes. For additional information, see Special Topics section below.

Special Topics

The content of Special Topics courses is to be determined by individual departments according to the interests and expertise of faculty members and the specific needs and/or interests of the students.

STUDIES ABROAD

Recognizing the value of educational experiences in another culture, Barry College encourages students to study abroad. The Director of the Studies Abroad Program facilitates arrangements (travel, programs of study) for individuals or groups wishing to study in another country. Through special agreements with the parent institutions, Barry students may study at the Loyola University (Chicago) Rome Center; the Rosary College Fribourg Center; and the American College at Barcelona. Summer study tours have been sponsored by the Family and Consumer Science Department and the Religious Studies Department. In recent years, individual Barry students have studied in Madrid, Edinburgh, Rome, and other European cities.

Programs of study are planned by the student with her/his academic adviser and the Director of the Studies Abroad Program prior to the semester(s) abroad.





AREAS OF STUDY

ACCOUNTING

The major in accounting 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/or 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. (Certified Public Accountant) examination.

Requirements for major: (31 s.h.). Business 200, 303, 335, 336, 362, 406, 425, 437. Co-requisites: Business 305, 339, 408. Economics 201, 316, 454 or 466.

Requirements for minor: (21 s. h.). Business 200, 303, 335, 336, 362. Economics 201, 315, 452.

200 Basic Accounting

An introduction to accounting; nature and function 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

Advanced theory and accounting techniques for the recording and reporting of financial transactions; income determination and valuation problems in asset and equity accounting. Prerequisite: Business 200. Taught at Biscayne College. Fall. 3 s. h.

336 Intermediate Accounting II

Income determination and valuation problems in asset and equity accounting (concluded); analysis and interpretation of accounting data; funds statements; statements from incomplete records; price level impact. Prerequisite: Business 200. 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

Federal income tax fundamentals under the Internal Revenue Code; taxable income determination; withholding and tax accounting rules. Prerequisite: Business 200. Taught at Biscayne College. Fall. 3 s. h.

435 Advanced Accounting

Equity accounting for partnerships; accounting for business expansion: branch accounting, mergers and consolidations, consolidated statements; fiduciary, fund and social accounting. Taught at Biscayne College. Fall. 3 s. h.

437 Basic Auditing

Basic auditing standards and procedures as applied to both internal and public auditing; professional ethics, audit programs, working papers and reports. Prerequisite: Business 336. 3 s. h.

443 Internships

Senior Accounting Majors may elect to serve an Internship with a local firm. Arrangements can be made by the student with the approval of the department. 1-3 s. h.

Additional accounting courses offered by Biscayne College include Cost Analysis, Advanced Auditing, Advanced Income Taxation and Management Information Systems.

AMERICAN STUDIES

American Studies is an integrated study of the history, society and culture of the United States which joins the traditional disciplines of American History and American Literature with the methods and materials of such related fields as Sociology, Religious Studies and Philosophy, Fine Arts, Economics, Political Science and Geography. An American Studies minor provides students from various disciplines the opportunity to examine questions concerning American life from a unique perspective through cooperation among diverse disciplines. Students may earn a minor in American Studies by selecting twenty (20) - thirty (30) semester hours of credit, at least three (3) from each area listed below, **excluding courses from their major**. For English majors, six (6) hours of American History are required; for History majors, six (6) hours of American Literature; for all other majors, at least three (3) semester hours in both American Literature and American History are required. Additional hours are advised. The Senior Seminar, American Studies 400, is required of all minors.

I. Humanities

- A. English
 - 325/326 American Literature
 - 425 Advanced American Studies
- B. Art
 - 409 Seminar in World Art
- C. Drama
 - 442 American Drama
- D. Music
 - 300 History of American Music
- E. Humanities
 - 301 Humanities in the 20th Century

II. Religious Studies/Philosophy

- A. Religious Studies
 - 340 History of the Church in the Americas
 - 465 Religious Attitudes and Social Behavior
- B. Philosophy
 - 462 Philosophical Classics

III. Social Sciences

A. Economics

- 320 Economic History of the United States
- 352 Labor Relations in America
- 410 Urban Economics in the United States
- 430 American Economic Issues

B. Geography

- 305 Latin American Geography
- 307 Physical Geography
- 308 United States Geography

C. History

- 403-404 History of American Foreign Policy
- 443-444 History of the U.S. in the Twentieth Century
- 471 American Historiography

D. Political Science

- 301 American Government
- 403-404 American Foreign Policy

E. Social Science

- 101 Introduction to Social Science

F. Sociology

- 246 Marriage and the Family
- 322 Population
- 324 Urban Sociology

300 Special Topics*

400 American Studies

Senior Seminar in American Studies. The study of a specific topic or theme prominent in American civilization, using an interdisciplinary approach. Spring. 3 s. h.

*Contents to be determined by various departments according to the interests and expertise of faculty members and the specific needs and/or interests of the students; e.g., American Philosophy, History of American Music, History of American Art.



ANTHROPOLOGY

201 Principles of Anthropology

An introduction to the different fields of anthropology and an analysis of how they are integrated to provide a holistic picture of comparative and universals in human behavior. The course will survey cultural and physical anthropology, archeology and language. Fall. 3 s.h.

441 Physical Anthropology

An analysis of man's evolutionary development, racial diversity and human genetics based upon findings of prehistoric archaeology, anthropometry and geological distribution. Spring, even years. 3 s.h.

443 Cultural Anthropology

Comparative cultural behavior explored through theoretical constructs and ethnographic data. Social organization, linguistics, psychological anthropology and technology are emphasized. Spring, alternate years. 3 s.h.



ART

Through a flexible curriculum, the student is encouraged to select a program within the department appropriate to his/her individual development.

BACHELOR OF FINE ARTS

The Bachelor of Fine Arts degree combines the liberal arts and the visual arts into a vital and cohesive unit, providing a program of study whose purpose is to develop inventive, expressive and creative people who will be productive and responsive members of society and the community of the Arts. The curriculum provides understanding through involvement with traditional forms as well as modern concepts. All students are expected to be professional in approach and to be prepared to assert individual goals through independent study and research.

Portfolio

A portfolio of work is required for admission to the Bachelor of Fine Arts program. Applicants are requested to send a portfolio of their work to Mr. Joseph Ruffo, Chairman of the Art Department, as soon as the College contacts them acknowledging their application. The basic portfolio consists of 12 or more color slides and/or actual work representing drawing, plus two and three-dimensional art. Each slide should be numbered and labeled with the applicant's name and address. Portfolios or actual work must have the applicant's name and address attached. All slides and portfolios will be returned REA collect.

Programs of Study

B. F. A. 90 s. h.

Basic preparation program (Design and Drawing)	12 s. h.
Art History	12 s. h.
Liberal Arts Distribution	33 s. h.
Art studio electives	66 s. h.
Liberal Arts electives	9 s. h.
	<hr/>
	132 s. h.

B. F. A. (Education)

Basic preparation program (Design and Drawing)	12 s. h.
Art History	12 s. h.
Liberal Arts Distribution	33 s. h.
Art studio electives	54 s. h.
Certification requirements	24 s. h.
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	135 s. h.

B. A. Concentrated study 42-60 s. h.; total 120 s. h.

Basic preparation program (Design and Drawing)	12 s. h.
Art History	12 s. h.
Liberal Arts distribution	30 s. h.
Arts elective	18-36 s. h.
Liberal Arts elective	30-48 s. h.

Art Minor (30 s. h.)

Basic preparation program (Design and Drawing)	12 s. h.
Art History	6 s. h.
Art studio electives	12 s. h.
	<hr/>
	30 s. h.

Students who expect to teach art in grades 1-12 must take Art 476.

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 remains with the individual student under the direction of a faculty adviser.

Student/Faculty Conferences. At the conclusion of each semester, the department conducts student/faculty conferences. Each student is assigned a specific time and place to display his/her work so that the entire Art Department faculty may review his/her progress. The faculty thereby has the opportunity to evaluate the progress of each student and to offer advice and/or guidance as to future direction. The student has an opportunity to react to the faculty evaluation and seek advice and/or guidance. The student/faculty conferences take place during the examination week of each semester, at which time works to be included in the Annual Student Exhibition are selected.

Art majors are required to participate in a two-week Senior Exhibition which is displayed in the Library. This replaces student/faculty conferences during the student's final semester. The faculty reviews senior work during this exhibition and, while not required to meet with the faculty members, the student may request a conference. In this case, the time and date is 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 Department's permanent collection. The Department will not retain more than one example per student per semester, unless the student agrees to release an additional number.

Senior Portfolio. Majors are required to prepare a portfolio representative of their works, 35 mm 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.

101, 102 Basic Preparation Program

The study of basic design concepts and theory through various tools and materials. Exploration and analysis of design and drawing fundamentals, including the study of color theory and perspective. The application of these concepts and theories through the various media; painting, drawing, print-making, photography, ceramics, sculpture. Fall/Spring. 12 s. h.

106 Design

Basic design theory in all areas of two- and three-dimensional design. The study of color theory and elements of art and design. Basic art history and art appreciation. A course for non-majors. Fall/Spring. 3 s.h.

131, 132 Jewelry and Metals

Introduction to the techniques of creating handwrought jewelry. Fall/Spring. 6 s. h.

141, 142 Ceramics

Introduction to clay as an art medium. Handbuilding techniques of clay forming including basic glazing and firing instruction.

Fall/Spring 6 s. h.

201, 202 Printmaking

Introduction to intaglio processes, etching and engraving. Introduction to planographic process, lithography. Emphasis on studio practices and materials and methods. Prerequisite: 105. Fall/Spring. 6 s. h.

203, 204 Photography

Introduction to photography. Emphasis on the print and the image. Fall/Spring. 6 s. h.

205 Commercial Graphics

Introduction to advertising graphics techniques. Layout, paste-up, typography and various practical problems of commercial graphics. Prerequisite: 251 or 252. Fall/Spring. 3 s. h.

209, 210 History of Western 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 209, 210. Fall/Spring. 6 s. h.

211 20th Century American Art

Module A: The early decades: Man's perception of his surrounding as expressed in Cubism, Futurism, Expressionism and Pre-Dada art. Fall. 1 s. h.

Module B: Reaction and Rebellion: Man's search for free expressionism as seen in Dada, Surrealism and Geometric abstraction. Fall. 1 s. h.

Module C: The New American: Man's reflection of his environment as seen in abstract expressionism, post-painterly abstraction, pop, assemblage, op and kinetic art forms. Fall. 1 s. h.

231 Jewelry and Metals

Introduction to the process of raising and forming metals and the techniques of enameling. Fall/Spring. 3 s. h.

241, 242 Ceramics

Instruction in the use of the potter's wheel as a primary forming technique of the potter-artist. Prerequisite: 141 or 142. Fall/Spring. 6 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. Prerequisite: 101, 102. Fall/Spring. 6 s. h.

261, 262 Painting

Instruction in the materials and methods of painting. Pictorial space composition and design is emphasized with the encouragement of exploration of individual solutions. Prerequisite: 101, 102, 251 or 252. Fall/Spring. 6 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. See Family and Consumer Science 268. Fall. 3 s.h.

269 Weaving II.

Continuation of Family and Consumer Science 268, with the addition of original projects on the four-harness floor loom, including warping looms. 4 hours laboratory weekly. Prerequisite: Family and Consumer Science 268. Spring. 3 s. h.

301, 302 Printmaking

Continued work in the intaglio and planographic processes with the introduction of woodcut and colograph printmaking techniques. Prerequisite: 201 or 202. Fall/Spring. 6 s. h.

303, 304 Photography

Intermediate Photography. Continuation of 203, 204. Photo, studio and lab techniques. Emphasis on the image. Prerequisite: 203 or 204. Fall/Spring. 6 s. h.

305 Commercial Graphics

Practical problems in advertising design and commercial graphics illustration techniques. Studio and on site experiences are employed to create the most real life situation possible. Fall/Spring. Prerequisite: 351 or 352, 205. 3 s. h.

306 Commercial Graphics

The art of the book. History of the book throughout the ages. Practical problems in the design of various book forms, culminating in the design and production of a limited edition book. Prerequisite: 305. Fall/Spring. 3 s. h.

309 History of Art, Non-Western Traditions

Module A: Cultural patterns in Black African art. 1 s. h. Fall/Spring.

Module B: Stylistic elements in Pre-Columbian sculpture. 1 s. h. Fall/Spring.

Module C: Design elements in Islamic Art. 1 s. h. Fall/Spring. See History 309.

310 History of Art, Far East

A survey of Far Eastern Art. See History 310. Fall/Spring. 3 s. h.

313 Philosophy of Art

See philosophy 313. Fall/Summer. 3 s. h.

331 Jewelry and Metals

Introduction to the techniques of casting (centrifugal, sand and steam). Prerequisite: 131, 231. Fall/Spring. 3 s. h.

341, 342 Ceramics

Extensive glaze theory and claybody formulation with emphasis on form/glaze relationship and specialized kiln firings. Prerequisite: 241 or 242. Fall/Spring. 6 s. h.

343 Ceramic Sculpture

Ceramic exploration in 3 dimensional form and design. Prerequisite: 141 or 142 with permission of Dept. Chairman. Fall/Spring. 3 s. h.

351, 352 Drawing

Advanced drawing concepts, materials and methods. Figure drawing from the live model. Still life and other vehicles are employed to generate the understanding of drawing as a complete concept of many facets. Prerequisite: 251 or 252.

361, 362 Painting

Intermediate painting materials and methods. Students are encouraged to continue to develop and refine basic concepts, materials and techniques. Individual philosophies and styles are refined. Prerequisite: 261 or 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. 3 s. h.

380, 381 Film Production

See Speech and Drama 380, 381. 6 s. h.

401 Printmaking

Techniques of the silkscreen process of printmaking including the photo screen process. Fall/Spring. 3 s. h.

402 Printmaking

Advanced techniques of printmaking with the choice of concentrating on one or more of the various print media. Prerequisite: 301 or 302. Fall/Spring. 3 s.h.

403, 404 Photography

Continuation of 303, 304. Advanced photography; independent study projects. Prerequisite: 303 or 304. Fall/Spring. 6 s. h.

405 Commercial Graphics

Advanced commercial graphics techniques and practical problems. Including architecture and interior design renderings, packaging, wall and fabric design. Prerequisite: 305. Fall/Spring. 3 s. h.

406 Graphic Design Group

Advanced students in commercial graphics participate in the design and production of the various printed materials published by the College. Students work independently in the tutorial method and are guided by a member of the art department faculty who serves as art director for the group. Prerequisite: Permission of the Chairman. Fall/Spring. 3-18 s.h.

431, 432 Jewelry and Metals

Advanced jewelry and metal work with emphasis on casting techniques, experimentation and calculating alloys. Prerequisite: 331. Fall/Spring. 6 s.h.

441, 442 Ceramics

Continued advanced ceramic work with emphasis on the development of individual philosophies and styles. Prerequisite: 341 or 342. Fall/Spring. 3 s.h.

461, 462 Painting

Advanced painting. Instruction on an individual basis to suit the student's needs. Prerequisite: 361 or 362. Fall/Spring. 6 s.h.

476 Methods in Art Education

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

300 Special Topics

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

359, 459 Independent Study

Opportunity for research in areas of special interest to the student. Prerequisite: Departmental approval. Fall/Spring. 1-6 s.h.

BIOLOGY

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, dental and veterinary doctors, 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 230.
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. Biological Theory: Biology 440 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 chemistry and one semester of organic chemistry. Two semesters of mathematics, including calculus, are required for biology major/chemistry minor.

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. A major in biology or medical technology may not count toward graduation credit a biology course in which he/she has received a grade of "D." The course may be repeated in order to raise the grade or it may be replaced by another course of the same kind; i.e., a core course could be replaced by a core course; an elective course could be replaced by another elective course.

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.

112 Botany

A general survey of plant forms, correlating structure, function and environment. 3 hours lecture, 3 hours laboratory weekly. 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.

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.

253 Microbiology for Non-science Majors

Introduction to characteristics, physiology, pathogenicity of bacteria and viruses with emphasis on organisms important in human disease. Methods of cultivation, identification and control of microorganisms. 3 hour lecture, 3 hours laboratory weekly. Prerequisite or corequisite: Chemistry 152. Open to non-science majors only. Offered each semester. 4 s.h.

300 Special Topics

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

310 Marine Biology

An introduction to the common marine organisms of the littoral seas, coral reefs and open ocean. Special emphasis on their interrelationships and problems of adaptation and survival. 3 hours lecture, 3 hours laboratory weekly. Field trips by announcement. Prerequisite: Biology 116. Fall. 4 s.h.

312 Ecology

Plants and animals in relation to their environments. Survey of population, communities, ecosystems and behavioral patterns, utilizing many of the natural areas provided, such as: coral reefs, hammocks, semitropical rain forest, everglades. 3 hours lecture, 3 hours laboratory and field work weekly. Prerequisites: Biology 112, 116; Chemistry 111, 112. Fall. 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 comprehensive study of bacterial and viral classification, structure, physiology, genetics, pathogenicity and immunology. Methods of cultivation, identification and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Biology 112 or 116; Chemistry 241 or 243. Spring. 4 s.h.

330 Cell Biology

A study of biological processes in viruses, bacteria, plant and animal cells with 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. 3 hours lecture, 2 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. Three-hour laboratory. Prerequisite: Chemistry 321. See Chemistry 353. Spring. 1 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.

445 Microtechniques

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

In 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. Every third semester. 4 s.h.

450 Histology

A microscopic study of animal tissues with the relationship between structure and function stressed. Two hours lecture, four hours laboratory weekly. Prerequisites: Biology 116 or equivalent; 221. Every third semester. 4 s.h.

451 Embryology

A study of vertebrate embryology, including gametogenesis, fertilization, the formation of the germ layers and organ system. 2 hours lecture, 4 hours laboratory weekly. Prerequisites: Biology 116 or equivalent; 221 or 230. Every third semester. 4 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 the Secondary School

A study of the problems confronting teachers of biology in the secondary 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.

195, 295, 395, 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.

BUSINESS

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: business administration, accounting, business education, economics, marketing and management, and office administration.

A major in any area of business consists of 30-40 semester hours of credit in courses distributed throughout the business program, with a minor in another discipline. If no minor is desired, the student may earn from 40-60 semester hours in Business.

Recommended Electives: Mathematics, Psychology, Humanities, Creative Writing.

GENERAL BUSINESS COURSES

181 Concepts of Business Behavior

A course organized for non-business majors and for freshmen within the field. A study of the principles of business behavior covering issues in the business-society relationship including past history, world events, economic issues and future expectations. Fall. 1-3 s.h.

Module a. Business and Its Major Social Areas of Relationship. 1 s.h.

Module b. Business, Finance and the Consumer. 1 s.h.

Module c. Political Role of Business in Public Affairs 1 s.h.

300 Special Topics

Content specified by the Department according to current interests and expertise of faculty members and the specific needs or interests of the students. Fall/Spring. 3 s.h.

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.

343 Business Machines

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

371 Social and Ethical Issues in Business

This integrated course presents an interdisciplinary approach to the fundamental ethical concepts and theories pertinent to American business trends. Focus will be on the social and ethical implications in problems concerning motivation, morale, conflict, emotions and decision-making policies, personal responsibility, corporate decisions, employer-employee relationships, productivity behavior in advertising, marketing/management. The course includes a study of the socio-economic ethical behavior in today's society. Fall. 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.

434 Special Projects

A special project in which the student researches within the local community under departmental direction and approval. The project must be completed within one semester. 2-6 s.h.

443 Internship

The student contracts with the department for on-the-job experience in one of the major areas. An evaluation is submitted by the cooperating firm. 2-6 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.

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.

BUSINESS ADMINISTRATION

The area of Business Administration prepares students for leadership and is designed to develop their critical, analytical, problem-solving and decision-making capabilities as well as to provide basic knowledge required for solutions to business problems. A broad range of skills is necessary to seek out problems, find relevant information, exercise judgment and implement solutions in today's complex society.

Requirements for major: (35 s.h.) Business 200, 305, 306, 339, 340, 343, 371, 408.

Co-requisites: Economics 201, 202; Mathematics 152 or Sociology 418.

MARKETING & MANAGEMENT

Requirements for major (30.): Business 200, 305, 306, 371, 401, 402 and 420. Co-requisites: Economics 201, 202.

Requirements for minor (20 s.h.): Business 305, 306, 401, 402 and Economics 202.

Marketing

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. 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. 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 sales persons; 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. 3 s.h.

462 Public Relations

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

Management

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.

326 Bi Quantitative Analysis for Decision-Making

The application of mathematics and statistical techniques to business decision problems. Prerequisite: Mathematics 151. Taught at Biscayne College. 3 s.h.

406 Management Information Systems

Principles of business systems design; information systems; business machines and computer information systems. Prerequisite: Business 200 and Mathematics 152. Taught at Biscayne College. 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 used in analyzing current practices of business and human potentialities. Treatment of selection, training, motivating and evaluation of personnel performance. Prerequisite: 305. 3 s.h.

424 Personnel Management

A survey of the field and a study of personnel, managerial and operative functions with emphasis on the business environment of automation, size of organization and continued professionalization of the work force. The course includes recruitment, interviewing, testing, job analysis, merit rating plans, remuneration, union-management relations and service programs. Prerequisite: 305. 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. Prerequisite: 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 (35 s.h.): Business 114, 120, 200, 301, 339, 341, 342, 343, 371, 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 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. Fall/Spring. 2 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. Fall/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 or 120 (or equivalent). 3 s.h.

341 Executive Secretarial Training I

Responsibilities and opportunities of secretarial positions; principles of filing, office management, office procedures and human relations. Practicum approach. 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.

443 Internship

The student arranges for office experience with a local firm. Prerequisite: Departmental approval. 1-3 s.h.

259, 359, 459 Independent Study

Opportunity for independent work in specific areas of secretarial program. Prerequisite: Departmental approval. 1-3 s.h. each level.

BUSINESS EDUCATION

Business Education majors follow the program for Office Administration and take the required Methods course. Courses under General Preparation in Education should be completed prior to the planned term of student teaching.

Students planning to teach should consult the Secondary Educational Requirements listed in the Education Division of the catalog.

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 program 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 approximately thirty (30) semester hours in related sciences and mathematics.

105 Fundamentals of Inorganic Chemistry

A survey of basic inorganic chemistry. 2 hours lecture, 2 hours laboratory weekly. Fall. 3 s.h.

106 Fundamentals of Organic Chemistry

A brief survey of organic and biochemistry. 2 hours lecture, 2 hours laboratory. Spring. 3 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. 8 s.h.

152 Introduction to Biological Chemistry

A survey of organic chemistry with application to the chemistry of the cell. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: High school chemistry. Fall/Spring. 4 s.h.

241 Organic Chemistry

The chemistry of monofunctional aliphatic and aromatic compounds for students in 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

Theory and practice of analysis, including volumetric, colorimetric, gravimetric and electrochemical procedures. 2 hours lecture, 6 hours laboratory. Prerequisite: Chemistry 112 or 114. Fall/Spring. 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; analytical methods applied to biochemistry. 1 three-hour laboratory. Prerequisite: Chemistry 321. See Biology 353. Spring. 1 s.h.

355 Basic Physical Chemistry

Selected topics in physical chemistry. A one-semester course for students in the life sciences and the introductory semester in the 355-356-357 physical chemistry sequence. Prerequisites: Chemistry 112 or 114, Physics 202, Mathematics 211. Spring. 3 s.h.

356, 357 Physical Chemistry

A quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. Prerequisite: Chemistry 355 or permission of Department, Physics 202, Mathematics 212 or equivalent. Fall/Spring of alternate years. 6 s.h.

366, 367 Physical Chemistry Laboratory

Laboratory problems in physical chemistry, with emphasis on equilibria and kinetics. 1 three-hour laboratory weekly. 2 s.h.

447 Advanced Organic Chemistry

A study of organic reaction mechanisms. Prerequisite: Chemistry 244. Corequisite: Chemistry 355. Fall of alternate years.

460 Inorganic Chemistry

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

476 Teaching Chemistry in the Secondary School

Special methods course in teaching high school chemistry. Prerequisite or corequisite: Chemistry 356. Tutorial. 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.

DANCE

A program of studies has been designed to meet the needs of students who have expressed interest in Dance as a performing art. Students are accepted into the Dance Program after audition and interview. Certain dance technique courses may be waived, dependent upon the student's proficiency level. Students lacking experience may be accepted in the program contingent upon evaluation of progress.

The student is given opportunities to develop skills in Ballet, Jazz, and Modern Dance techniques and to creatively express his/her talent through performance.

The student will take a minimum of 20 s.h. in Dance as outlined below:

- 1) Achieve intermediate level skills in two of the three technique areas (minimum of 4 s.h.);
- 2) Participate in Orchesis (performing dance group) for a minimum of four semesters (8 s.h.);
- 3) Successfully complete Choreography I (2 s.h.) and History and Philosophy of Dance (2 s.h.);
- 4) Give a Senior recital (2 s.h.);
- 5) Take additional courses for a minimum of 2 semester hours of credit.

105 Beginning Dance Techniques

Tap, Modern, Jazz, and Ballet techniques for beginners. 1 s.h.

106 Intermediate Dance Techniques

Modern and Ballet Techniques. Prerequisite: Dance 105 or Departmental approval. 1-3 s.h.



107 Advanced Dance Techniques

Modern and Ballet techniques. Prerequisite: Dance 106 or Departmental approval. 1-3 s.h.

284 Choreography

Exploration of various styles and forms of modern dance. Development of patterns and dances. 2 s.h.

288 History and Philosophy of Dance

Study of the influences of the dance upon cultures and those directly responsible for the growth of modern dance in the twentieth century. 2 s.h.

307 Orchesis

Performing Dance group. College and community performances and workshops. Prerequisite: Audition. Fall/Spring. 2-3 s.h.

496 Senior Recital

Performance in the dance — program of dances developed by the student. 2 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.

A student may elect to minor in Economics (21 s.h.). Economics 201, 316, 454 are required.

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; today's competitive and monopolistic markets. Government regulation of industry and government spending; collective bargaining; international trade and current economic problems. 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. Taught at Biscayne College. Prerequisite: Economics 202. 3 s.h.

303 Intermediate Economic Analysis

Economic and mathematical analysis of 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. Taught at Biscayne College. Prerequisite: Economics 202. 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 time; the integration of economic and historical forces which influenced the social and political development of America. 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 in America

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. 3 s.h.

410 Urban Economics

Analysis of the processes, stages and determinants of urban economic growth and development. A study of problems and policy in the urban economy; income, inequality, unemployment, housing and land use patterns, local public finance, transportation. An application of urban theories. 3 s.h.

430 Current Economic Issues

A seminar-like discussion of the state of the nation's economy and its current problems on the basis of critical examination of economic reports by official and private sources. The purpose of the course is to begin developing the ability to coordinate and apply the analytical knowledge acquired during the study of economics, business administration and social sciences. 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. 3 s.h.

466 International Trade

Introduction to the field of international trade, payments and commercial policy; emphasis on theories of international specialization, sources and correction of disequilibria in balance of payments and exchange rates; role of government intervention. 3 s.h.

259, 359, 459 Independent Study

Opportunity to do research in areas of special interest. Prerequisite: Departmental approval. 1-3 s.h. each level.

EDUCATION

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.

Degrees from Barry College are accepted in all states for teacher certification purposes. The degree programs of the Department of Education are approved by the Florida Department of Education. By virtue of this approval, Barry graduates are eligible for certification in 26 states without specific course analysis.

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. **Arts of Communication**

A minimum of six (6) semester hours shall be required in English composition, rhetoric or grammar. English 111 and 112. Up to six (6) semester hours in speech, or elementary foreign languages may be used to meet the total of twelve (12) semester hours permitted in this area. 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. For elementary and exceptional child education: Psychology 482.

c. Biological Sciences, Physical Sciences and Mathematics

A maximum 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 education majors: Mathematics 201 and 202; 6 s.h. from the sciences.

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 education majors: 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 education majors: English 320; Art 376, Music 376.

Student Teaching. The student teaching program represents the culminating phase in teacher preparation and consists of a carefully planned sequence of laboratory experiences under the supervision of professional educators. During student teaching, a full time schedule (a minimum of 12 semester hours) must be carried by the student.

Admission to the student teaching program requires senior status (a minimum of 90 semester hours of course work completed), a cumulative average of 2.0, the recommendations of the student's academic adviser and the Education Department. Prior to student teaching, courses required to meet the general preparation requirements should be taken to assure that the student will not have to delay graduation. All students must have completed a minimum of thirty hours of course work at Barry prior to student teaching. Prerequisites for student-teaching in specific programs are listed under program descriptions. Applications for student teaching should be filed with the Department of Education by February of the junior year.

ELEMENTARY EDUCATION PROGRAM

General Preparation (51 s.h.) — See preceding section on "General Preparation".

Major (51 s.h.) — Education 253, 262, 318, 322, 344, 366, 388, 417, 435, 441, 453, 461, 466, 482, 499. Prerequisites for student teaching — Education 253, 262, 318, 322, 366, 417, 435, 466; English 320.

EARLY CHILDHOOD PROGRAM

General Preparation (51 s.h.) — See preceding section on "General Preparation".

Major (51 s.h.) — Education 253, 262, 318, 322, 344, 411, 435, 453, 461, 466, 471, 472, 499; Family and Consumer Science 364, 381. Prerequisites for student teaching: Education 253, 262, 318, 322, 344, 435, 471, 472; English 320; Art 376; Music 376; Family and Consumer Science 364.

EXCEPTIONAL CHILD EDUCATION

General Preparation (51 s.h.) — See preceding section on "General Preparation".

Major (51 s.h.) — Education 253, 262, 318, 322, 411, 440, 442, 453, 466, 470, 473, 477, 483, 499; Physical Education 482. Pre-requisites for student teaching — Education 253, 262, 318, 322, 440, 466, 470, 473, 483; English 320.

SECONDARY EDUCATION PROGRAM

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

Major — Desired teaching field including the special methods course (476) related to the specific discipline.

Minor (24 s.h.) — Secondary Education — Education 253, 318, 453, 463, 468 (3 s.h.); Education 499 (9 s.h.). Pre-requisites for student teaching: Education 253, 318, 463, and Special Methods 476.

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

A methods course concerned with an analysis of content, methodology and materials for teaching modern mathematics in the elementary school. Field experience is required in an elementary school mathematics program. 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.

320 Children's Literature

Survey of literature suited to the needs of children. See English 320. Spring/Summer. 3 s.h.

322 Methods of Teaching Reading

Methods and materials on the 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 methods course concerned with an examination of content materials and methodology in the social science field needed for the instruction of elementary children. 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 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 '74; Summer '76. 3 s.h.

418 *Research Methodology and Statistical Procedures

Exploration of the research process with selection of a problem; methods of data collection, analysis, interpretation and conclusion. A consideration of the procedures of descriptive and inferential statistics and their application to the behavioral sciences. See Psychology 418; Sociology 418. Sequential course given in two semesters. 6 s.h.

435 The Teaching of Language Arts

Emphasis on performance-based competencies in teaching handwriting, spelling, oral and written communication. 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 1974; Summer 1976. 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 '75; Summer '76. 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

A curriculum course involving an intensive and critical analysis of current curriculum, innovative approaches and experimentation; study of new insights; incorporation of creative approaches; transformation through change and constant evaluation of quality education. Fall '74; Summer '76. 3 s.h.

455/456 Evaluation of Secondary School Curricula

An intensive study of current curricula and secondary schools, including an evaluation of their suitability. Fall 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 '75; Summer '76. 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 adolescent's needs. Fall/Summer. 3 s.h.

466 Diagnostic Teaching of Reading in the Classroom

Methods of diagnosing and individualizing instruction in reading in the classroom. Fall/Summer. 3 s.h.

467 *Improvement of Reading Instruction

An advanced presentation of the methods and material used 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

Development of personality in a family setting; mental health and growth producing environment are studied. Learning will focus on the ingredients in the family (self-worth, communication, system and rules) and recognize that they are changeable and correctable. 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 1975; Summer 1976. 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.

477 Basic Home Economics for the Retarded Adolescent

Methodology and curriculum for the educable, mentally-retarded young adult in preparation for successful family life and occupational experience. Emphasis is on personal and family health, hygiene and safety, social competence, constructive use of leisure time, family relationships, preparation for marriage and parenthood, management and consumption, clothing selection and care, and food choice and preparation. Spring. 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 '74; Summer '76. 3 s.h.

483 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.

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 various techniques used by teachers and guidance specialists with special reference to a philosophy of guidance. Students will investigate and evaluate guidance programs in schools and/or agencies to enhance their knowledge, problem-solving skills, appreciations, ideas and attitudes necessary for competency in the guidance profession. Fall '74; Summer '76. 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 *Curriculum Design for Elementary School

A study of the school curriculum; its sources, organizations, areas of study and a look ahead to new dimension for educational evaluation. Spring/Summer. 3 s.h.

496 *Curriculum Design for Secondary School

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

497 *Supervision for Directing Teachers

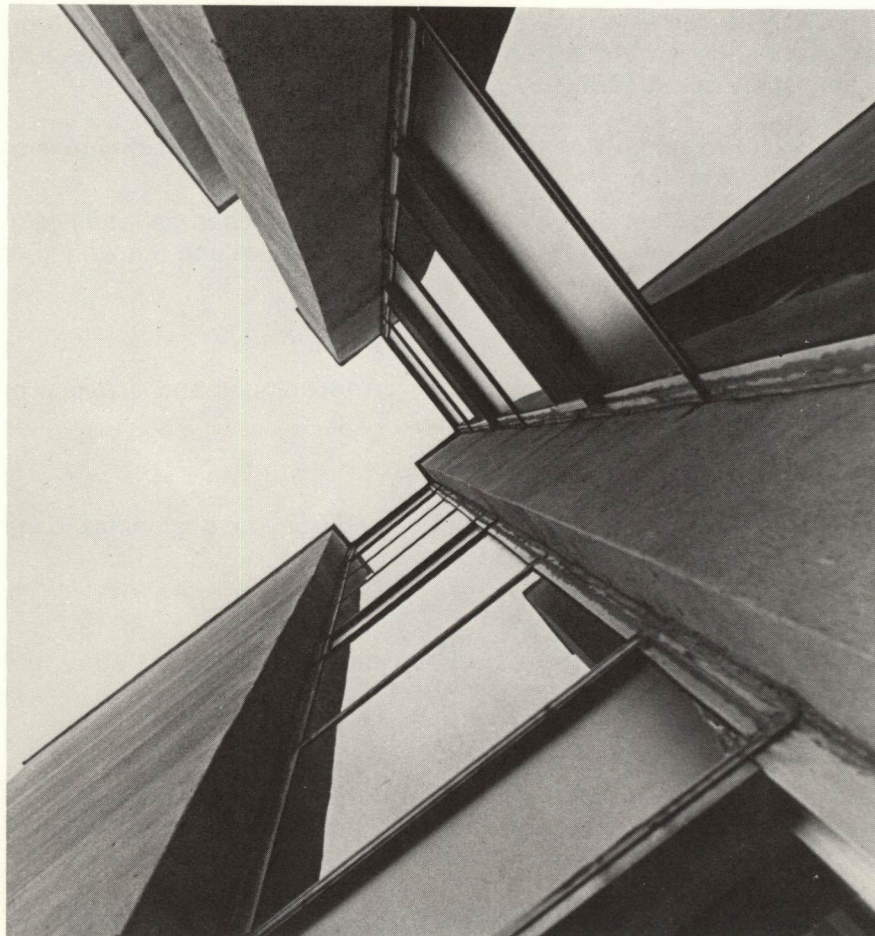
A seminar analysis of principles and problems encountered in the directing of elementary or secondary student teachers, including discussion and feedback on the roles of the college, the student teachers and the directing teacher. Fall. 3 s.h.

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.



ENGLISH

All work in the department of English directs the students 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 an 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 111 (and receive three semester hours of credit) by achieving a score of 3 or above in the English Advanced Placement test of the College Entrance Examination Board (CEEB).

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, readings in literature and the writing of the long expository paper. Fall/Spring. 6 s.h.

206, 306 Creative Writing

An introductory course with lectures on techniques and criticism of work in progress. Offered Biannually. 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.

221 Introduction to Literature

An introduction to the main types of literature: the short story, the novel, the poem and the play. 3 s.h.

300 Special Topics

Content to be determined each semester by the department as requested by faculty and/or students to fill specified needs or interests. Open to juniors and seniors. Offered Fall/Spring/Summer. 6 s.h.

302 The Dynamism of French Literature

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. Offered annually. 3 s.h.

312 Expository Writing

The study of and practice in writing expository forms of discourse. Offered biannually. 3 s.h.

313, 314 World Literature

A study of world masterpieces from the Ancient East and West to the twentieth century. Offered biannually. 6 s.h.

315 The Novel

Structural analysis of the novel. Selections follow a chronological arrangement. Offered annually. 3 s.h.

320 Children's Literature

Survey of literature suited to the needs of children. See Education 320. Spring/Summer. 3 s.h.

321 Elizabethan Literature

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

322 Seventeenth Century Literature

Donne through Milton. Offered biannually. 3 s.h.

323 Restoration to 1784

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

325, 326 American Literature

American letters from the Colonial period to the present. See American Studies 325/326. Fall/Spring. 6 s.h.

327 The Romantic Poets

Blake through Byron. Offered biannually. 3 s.h.

328 The Victorians

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

407 Shakespeare

Selected Shakespearean plays studied in relation to the development of Shakespeare's art. See Speech and Drama 407. Offered annually. 3 s.h.

408 Communication Skills

See Business 408. Spring. 3 s.h.

410 Milton

A study of the minor and major poems together with selections from his prose works sufficient to illustrate the personality of the author. Taught at Biscayne College. 3 s.h.

425 Advanced American Studies

Selections from the American Romantics. See American Studies 425. Offered biannually. 3 s.h.

439 Development of the Dramatic Form

The theatre of the western world from the Greeks to Shakespeare. See Speech and Drama 439. Fall of alternate years. 3 s.h.

440 Development of the Dramatic Form

The theatre of the western world from Shakespeare to the twentieth century. See Speech and Drama 440. Spring of alternate years. 3 s.h.

441 Contemporary Theatre

Study of the plays and theatrical practices of our day. 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. Offered biannually. 3 s.h.

460 Modern Literature

Selected works from twentieth century world literature. Offered annually 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 and 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.

491 Comparative Literature

A comparative thematic and structural approach to some Oriental 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.

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

General Home Economics

A major in General Home Economics consists of thirty (30) semester hours of credit in courses distributed over the areas within 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 & Consumer Science courses.

TEACHER EDUCATION PROGRAMS

Secondary Education: To prepare for vocational certification, the following distribution of courses is 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 Nutrition.
- c. Clothing and Textiles (9 s.h.). Credit must be earned in both Clothing and Textiles.
- d. Home Economics Education (6 s.h.). Family and Consumer Science 376 and 476.

Elementary and Special Education: Thirty (30) semester hours of home economics plus education courses required for these specializations. See Education section of catalog.

Requirements for major include Chemistry 105 and 106 (or the equivalent); and Art 105.

Recommended electives: Sociology, Psychology, Economics, Biology and Religious Studies (especially 306, 310, 414).

FASHION MERCHANDISING PROGRAM

The Fashion Merchandising Program is a unique interdisciplinary program designed to prepare professionals for positions in fashion and merchandising. Graduates may enter executive training programs in retail stores or find careers in related areas in fashion and merchandising.

Students who complete the Associate Degree in Fashion and Retail Merchandising from an accredited college are eligible to transfer the credit toward the Bachelor of Science Degree in Fashion Merchan-

dising Program. Students attending a non-accredited college are eligible to take College Level Examination Program (CLEP) examinations and can earn credits up to 30 semester hours. Examinations designed by the Department may earn a maximum of 12 semester hours toward a degree.

Program Requirements include: Art 105; Business 306, 401, 408, 420, 424, 427, 462; Economics 201, 202; English 111, 112, or 312; Family & Consumer Science 216, 315, 318, 322, 374, 458, 484; Mathematics 152; Psychology 370; Speech 104.

COORDINATED DIETETICS PROGRAM

This is a part of the Greater Miami Dietetic Program, an exciting joint venture by Barry College, Florida International University, and hospitals and other health agencies in the Greater Miami area. The program is approved by the American Dietetic Association and permits the student to complete the requirements for membership and for the registration examination (R. D.) of this professional organization in four semesters. No further internship or work experience is necessary.

Upon completion of prerequisite courses, students enter the program in their junior year. A formal application and an interview are required.

Prerequisites: The following Barry College courses or their equivalent:

1. Chemistry — 111, 112, 241
2. Biology — 230 (preferably 325, also)
3. Psychology 281 (preferably 318, also)
4. Sociology — 201
5. Economics — 201
6. Mathematics — 152
7. FCS — 170, 271 (a, b)

Program Requirements: Chemistry 352; Biology 325, 331, 332; Psychology 318; Anthropology 443; Management 420 or 424; Food & Consumer Science 310, 325, 326, 337, 339, 340, 370, 439, 440, 441, 459, 462, 465, 490.

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; opportunity to explore career possibilities. Required of all majors and/or minors. Fall. 1 s.h.

300 Special Topics

Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests. 1-3 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/Summer. 1 s.h. each level.

492 Workshop

Special interest areas developed on the basis of student needs and community requests. 3-6 s.h.

Home and Family**150 Personal and Family Development**

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

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 hrs. laboratory weekly. See Art 268. Fall 2 s.h.

269 Weaving II

Continuation of Family & Consumer 268, with the addition of original projects on the four-harness floor loom, including warping looms. 4 hrs. Prerequisite: Family & Consumer Science 268. See Art 269. Spring. 2 s.h.

345 Resource Management in Families

Seminar focusing on managerial problems faced by families in various socio-economic and cultural settings, at different stages of the life cycle and including those with specific types of handicaps. Emphasis and selected topics will be determined by the group involved in the seminar. Spring. 3-6 s.h., depending on amount of field work.

357 Home Furnishings and Equipment

Factors relating to planning for family housing; selection and care of furnishings; analysis and application of the fundamental principles of art in the home for contemporary living. Fall. 3 s.h.

364 Practicum in the Nursery School

Principles of guidance of young children; components of early childhood educational programs; directed experience in campus nursery school. 1 hr. lecture, 4 hrs. laboratory weekly. Fall/Spring/Summer. 3 s.h.

374 Consumer Economics

Emphasis on the basic principles in the economic and other consumer decisions of the individual. Attention will be given to life styles of consumers as they are influenced by income, occupations and financial planning. New economic, ecological and social-environmental concerns of consumers will be studied as they affect decision-making. Legislation and consumer communication with legislators, producers and retailers will be studied. 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. Fall/Spring. 3 s.h.

400 The Many Lives of Women

The seminar will deal with key points of concern and conflict of women in today's society; woman's role in the family unit; the socialization of children as "housewives" and mothers; career choices; work cycle of women; the perpetuation of unrealistic ideologies in relation to the home, employment, the economy and consumption; roles of women, the potential of women and the need of women for greater human fulfillment. Fall. 3 s.h.

Foods and Nutrition

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; 3 hrs. lecture, 3 hrs. laboratory; four weeks each. Fall. 1 s.h. each course.

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

Essentials of optimum nutrition in health and disease: 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.

310 World Nutrition

Nutrition of various peoples of the world as affected by food habits, social and economic conditions, ecological factors and environmental stresses; future food needs; solution to world food problems. 2 s.h.

325 Orientation to Clinical Dietetics

Legal and ethical considerations necessary for the student dietitian in clinical experiences. Prerequisites: educational and personal qualifications for specialization in dietetics. Fall. 2 s.h. Juniors, majors.

326 Advanced Nutrition

The physio-chemical role of nutrients as related to the needs of individuals at various stages of the life cycle. Prerequisite: FCS 271 (a, b.). Fall, even-numbered years. 3 s.h.

337 Institutional Food Preparation

Application of the principles of cookery to large quantity planning, buying, preparing and serving meals to large groups; some consideration of the management problems of institutions. 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. Half-semester. 3 s.h.

340 Practicum in Diet Therapy

Placement in approved hospitals. Prerequisite: FCS 339. Spring. Half-semester. 3 s.h.

370a, 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 hr. lecture, 3-4 hrs. laboratory weekly; five weeks); b. meal service (3 hrs. lecture weekly, five weeks); c. foods of other cultures (4 hrs. discussion and laboratory weekly; eight weeks, evenings); d. creative foods (1 hr. lecture, 3-4 hrs. laboratory weekly; five weeks). Four short courses. Fall/Spring. 1 s.h. each course.

439 Science of Food

Introduction to the experimental study of food; physical and chemical properties of major types of foods; function of ingredients and effect of treatment on food quality. Fall, odd-numbered years. 3 s.h.

440 Community and Clinical Nutrition

Human nutrition in all stages of the life cycle. Consideration made of the economic, social and physical factors influencing the well, acute and chronically ill person. Use of communication skills in nutrition education and in work with medical professionals. Prerequisite: biochemistry, physiology, microbiology and FCS 326. 3 s.h.

441 Practicum in Community and Clinical Nutrition

Observation of and participation in activities of health and social agencies. Co-requisite FCS 440. 3 s.h.

462 Dietetic Institution Management

Study of institutional management procedures; organization, cost, control, sanitation and safety; physical facilities; planning for change. Half-semester. 3 s.h.

465 Practicum in Dietetic Management

Placement in approved hospital dietary department. Co-requisite: FCS 462. Half-semester. 3 s.h.

489 Advanced Practicum in Dietetics

Extensive work in a clinical setting dealing with various aspects of dietetics. Spring. Seniors. Variable credit.

490 Seminar in Dietetics and Nutrition

Study of current dietetic and nutrition problems and research findings. Spring. Seniors. 4 s.h.

Clothing and Textiles

112 Principles of Clothing I

Basic techniques of clothing construction; application of design elements and principles in clothing. Fall 2 s.h. 1 hr. lecture; 2 hrs. laboratory.

215 Principles of Clothing II

Principles of fitting and pattern alteration as applied to individual garments with emphasis on design quality and construction compatibility. Spring. 3 s.h. 2 hrs. lecture, 3 hrs. laboratory.

216 Family Clothing and the Social Order

An analysis of socio-economic factors influencing individual and group clothing consumption; an appreciation and understanding of the importance of individuality in clothing selection and personal appearance. Fall. 3 s.h.

315 Textiles

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

321 Evolution of Fashion

An analysis of the relationship of fashion to historic, social and economic settings, and its importance in evolution and inspiration of modern dress. Spring. 3 s.h.

348 Tailoring

Development and use of various tailoring methods as applied in selection, fitting, decorative details and completion of tailored garments. Prerequisite: FCS 215 or departmental approval. Fall. 3 s.h.

458 Pattern Design

Creative experience in designing garments through flat pattern design to meet different figure requirements and social needs. Prerequisite: Departmental approval. Spring. 3 s.h.

480 Fashion Industry and Trends

A study of the production of apparel and accessories, and channels of distribution from the manufacturer to the consumer. Opportunities for career in all phases of the industry are investigated. Fall. 3 s.h.

484 Fashion Merchandising Practicum

Off-campus, supervised experience in a cooperative program with department stores. The study of practices and techniques in merchandising fashion goods, including the planning, buying and selling of apparel. Fall. 6-12 s.h. Seniors, majors.

Home Economics Education**376 Principles of Vocational Education**

A study of the underlying principles and characteristics of vocational education including national, state, county and local organization, administration, significant legislation and trends affecting the quality of programs. The relationship of vocational education to the total concept of career education will be analyzed. See Education 376. Fall. 3 s.h.

476 Teaching Home Economics in Secondary Schools

Program development and teaching; learning strategies in the various aspects of home economics and family life education in secondary schools, including a survey of available instructional materials and multi-media. Emphasis will be placed on developing programs for individuals of diversified backgrounds, needs and life styles. Spring. 3 s.h.

477 Basic Home Economics for the Retarded Adolescent

Methodology and curriculum for the educable mentally retarded young adult in preparation for successful family life and occupational experience. Emphasis is on personal and family health, hygiene and safety, social competence, constructive use of leisure time, family relationships, preparation for marriage and parenthood, management and consumption, clothing selection and care, food choice and preparation. See Education 477, 577. 3 s.h.

487 Home Economics 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.

FRENCH

Students completing the requirements may be prepared for positions in diplomatic and consular service, in interpreting and translating, in research, in export-import firms, in foreign sales and travel agencies, in international news service 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.

After acquiring ample reading and writing skills, students may choose to concentrate on the acquisition of further knowledge in all areas of French Studies or in one of the three areas: Language and Literature (LA. and LI.); Language and Thought (LA. and TH.); or Literature and Thought (LI. and TH.).

Counseling and directions are given to students wishing to supplement their work by study abroad for which appropriate credit may be earned.

090, 190 French for Travelers (LA.)

Spoken, everyday French, designed to aid American visitors to French speaking countries. Little or no background in French required. Spring. '74, '76, '78. Credit/non-credit.

101, 102 Basic French (LA.)

An introduction to French as a spoken and written language; practice, in class and in the laboratory, in understanding and using the spoken language; elementary readings drawn from every day life situations and literary sources; recognition of the basic structures of the language and use of them in spoken and written expression. Fall/Spring. 6 s.h.

151 French-English Translation (LA.)

A rapid course designed to prepare students to read in French in their various fields of concentration. Textbooks vary with each student. Alternate years. 8 weeks. 2 s.h.

203, 204 Intermediate French (LA.)

Increased control of the sound system, continued vocabulary building, review of structures; more advanced practice, in class and in the laboratory, in the use of the spoken language; readings plus writing exercises on familiar and cultural topics. Language laboratory hours required. Fall/Spring. 6 s.h.

250, 251 Advanced Conversation and Composition (LA.)

1. Further development of listening and speaking competence.
2. Increased skill in writing accurately and reading with comprehension; (students may declare their choice to concentrate in either 1., or 2., or both); systematic review of grammatical structures through the use of a variety of texts and other media; exploration of the humanities of the French. Fall/Spring. 6 s.h.

300 Special Topics (LA., LI., TH.)

Content to be determined 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 Dynamism of French Literature (LI., TH.)

French thought as seen in highlights of its literature, seeking to understand the human condition, from Proust to Camus. Readings and discussions in English. Fall. 3 s.h.

305, 306 Survey of French Literature (LI., TH.)

A survey of French writings to illustrate the evolution in France of man's consciousness of himself, his environment and his relationships. Readings include works of: Montesquieu, Racine, Moliere, Hugo, Balzac, Rimbaud, Claudel, Proust, Maurice, Anouihl, Butor. 305: Spring '75, '77; 306: Spring '76, '78. 3 s.h.

331 French Classicism (LI., TH.)

The classical and the baroque in French seventeenth century letters. The portrait of man in Descartes, Pascal, La Bruyere, Corneille, Moliere, Racine, Mme. de Lafayette, de Sevigne, La Fontaine. Fall 1975, 77, 79. 3 s.h.

345 The French Lyric (LI., TH.)

Analysis, Vision and Prophecy: Progression of the view of man's greatest concerns through the Romantic, Realistic, Symbolist and Contemporary modes of French poetry. Fall 1974, 76, 78. 3 s.h.

346 The French Novel (LI., TH.)

Reading and discussion/analysis of novels representative of French thought in the genre; concentration on the evolution of man's assessment of his role in life. Spring. 1974-76-78. 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; remediation of pronunciation. Fall. 1975, '77. 3 s.h.

450 French Culture and Civilization (TH.)

The influence of thought in France on: a. art, architecture, music; b. political and social structures; c. literature, philosophy, science. Spring 1975, '77. Three five-week courses. 1 s.h. each.

460 Contemporary French Literature (LI., TH.)

Main currents of thought and choices in literary style among current authors. Fall. 1974, 1976, 1978. 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. 1975, '77, 79. 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.

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.

308 United States Geography

Survey of physical, cultural and economic relationships in the contemporary setting of the United States. Spring. 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; to offer students preparation prior to enrollment in graduate programs; 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 courses include: History 101, 102 and 401. Students seeking secondary certification should add History 476. Students are strongly urged to take History of Florida, especially if they are Florida residents.

Requirements for minors:

1. For minors 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 courses are six (6) semester hours of Political Science (including Political Science 301); 6 s.h. Geography (including Geography 307); 3 s.h. Economics; and 3 s.h. Sociology. The remaining two (2) semester hours may be chosen from any of the Social Sciences. With a History major, the Social Science minor fulfills State of Florida requirements for certification in Social Studies. For non-history majors, at least three (3) semester hours of History should be included.
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. 6 s.h.

209, 210 History of Western Art.

See Art 209, 210.

300 Special Topics

Contents 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.

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 History of Art: Non-Western Traditions

See Art 309. Fall/Spring. 3 s.h.

310 History of Art, Far East

See Art 310. Fall/Spring. 3 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

See Economics 320.

337 Ecclesiastical History

See Religious Studies 337.

340 The Church in the Americas

See Religious Studies 340.

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. 3 s.h.

371 Reconstruction and Global Relationships

A study of 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. 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 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 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 History of American Foreign Policy

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/Spring. Alternate years. 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. Fall/Spring alternate years. 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. 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. 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 1841 to 1870; the second semester covers the years from 1870 to 1914. Fall/Spring alternate years. 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 alternate years. 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. Alternate years. 6 s.h.

471 American Historiography

A survey of the chief writers of the American history, especially since the middle of the nineteenth century; their ideas, schools and influences. 3 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. Spring. 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.

HUMANITIES**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. Spring. 4 s. h.

MATHEMATICS

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 for mathematical principles and facility with mathematical skills; and to prepare students for related fields of science, for teaching mathematics, for advanced study and professions in industry.

Requirements for major: Mathematics 211, 212, 213; 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 452.
2. For any other program of study: Mathematics 471 and a minimum of eighteen (18) semester hours in upper division mathematics courses, selected from Mathematics 310, 311, 316, 317, 332, 352 and 452.

Recommended minors include Accounting, Biology, Chemistry, Economics, Education, Electronic Data Processing, Psychology.

101 General Education Mathematics

Consideration of the nature and application of mathematics for Liberal Arts students; topics selected from algebra, geometry, logic, numeration systems, probability and statistics. Fall. 3 s.h.

111 Pre-Calculus Mathematics

Elementary functions, graphs and applications; algebraic, exponential, logarithmic and trigonometric functions; extension of coordinate geometry. Prerequisite: Algebra I and II; geometry, trigonometry on departmental approval. 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 departmental approval. 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.

300 Special Topics

Contents to be determined each semester by the department as requested by faculty and/or students to fill specified needs or interests. 3 s.h.

314 Differential Equations

Linear differential equations; systems of differential equations; numerical solutions; series solutions. Prerequisite: Mathematics 213. 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. 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. Fall. 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. 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. Fall 1975. 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.

MUSIC

The Music Department recognizes the unique talents of each of its students and designs its programs to challenge the intellectual and artistic capacity of each student and to provide opportunities to achieve individual goals. These opportunities are provided in the atmosphere of the liberal arts college, where the study of music, the humanities and related subjects deepens the student's artistic perception.

The Music Department 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 offer programs to male undergraduates. Incoming Freshmen wishing to major or minor in music are given placement tests in applied music and theory during orientation week.

Applied music majors give a half recital in their junior year and a full recital in their senior year.

Music education majors give a half recital in their senior year. All students are required to attend performance classes and should perform at least twice each semester.

Programs of Study:

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.
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

115, 116 Beginning Piano Lab

Designed for the adult beginner. Taught in classes of four to eight. N.C.

117, 118 Intermediate Piano Lab

Further development of reading and playing skills. Taught in classes of four to eight. N.C.

119 Advanced Piano Lab

Refinement of piano skills. Taught in classes of four to eight. N.C.

120 Beginning Piano Lab

Designed for prospective teachers. Prerequisite for 376 Music in the Elementary School; for students with no previous piano background. 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 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, modals 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. Also arrangement of choral and orchestral works. Fall/Spring. 2-4 s.h.

Music History and Literature**209/210 Survey of Music History and 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 jazz and rock music. Spring. 3 s.h.

303 Opera Workshop

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. Fall '75. 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 '75. 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 Techniques

Elements of playing woodwind instruments. Fall/Spring. 1-2 s.h.

170 Brass Techniques

Elements of playing brass instruments. Fall/Spring. 1-2 s.h. Taught at Miami Dade Community College.

171 String Techniques

Elements of playing string instruments. Fall/Spring. 1-2 s.h. Taught at Miami Dade Community College.

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.

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.

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. 2-4 s.h.

200 Language Diction

Italian, French and German diction. 1-2 s.h.

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 Mixed Chorus

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.

189/389 Madrigal Singers

Small group of singers. Entrance by audition only. 1 s.h.

NURSING

The purpose of the nursing program is to offer the 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 men who seek to prepare for a career in nursing. Male applicants may submit their credentials to the Office of Admissions for consideration.

Admission to the Department of Nursing:

Admission to the College does not guarantee admission to the Department of Nursing. Formal written application must be submitted to the Department Chairman prior to the sophomore year. The faculty of the Department of Nursing reserves the privilege of admitting and retaining only those students who, in its judgment, satisfy the requirements of scholarship, health and personal suitability.

The following are the criteria for admission to the nursing major:

- 1) submission of a formal letter of application indicating a compatibility of personal goals with the goals of the Department and the College;
- 2) completion, with at least passing grades, of Human Anatomy, Microbiology and Biochemistry (with at least a "C" in Human Anatomy);
- 3) submission of a 2.00 (C) average in courses taken in the natural and social science block which may include Human Anatomy, Microbiology, Biochemistry, Psychology, Sociology, Social Science, Nutrition and Growth and Development;
- 4) submission of a 2.00 (C) cumulative grade point average;
- 5) completion of approximately thirty (30) semester hours of course work;
- 6) evidence of a health status acceptable for the practice of nursing and a yearly submission of a report of the examination indicating good mental and physical health of the student.

For any exception to the above policies, permission of the Chairman of the Department of Nursing 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 a "D" or an "F" in Human Anatomy, he/she may not register for clinical nursing courses until he/she passes with a "C."
3. If a student receives a "D" or an "F" in Physiology, he/she may not register for future clinical nursing courses until passing with a "C."
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 courses may be repeated only once and then only with the consent of the instructor(s).

Nursing Program Course Requirements

Nursing Major: (56 s.h.) 201, 277, 377, 378, 359/459, 496. (Nursing 150 is an elective course).

Other courses: (64-66 s.h.) Family & Consumer Science 271, 381; Physics 151; Biology 230, 331, 332; Chemistry 152 (or Chemistry 105, 106); Psychology (3 s.h.); Sociology or Social Science (6 s.h.); Philosophy 453 (and 3 s.h.); Philosophy or Religious Studies (3 s.h.); Speech and English Composition (6 s.h.); electives (12 s.h.)

Beginning in the sophomore year, students are responsible for providing their own transportation to and from all health agencies and other selected experiences such as home visits to patients, parents and families.

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.

150 The Nurse in Society

2 hours discussion, lecture, guest speakers. The focus of this course is the role of the nurse as a professional in American society. Consideration will be given to the historical, present and future perspectives of the nurse in the areas of service, education, research and administration. The role of the nurse will be examined in itself, in relation to the roles of other health professionals and as influenced by and influencing social institutions, politics, religion and economics. Guest speakers will include professional nurses practicing in a variety of settings. Fall/Spring. 2 s.h.

201 Nursing Process

3 hours discussion, seminar, lecture: 15 hours laboratory.

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. Clinical experience is acquired in the college nursing laboratory and a hospital setting. Corequisite: Biology 331, Family and Consumer Science 271. Fall. 8 s.h.

277 Nursing Care of Mothers and Newborns

3 hours discussion, seminar, lecture. 12 hours laboratory.

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. Prerequisite: Nursing 201; Corequisite: Biology 332. Spring. 7 s.h.

377 Nursing Care of Children

3 hours discussion, seminar, lecture. 12 hours laboratory.

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. Prerequisites: Nursing 277, Family and Consumer Science 381. Fall. 7 s.h.

378 Nursing Care of the Adult Patient

3 hours discussion, seminar, lecture. 15 hours laboratory.

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. Prerequisite: Nursing 377. Spring. 8 s.h.

Nursing 464, 481, 492 and 496 are each offered three times during consecutive 10 week terms between September and May.

464 Nursing Care of the Psychiatric Patient

4 hours discussion, seminar, lecture. 16 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 psychopathology of human behavior concurrent with present treatment modalities. Emphasis is placed on current concepts of interpersonal and intrapersonal interaction. Senior status. 7 s.h.

481 Community Health Nursing

4 hours discussion, seminar, lecture. 16 hours laboratory.

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. Corequisite: Nursing 492; Senior status. 7 s.h.

492 Principles of Epidemiology

3 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. Corequisite: Nursing 481; Senior status. 2 s.h.

496 Leadership in Nursing

3 hours discussion, seminar, lecture. 20 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. Senior status. 7 s.h.

359, 459 Independent Study

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval; junior or senior status. Fall/Spring. 3 s.h. each level.

PHILOSOPHY

Philosophy is the way of understanding all reality through human reason alone. To philosophize is to attempt to formulate the ultimate answers to the 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.

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.

292 Ethical Living

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.

300 Special Topics

Content to be determined 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 various arts; principles of art criticism; religious art and symbolism. See Art 313. Fall/Summer. 3 s.h.

314 Transcendental Philosophy

The science of being as being; analogy and unity; substance and accidents; potency and act; the transcendentals; the principles of knowledge, causes of being, the existence of God. Spring of alternate years. 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. Fall. 3 s.h.

355 Philosophy of Politics

See Political Science 355. Fall of alternate years. 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 outstanding philosophers and theologians: Augustine, Aquinas, Hegel, Tillich, Rahner, Moltmann. See Religious Studies 418. 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.

460 Philosophical Classics

An examination of the basic writings of an individual philosopher or of a school of philosophers or of the philosophers of a given age. Fall of alternate years. 3 s.h. each time offered.

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.

PHYSICAL EDUCATION

The wide variety of team and individual activities and skill levels affords each student a choice to suit his needs and desires. The student has the opportunity to develop in 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 register for a grade of satisfactory/unsatisfactory or a traditional letter in any course the department offers.

105 Beginning Activities

Activities offered include archery, ballet, bowling,* canoeing, fencing, figure-improvement, golf,* gymnastics, horsemanship,* judo and self-defense, sailing,* skin and scuba diving,* swimming, synchronized swimming, tennis and water/skiing.* Fall/Spring. 2 s.h. each activity.

106 Intermediate Activities

See Physical Education 105. Prerequisite: Physical Education 105 in the same activity; departmental approval from the chairperson. 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 chairperson. 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 semester, each sport.

307 Orchesis (Performing Dance Group)

See Dance 307. 2-3 s.h.

PHYSICS

The study of physics helps to develop a habit of seeking and recognizing the underlying physical principles in observation of the environment. Offerings in physics are designed to meet the needs of students concentrating in science, mathematics and the allied health areas, and to provide opportunities for liberal arts students to see the world around them with new understanding.

105 Physical Science

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

105a. — The Physics of Sound

Characteristics, production and variations of sound waves. Experience in physical measurements. Fall. 1 s.h.

105b. — The Physics of Light

Light waves and their interaction with matter. Techniques of light measurement. Fall. 1 s.h.

105c. — Introduction to Astronomy

A survey course designed to develop an understanding of relationships within the universe. Emphasis on the solar system. Fall. 1 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. 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. 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. 4 s.h.

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.

100 Introduction to Political Science

An introduction to the principles and concepts of government through analysis of the fundamental processes in political life extending from urban political culture to global issues and emphasizing basic decision-making theory and systems analysis. Fall. 3 s.h.

300 Special Topics

Content to be determined by Department according to the interests and expertise of faculty members and the specific needs and/or interests of the students. 1-3 s.h.

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 History of American Foreign Policy

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/Spring, alternate years. 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 governments of the major European countries. Taught at Biscayne College. 3 s.h.

422 Latin-American Comparative Government

A survey of Latin-American government 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 that 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.

PSYCHOLOGY

At present, a student can pursue a psychology concentration which is offered through the cooperative efforts of Barry and Biscayne Colleges. The psychology concentration requires thirty (30) semester hours, at least twelve hours of which must be taken on the Biscayne campus. The basic courses include: Introduction to Psychology, Experimental Psychology and Behavioral Statistics. The student is permitted wide flexibility in the choice of the remaining elective courses from the various sub-specialties of psychology. A minor in Psychology requires twenty-four (24) semester hours in the discipline.

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

281 Introduction to Psychology

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

300 Special Topics

Content to be determined by the department as requested by faculty and/or students to fulfill specified needs or interests. 2-6 s.h.

318 Psychology of Learning

Prerequisite: Education 253. See Education 318.
Fall/Spring/Summer. 3 s.h.

319 Value Development in Children

See Religious Studies 319. Spring. 3 s.h.

320 Introduction to Psychological Testing

A broad survey of testing instruments in clinical, educational and industrial settings. Spring. 3 s.h.

325 Theories of Personality

An introduction to the theoretical approaches of the major person contemporary psychology with emphasis on four outstanding theoreticians: Sigmund Freud, Erik H. Erikson, Gordon Allport, Abraham Maslow. A general review of Freudianism, Behaviorism and Humanism. 3 s.h.

328 Physiological Psychology

Basic neuroanatomy and neurophysiology; physiological bases of sensation, arousal, motivation, memory and learning. Fall. 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. Fall/Spring. Taught at Biscayne College. 3 s.h.

370 Social Psychology

The study of such topics as cognitive processes, roles, communication and persuasion, aggression and interaction within small and large groups. See Sociology 370. 3 s.h.

413 Psychopathology

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

418 Research Methodology and Statistical Procedures

A sequential course given in two semesters. Exploration of the research process with selection of a problem; methods of data collection, analysis, interpretation and conclusion. A consideration of the procedures of descriptive and inferential statistics and their application to the behavioral sciences. See Education 418. 6 s. h.

422 Human Values and Religious Psychology

See Religious Studies 422. Fall. 3 s.h.

449 Psychology of Adolescence

A thorough study of the contributing elements affecting the teen years, with special emphasis on the problem of adolescent identity. Personal involvement with an adolescent group or project required. See Education 449. 3 s.h.

469 Personality and Mental Health

See Education 469. 3 s.h.

475 Psychology of the Exceptional Child

See Education 475. 3 s.h.

482 Developmental Psychology

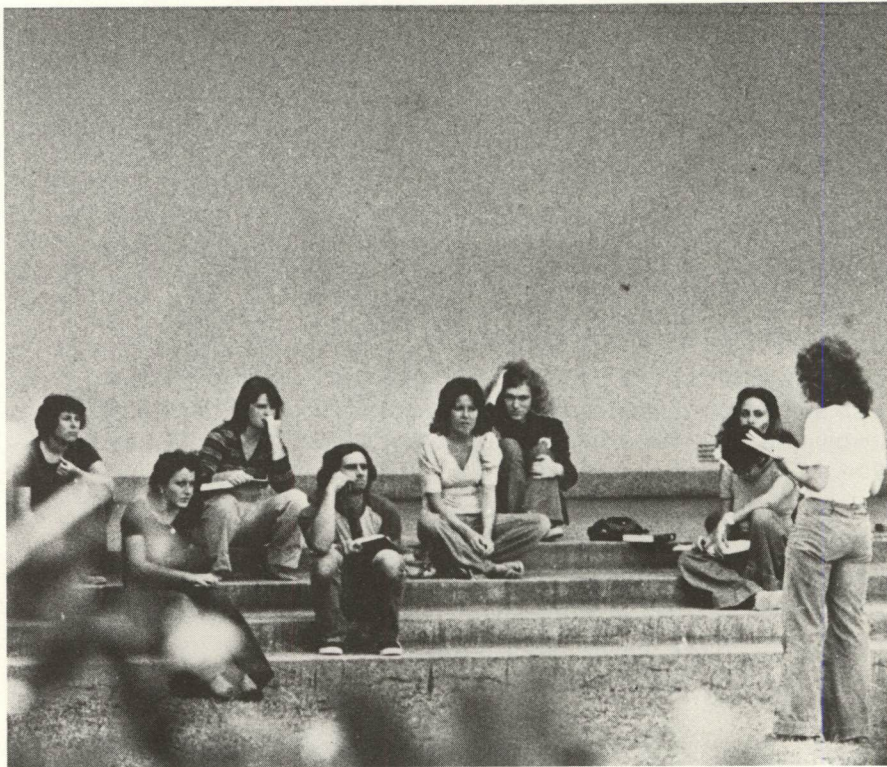
An introduction to the study of the individual from conception to maturity, with emphasis on his mental, physiological and psychological processes at the various stages of development. See Education 482. Spring/Summer. 3 s.h.

485 Personal and Social Factors in Counseling

The positive and negative aspects of personal, psychological, religious and cultural dimensions in the counseling relationship. The nature of the counseling process; goals, values, strengths and weaknesses; assessment, techniques and referral. See Religious Studies 485. Spring. 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.



RELIGIOUS STUDIES

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 the arts and sciences, and thus presents religion as the basic dimension of man's experimental awareness of himself and his world.

A major sequence in Religious Studies consists of the required core courses and a sequence of courses in the area of specialization.

CORE COURSES (Required of all students who desire a major or a minor) 121, 214, 305, 407, 414, 417.

COURSES REQUIRED ACCORDING TO THE AREA OF SPECIALIZATION

- a.) **Biblical Studies:** 215, 245, 306, 423, 440, 487
- b.) **Pastoral Theology:** 301, 337, 416, 418, 433, 487
- c.) **Religious Education:** 122, 319, 340, 422, 476, 487
- d.) **Values Counseling:** 310, 422, 459, 465, 485, 487

Additional courses may be elected from the offerings in Religious Studies or arrangements may be made for an interdisciplinary program within any area of humanities or behavioral sciences. Students who elect the general program in Liberal Arts may follow a concentration in Religious Studies under the direction of the department chairperson. Students in Education may choose a major or minor in Religious Studies. Courses 319 and 476 are required for teachers. Psychology students are encouraged to follow courses in the pastoral program; courses 422 and 485 are required. A minor sequence will include the core courses and electives chosen under the direction of the department chairperson.

121 Man's Experience of God

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

122 Christ in American Culture

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

245 The Spirit of God in the World of Man

The witness of Scripture, theology and history to the presence and action of the Holy Spirit; the Spirit in the life of Jesus and in the early Church; the "new Pentecost" of Vatican II and the current charismatic renewal. Fall. 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. Fall. 3 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. Fall. 3 s.h.

306 Women in Scripture

The physical, psychological, social and historical reality of woman as companion and equal of man in the experience of God and in the service of His people. Spring. 3 s.h.

310 The Social Mission of the Family

The vital role of the Christian family in social, economic and political life. The mystery of human love in marriage as sign and reality of God's saving presence with mankind. Spring. 3 s.h.

319 Value Development in Children

The process of attitude and value formation in children from birth through elementary grades; family influence and environmental factors; sharing of personal and cultural experience. Spring. 3 s.h.

337 Ecclesiastical History

The origin and growth of the Christian Church from the Israelitic concept of the People of Yahweh and the formation of local communities to the universal Catholicity of patristic and medieval times; the post-reformation Tridentine Church and the new ecclesiology since Vatican II. See History 337. Spring. 3 s.h.

340 The Church in the Americas

The development of Christianity in North, Central and South Americas. The growth of the native Church from missionary status through crises of social and political conflict to the present time; religious pluralism in the United States, in Canada and in Latin America. See History 340. Fall. 2-6 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. Spring. 3 s.h.

414 Religious Anthropology

The study of man in the physical, psychological, philosophical 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. Fall. 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; theological development of the doctrine of grace. Fall. 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. Spring. 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 Augustine, Aquinas, Hegel, Tillich, Rahner, Moltmann and Pannenberg. See Philosophy 418. Spring. 3 s.h.

420 Thomistic Thought in Contemporary Context

A study of some of the principal teachings of St. Thomas Aquinas with emphasis on his singular contribution to the development of the theological science; the impact of Thomism on contemporary thought. Fall. 3 s.h.

422 Human Values and Religious Psychology

The psychological aspects of character development and their influence on adolescent and adult religious concepts. Psychic and social factors of self-awareness in the various stages of personal growth. See Psychology 422. Fall. 3 s.h.

423 Revelation and Communication

Scriptural and doctrinal testimony to God's revelatory action; the effect of His self-revealing Word on the development of Scripture, doctrine, liturgy and morality. Spring. 3 s.h.

433 Ecumenical Theology

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

440 The Symbolic Expression of Religion 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 Transcendent. Fall. 1-6 s.h.

453 Bio-Medical Ethics

See Philosophy 453. Spring/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. Fall. 3 s.h.

476 Processes in Religious Education

The study and application of recent educational, psychological and catechetical theory and practice to religious education, from birth through adolescence; catechetical materials in current media of social communication. Fall. 3 s.h.

485 Personal and Social Factors in Counseling

The positive and negative aspects in personal, psychological, religious and cultural dimensions in the counseling relationship. The nature of the counseling process; goals, values, strengths and weaknesses; assessment, techniques and referral. See Psychology 485. Spring. 3 s.h.

487 Seminar

Group research and interchange of ideas on a topic of contemporary significance in the field of Religious Studies. Required of major students. 2-6 s.h.

Courses in the M.A. program are open to Religious Studies majors in their senior year. See the GRADUATE DIVISION CATALOG.

SOCIAL SCIENCE

101 Social Science

An interdisciplinary approach to the study of society, culture and basic institutions. Fall/Spring. 3 s.h.

SOCIOLOGY

Sociology major (33 s.h.): Sociology 201, 409, 418, 422, 423, and eighteen (18) elective hours.

Sociology minor (21 s.h.): Sociology 201, 370, 409 and twelve (12) elective hours.

Students anticipating graduate study in any of the behavioral sciences are strongly urged to select their major and minor within the Sociology Department.

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

An analysis of the various theoretical perspectives on the nature of deviance. Individual research on selected social problems. 3 s.h.

300 Special Topics

Content to be determined by the Department as requested by faculty and/or students to fill specified needs or interests. 2-6 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. Individual research on selected urban problems. 3 s.h.

364 Community Structure

See Social Work 364. 3 s.h.

368 Social Organization

Research and literature on the structure and function of social organizations ranging from societies to small groups. 3 s.h.

370 Social Psychology

The study of such topics as cognitive processes, roles, communication and persuasion, aggression and interaction within small and large groups. See Psychology 370. 3 s.h.

372 Social Stratification

A comparative study of the nature of class structure; emphasis on the United States, with comparative references to India, Great Britain, the Soviet Union and other societies. Theories of class structure; factors determining class membership, differential class behavior and social mobility. 3 s.h.

376 An Introduction to Social Work Methods

See Social Work 376. 3 s.h.

418 Research Methodology and Statistical Procedures

A sequential course given in two semesters. Exploration of the research process with selection of a problem; methods of data collection, analysis, interpretation and conclusion. A consideration of the procedures of descriptive and inferential statistics and their application to the behavioral sciences. 6 s.h.

420 Development of Sociological Thought

Historical survey of the development of sociological theory, from roots in social and political philosophy; Saint-Simon and other precursors of Comte; and emphasis on the classic nineteenth-century writers: Comte, Spencer, Marx, Hegel, Tonnies, de Tocqueville, Durkheim, Weber and others. This course takes the development approximately to the end of the nineteenth century. See Religious Studies 420. 3 s.h.

423 Contemporary Social Theory

Analysis of major theoretical perspectives which currently dominate modern sociological theory: functionalism, conflict theory, interactionist theory and exchange theory. 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 religion as a human institution; the social consequences of religious ideology in the formation of cultural and political patterns. See Religious Studies 465. 3 s.h.

487 Seminar

Intensive Sociological exploration of a particular topic to be determined jointly by students and instructor. 3 s.h.

SOCIAL WORK

The School of Social Work offers a Bachelor of Social Work (BSW) degree. The primary purpose of the BSW program is to prepare students for beginning professional practice in social-service agencies upon graduation. Graduates of the BSW program may be considered eligible for advanced standing in the Master of Social Work (MSW) program at Barry. However, acceptance into the MSW program requires an application to the School of Social Work Admissions Office.

During the Freshman and Sophomore years, an academic advisor is assigned by the Dean of the undergraduate division. The Bachelor of Social Work program coordinator serves as advisor during the Junior and Senior years.

Selection of Social Work Major:

Students interested in selecting social work as a concentration should contact the BSW Coordinator after completing 45 semester hours of course work. Acceptance of a student as a major in social work by the School is based upon the following criteria:

1. G.P.A. of 2.00 for 45 or more credits
2. Completion of application obtained from BSW Coordinator
3. Completion of or enrollment in SW 336
4. Reference letters from adviser and SW 336 instructor
5. Interview with BSW Coordinator

Bachelor of Social Work Candidate:

To enter the required senior level courses a student majoring in social work must be classified as a candidate for the BSW degree. To become a candidate, a social work major should:

1. complete 90 semester hours with a G.P.A. of 2.50;
2. complete SW 336, 364 and 376 with a G.P.A. of 3.0 or above;
3. receive their adviser's recommendation for candidacy; and
4. complete the field instruction placement request form.

Required courses are as follows:

1. Social Work Courses; 336, 364, 376, 401-402, 421, 422, 423, 451, 452, 481, 482, 491, 492 and two (2) semester hours in one of the following: 405, 407, 415, 455, 458.
2. Co-requisites; Psychology 281, 413, 482; Sociology 201, 418; Political Science 301; Economics 201.
3. Recommended areas of study: Biology, Anthropology, and Mathematics.

Graduation Requirements

The college requirement of a comprehensive examination shall be considered met upon the satisfactory completion of Social Work 491-492 (Field Instruction I, II). An unsatisfactory performance (U) in either 491 or 492 shall prevent the candidate from completing the Bachelor of Social Work Program.

Additional Information:

Students wishing additional information on the BSW Program should contact the Coordinator in the School of Social Work.

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 the field of social welfare, and knowledge of contribution of social welfare professions. Prerequisite to all other social welfare courses. See Sociology 336. 3 s.h.

364 Community Structure

This course introduces the student to the organization and operation of social services settings. Outside speakers and field trips are employed in teaching the students about the existence and usage of community resources. See Sociology 336. 3 s.h.

376 An Introduction to Social Work Methods

This course introduces the students 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. See Sociology 336. 3 s.h.

401/501, 402/502 Social Welfare Policy and Services I and II

These two courses, taken during the first and second semesters, focus on policies and services relevant to social welfare as an institution in contemporary society. Development of basic analytic skills and substantive knowledge is aimed toward strengthening the student's commitment to the profession's responsibilities to promote improvement in policies and services, to work toward prevention of social problems, and to contribute to positive social change. 2 credit hours per course.

452/552 Personality Theories and Human Behavior

This course focuses on the study of the physical, social and emotional development of individuals from birth through aging. The major areas of study in each phase of maturation are behaviors and coping

strategies, optimal conditions for growth of the health personality, and the dynamics and influence of interpersonal transactions. 2 credit hours.

451/551 Socio-Cultural Theories and Human Behavior

As a companion course to Personality Development and Human Behavior, this course concentrates on larger social systems such as small groups, formal organizations and cultures and their effect on human behavior. 2 credit hours.

481/581, 482/582 Research I and II

Students are introduced to the nature, purposes and functions of social work research. Students gain experience in designing and implementing a research design and skill in consuming research findings. 2 credit hours per course.

421/521 Social Work Practice I

This course introduces major practice concepts and principles, providing a comprehensive view of social work practice. The processes of problem-solving are examined with reference to values and ethics of the profession and elements common to practice which permit applicability to various system levels. 2 credit hours.

422/522 Casework II

This course involves the study and analysis of methods of helping individuals and families to solve problems of social functioning. Principles of helping and the values and ethics of social work and social casework are examined in depth through the analysis of increasing complex problem situations. 2 credit hours.

423/523 Group Work II

In this course, emphasis is placed on the use of the group as the means and context for change. Content includes the nature of the worker-group relationship, group development, individual and group diagnosis, formulation of interventive strategies and group treatment. 2 credit hours.

Field Instruction

Each semester students are assigned to an experienced field instructor in a human service agency who offers personal supervision of the field experience. The purpose of this experiential learning is to help students integrate theory with practice in order to develop appropriate skill, knowledge, attitude and professional identification. It is designed to provide experiences which afford opportunity to apply and test concepts and theory presented in both class and field situations. Five credit hours per semester.

SPANISH

The Spanish program offers practical basic training in the areas of written and oral composition. Through this medium, a student acquires 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 his/her skills with work related to teaching, diplomatic service, local, national and 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.

Students may choose, after learning to read and write well, to concentrate on the acquisition of further knowledge in all areas of Spanish Studies or in one of the three areas: Language and Literature (La., Li.); Language and Thought (La., Th.); or Literature and Thought (Li., Th.).

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 (La.)

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.

203, 204 Intermediate Spanish (La.)

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 Advanced Spanish (La.)

Primarily for non-native speakers. 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.

300 Special Topics (La., Li., Th.)

Content to be determined 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. 3-9 s.h.

305, 306 Survey of Spanish Literature (Li., Th.)

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

313, 314 Survey of Spanish-American Literature (Li., Th.)

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

370 Hispanic-American Culture (La., Th.)

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

380, 381 Advanced Composition and Language Structure (La.)

Primarily for native speakers. Intensive study of the structure of the Spanish language; techniques of composition. Fall/Spring. 6 s.h.

386 Interdisciplinary Seminar (La., Li., Th.)

An in-depth, interdisciplinary study of cultural selections according to specific needs (Spanish, Philosophy, Music, etc.). It will be offered in English. Fall/Spring. 3-9 s.h.

431 An Introduction to Cervantes (Li., Th.)

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 (Li., Th.)

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 (Li., Th.)

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 (La., Th.)

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 Culture (La., Th.)

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 (Li., Th.)

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

487 Senior Honors (Li., Th.)

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

359, 459 Independent Study (La., Li., Th.)

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



SPEECH AND DRAMA

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 technological 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 theatre.

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 theatre. A minimum of thirty (30) semester hours is required of the student who majors in the department under the direction of the departmental chairperson. 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. 3 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. 2 s.h. each.

185/186, 285/286 Introduction to Theatre Practice

Principles of stage design and construction; theatrical lighting, make-up and 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 Beginning Dance

The course is designed for the student with little or no training in dance; modern, ballet, folk and other forms 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.

300 Special Topics

Content to be determined by the Department as requested by faculty and/or students to fill specified needs or interests. 2-6 s.h.

301 Voice and Diction

Study of voice production; phonetics. 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. 3 s.h.

372 Introduction to Playwriting

Script writing for stage, radio and television. Open to sophomores and juniors with permission of instructor.

380 Film Production

An introduction to the techniques of motion picture production. Participants may undertake some filming assignments. See Art 380. 3 s.h.

381 Film Production II

Further practice in the techniques of film production. See Art 381. 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

See English 407. Spring/Summer. 3 s.h.

411 Speech Correction for Children

See Education 411. Spring/Summer. 3 s.h.

439 Development of the Dramatic Form

The theatre 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 theatre of the western world from Shakespeare to the twentieth century. See English 440. Spring of alternate years. 3 s.h.

441 Contemporary Theatre

Study of the plays and theatrical practices of our day. See English 441. Spring of alternate years. 3 s.h.

442 American Drama

History of American theatre and study of American playwrights and their impact on and reflections of our society. Alternate years. 3 s.h.

455 History of Costume

Analysis of the important periods in costume from the Egyptian period to the present time. 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.

GRADUATE SCHOOL

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.

Programs

Master of Arts Degree

English
Religious Studies

Master of Science Degree

Elementary Education
Elementary or Secondary School Administration
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Reading

FOR FURTHER INFORMATION, write
Dean of the Graduate Division
Barry College
Miami Shores, Florida 33161

BARRY COLLEGE SCHOOL OF SOCIAL WORK

Graduate Education for the Profession of Social Work

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
Director of Admissions
Barry College School of Social Work
Miami Shores, Florida 33161

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*Not teaching during academic year, 1974-1975

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In 1973-74 the full-time students of Barry College came from these areas:

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Alabama	1	Massachusetts	9
California	1	Michigan	13
Colorado	1	New Hampshire	2
Connecticut	2	New Jersey	47
District of Columbia	1	New York	47
Florida	502	Ohio	6
Georgia	5	Pennsylvania	16
Illinois	10	South Carolina	3
Indiana	5	South Dakota	1
Iowa	1	Texas	2
Louisiana	1	Vermont	1
Maine	1	Virginia	1
Maryland	7	Washington	2
		Total	688

U.S. Territories

Canal Zone	2
Puerto Rico	11
Virginia Islands	3
Total	16

Foreign Countries

Argentina	2	Japan	1
Bahamas	9	Lebanon	1
Barbados, W.I.	1	Mexico	2
Dominican Republic	3	Netherland Antilles	1
Ecuador	1	Nicaragua	2
England	1	Panama	5
Guatemala	1	Persia	1
Haiti	1	Peru	5
Honduras	5	Republic of China	1
Jamaica	4	Total	49

BARRY COLLEGE ACADEMIC CALENDAR

1974 — 75

Fall Semester

Sept. 2	Orientation
Sept. 3 & 4	Registration
Sept. 5*	First Class Day
Sept. 10	Last day for late registration and Class Changes
Nov. 27 (noon)	Thanksgiving Holiday begins
Dec. 7	Registration, full-time undergraduate students
Dec. 13	First Day of Exams
Dec. 19	Semester Ends (Commencement Exercises)

1975 — 76*

Sept. 1
Sept. 2 & 3
Sept. 4
Sept. 9

Nov. 26
Dec. 6

Dec. 12
Dec. 18

Spring Semester

Jan. 7 & 8	Registration
Jan. 14	First Class Day
Jan. 17	Last day for late registration and class changes
March 23 — April 6	Spring Vacation
Apr. 7	Classes resume
April 14	Last day to withdraw from classes without penalty
May 2	First day of exams
May 3	Registration for full-time undergraduate students
May 8	Semester ends
May 11	Commencement

Jan. 6 & 7
Jan. 13
Jan. 16

Feb. 28 — March 14
March 15
April 15

May 1
May 2

May 6
May 9

*Tentative dates

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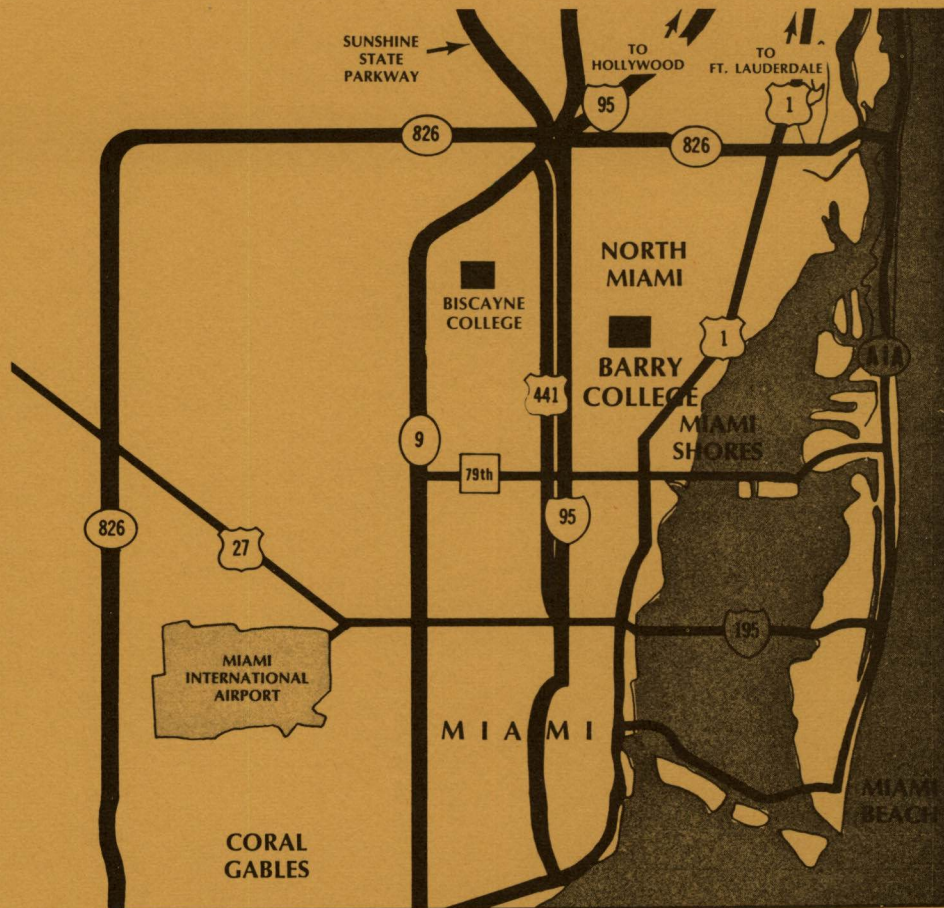
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CAMPUS FACILITIES

BUILDING YEAR BUILT

Cor Jesu Chapel 1940
 Adrian Hall 1940
 Administrative offices; classrooms;
 science laboratories
 Farrell and Kelley Houses 1940
 Residence halls
 La Voie Hall 1940
 Family and Consumer Science depart-
 ment; Faculty lounge
 Weber Hall 1946
 Residence hall
 Fine Arts Quadrangle 1955
 Art, Music, and Speech and Drama
 departments; studios, lecture rooms;
 1,000-seat auditorium; outdoor theatre
 The Villa 1956
 Renovated motel, currently used as a
 residence hall

Thompson Hall 1962

Student union building with a campus
 store, dining hall, snack bar, activities
 room, meeting rooms, U.S. Post Office
 and offices for the graduate school of
 Social Work and for Student Personnel
 Services, Alumni, College and Com-
 munity Relations, and Public Informa-
 tion.

Dalton and Danspaugh Houses . 1962

Residence halls

Monsignor William Barry

Memorial Library Building ... 1968

More than 105,000 items in the collec-
 tion; extensive listening and viewing
 facilities; conference rooms; offices of
 the President and Administration; of-
 fice of the departments of Education
 and English; reading laboratory;
 Graduate school offices

Edwin L. Wiegand Center 1970

Lecture and laboratory facilities for
 major departments; seminar rooms;
 200-seat lecture hall

BARRY COLLEGE

11300 N. E. SECOND AVENUE

MIAMI SHORES, FLORIDA 33161

Non-Profit Organization

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