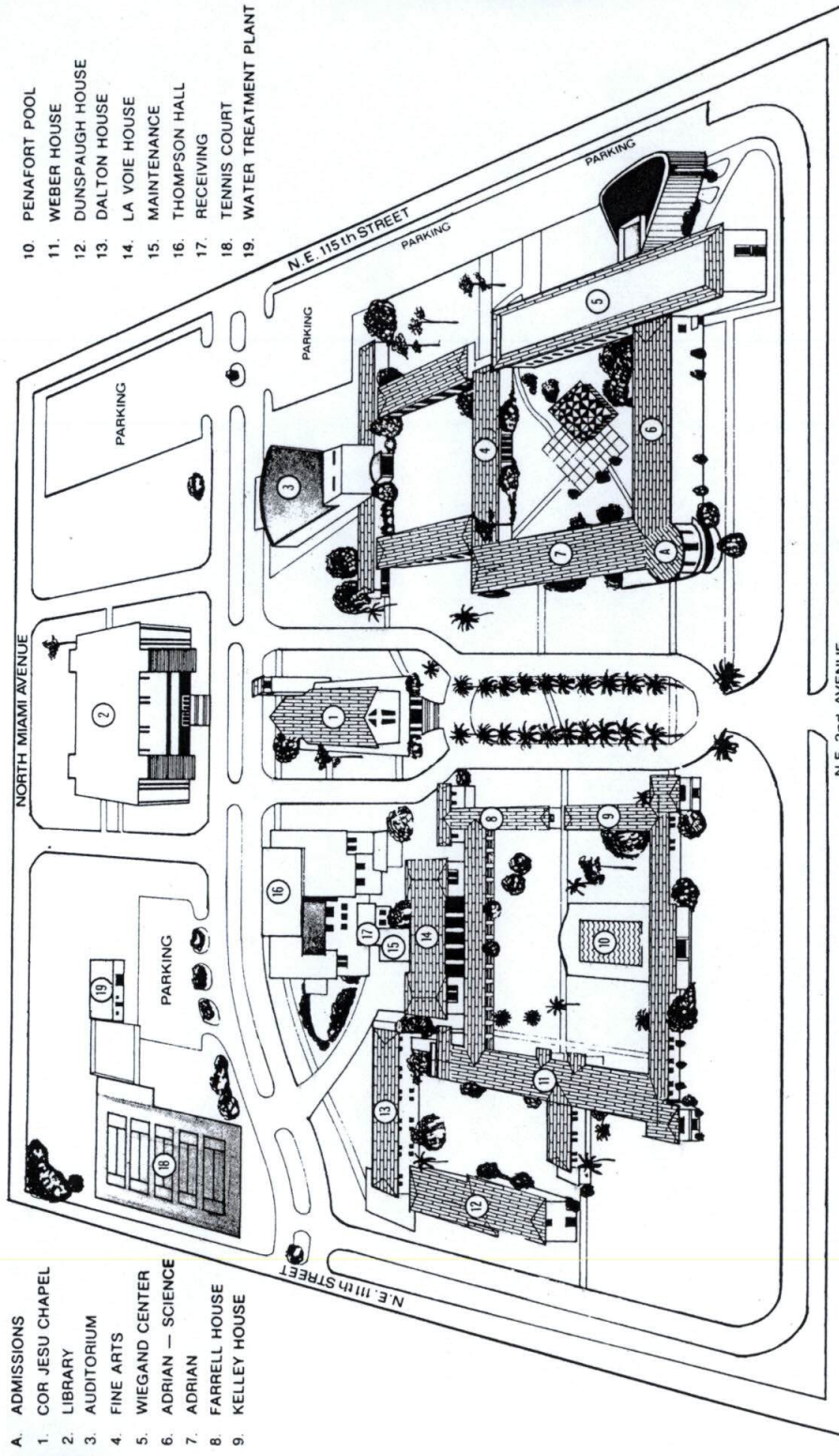


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- A. ADMISSIONS
- 1. COR. JESU CHAPEL
- 2. LIBRARY
- 3. AUDITORIUM
- 4. FINE ARTS
- 5. WEGAND CENTER
- 6. ADRIAN — SCIENCE
- 7. ADRIAN
- 8. FARRELL HOUSE
- 9. KELLEY HOUSE



- 10. PENAFORT POOL
- 11. WEBER HOUSE
- 12. DUNSPAUGH HOUSE
- 13. DALTON HOUSE
- 14. LA VOIE HOUSE
- 15. MAINTENANCE
- 16. THOMPSON HALL
- 17. RECEIVING
- 18. TENNIS COURT
- 19. WATER TREATMENT PLANT

# BARRY COLLEGE

undergraduate catalog  
1976•77

300 Northeast Second Avenue • Miami, Florida 33161 • (305) 758-3392



## ACCREDITATION AND MEMBERSHIP

Barry College is accredited by the Southern Association of Colleges and Schools. The School of Nursing is accredited by the National League for Nursing and is approved by the Florida State Board of Nursing. The School of Education is approved by the Department of Education of the State of Florida as a standard teacher training program, and, because of Florida's reciprocal certification agreement, is in a position to graduate students eligible for teacher certification in most states. The School of Social Work is accredited by the National Council on Social Work Education.

Barry College is in compliance with the Amendments to the Family Education Rights and Privacy Act of 1974.

While this Catalog is a description of the academic programs and regulations as of the date of publication, it is for information only and its provisions do not constitute an offer for a contract which may be accepted by students through enrollment at the College. The College reserves the right to change any provisions, requirements, or fees at any time during the student's period of study. The College further reserves the right to dismiss a student from the College for cause at any time. It also reserves the right to impose probation or suspension on any student whose conduct or achievement is unsatisfactory. When a student is dismissed or suspended for cause, there will be no refund of tuition or fees paid. Neither will there be any refunds in the event the operation of the College is temporarily suspended as a result of any act of God, strike, riot, disruption, or any other reason beyond its control.

The information in this Catalog supersedes all provisions and regulations, including tuition and fees previously published.

Barry College permits no discrimination on the basis of race, creed, color, or national origin. The College is an Equal Opportunity Employer.

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## HISTORY

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 Barry College received active support from Reverend William Barry, pastor of St. Patrick's Church of Miami Beach, and John Thompson, mayor of Miami Shores, Florida. In June, 1940, a forty-acre tract of tropical vegetation located in residential Miami Shores, was transformed into the campus of Barry College.

When the College was formally dedicated in that year, Barry consisted of five buildings, a teaching faculty of fourteen, a curriculum of twenty-six courses, and forty students. Within three years, Barry College had expanded its enrollment three-fold. Today's College community is comprised of approximately 1500 students, served by well over 130 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. The physical plant includes 17 buildings, spread over 40 of the College's 80-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 in 1940, the faculty and administration have combined efforts to develop high quality academic programs so that needs of both the students and the local community would be served. Examples of this development include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology, and Social Work.

Needs of the local community led Barry to open a graduate division in 1954. The Master's Degree is awarded in Education, English, Religious Studies, and Social Work. In the same tradition of serving the Miami community, Barry College initiated a program in Continuing Education in 1974.

Originally founded to meet the needs of young women interested in higher education, Barry College is now fully coeducational, accepting male and female students into all academic programs.

Barry College has had four Adrian Dominican sisters serve as president since its inception: Mother Gerald Barry, 1940-1961; Mother Genevieve Weber, 1961-63; Sister M. Dorothy Browne, 1963-1974; and Sister M. Trinita Flood, 1974 to the present.

## PURPOSE

Barry College is a coeducational 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 experience and the responses to these questions which, in the liberal arts tradition, theology, philosophy, 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, have 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 purpose of Barry College is designed to create an integrated academic society. Barry's community is composed of varied individuals — administrators, 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 personal and social growth.

## HOUSING

The residence houses provide single, double, and triple bedrooms for students. Lounges, kitchenettes, and laundry facilities provide settings to meet the recreational and personal needs of students. Residence houses are under the supervision of the Director of Housing.

Rooms are furnished with a bed, study desk, chair, dresser, and clothes closet. Students furnish linens, 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.

## PSYCHOLOGICAL TESTING SERVICE

A comprehensive testing program is offered to assist students with academic, vocational, or personal problems. The student may be self-referred simply by request, or may be referred by faculty advisors 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 Barry students free of charge, with the exception of a minimal fee for the computerized scoring of the Strong Campbell 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 studies at Barry.

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

Minimal charges are made to part-time Barry students, administrative staff, and their families.

## CAREER DEVELOPMENT AND PLACEMENT

The Career Development and Placement Office is available to assist students in charting their futures, securing career information, writing resumes and pursuing employment opportunities. Candidates for Barry College degrees are urged to file their credentials at least one semester prior to graduation.

## COUNSELING SERVICES

Personal, social, academic, and career counseling is available for all students through the Counseling Office, staffed by a professionally trained counselor. Students should feel free to acquaint themselves with the services offered and be assured that confidentiality will be maintained. The College retains a psychiatrist as a consultant. Students may request an appointment for an evaluation with the psychiatrist through the counselor or campus nurse. When appropriate, referrals are made to outside agencies and/or physicians.

## PEER GROUP COUNSELING PROGRAM

A Peer Group Counseling Program functions to meet the needs of freshmen and transfer students in coping with the stresses and anxieties normally experienced during the early months in a new college environment. The one-semester program uses upperclassmen 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. Group leaders receive three college credits for leading the groups.

## HEALTH

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 part-time psychiatrist are available to all 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 for credit or non-credit in an extensive recreational sports program that includes canoeing, sailing, swimming, tennis, archery, horseback riding, golf, bowling, 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 used for dance, fencing, and gymnastics; professional tennis courts; and archery ranges.

A program of recreational, leisure-time activities is planned for year-round participation.

## STUDENT GOVERNMENT ASSOCIATION

The Student Government Association initiates and co-ordinates student activities and serves as a liaison between the student body and the administration and faculty. 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.

## THEATRE

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, theatre 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 Florida.

## 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 is a Barry College campus honor society open to all undergraduate students, second semester freshmen and above, and requires of its members a 3.00 (B) grade point average and active leadership in service on the Barry campus. Kappa Gamma Pi (National Catholic Women's Honor Society) is open to seniors, and Delta Epsilon Sigma National Scholastic Honor Society is open to juniors and seniors who show a high level of scholastic achievement as well as leadership and service.

Seniors who have a grade point average of at least 3.00 (B) may also be chosen to be listed in *Who's Who among Students in American Colleges and Universities*.

Barry also holds memberships in the following national honor societies: Alpha Mu Gamma (foreign languages); Beta Beta Beta (biology); Phi Alpha Theta (history); Kappa Omicron Phi (home economics); and Psi Chi (psychology).

## CAMPUS ORGANIZATIONS

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

Albertus Magnus Science Club, Alpha Theta (Ushers), Art Students Association, Black Students for Progress, Circle K, Council for Exceptional Children, Federation of Cuban Students, Focus on Education, History Association, Home Economics Association, Metanoia, Psychology Club, Returning Students Association, Samo thrace Club, Santa Rosa Spanish Club, Student Government Association, Student Nurses Association and Student Social Workers Association.



## 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.

## ALUMNI ASSOCIATION

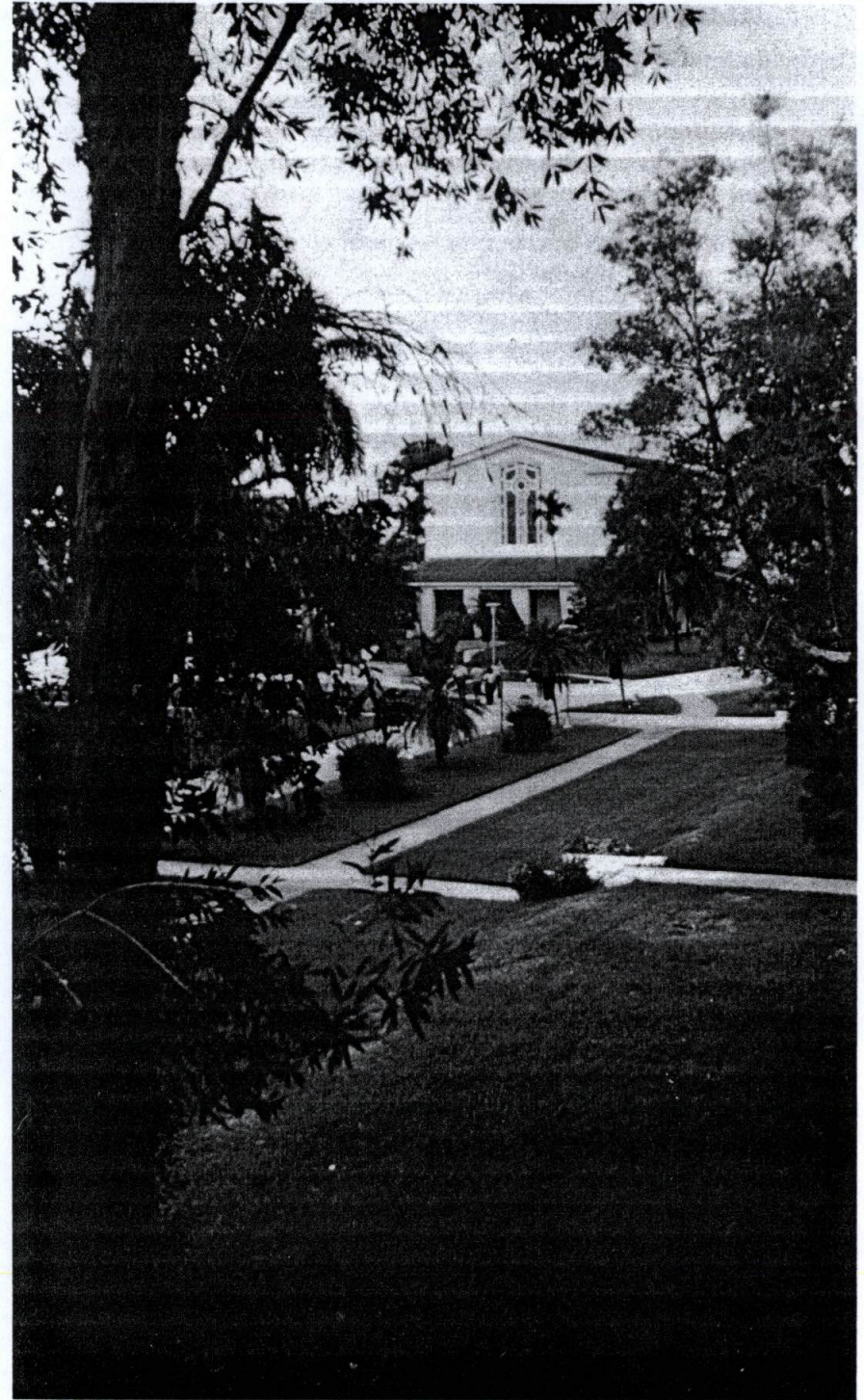
The Barry College Alumni Association maintains an office in Thompson Hall and is a member of the Council for Advancement and Support of Education (CASE). The *Newsletter* and other correspondence provide liaison between the College and the Alumni, keeping the latter up-to-date on plans and policies of 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.

## CAMPUS MINISTRY

Campus Ministry is an apostolate of service to the entire College community. It has a number of distinct but related goals including (1) promoting theological reflection on man's religious nature so that intellectual, moral, and spiritual growth can proceed together; (2) sustaining a Christian community on campus with the pastoral care and liturgical worship it requires; (3) integrating its apostolic ministry with other ministries of the local community and the Archdiocese, and (4) helping the Christian community on campus serve its members and others, including non-students who gravitate toward the College.

Campus Ministry involves far more than the pastoral care given by chaplains to students. It is pastoral, educational, and prophetic, including a complex of efforts to give witness to the Gospel message to all persons within the College community. It is conducted not only by priests and religious, but also by lay faculty and administrators, students, and members of the local community.

Barry College gives high priority to the religious life of its students and faculty. Religious services are offered each day in the COR JESU CHAPEL as well as three times on weekends. Students, faculty, and staff are encouraged to plan, promote, and participate in all aspects of these religious celebrations. A number of special programs are presented by the Campus Ministry team for the benefit of all members of the campus community. Some of the regular activities include the Liturgical Choir, Folk Group, Sacristans, Thanksgiving Charity, Liturgy Teams, Retreats, Metanoia, Buck-A-Month Club, International Day, and Benefit Night.





## ADMISSION REQUIREMENTS AND PROCEDURES

Complete information on undergraduate admissions is contained in the *Viewbook*, published annually by the Admissions Office. Information on graduate admissions is contained in the *Graduate Bulletin* published biennially by Admissions. Applications must be received at least 30 days prior to the beginning of the term for which enrollment is sought. The College has a rolling admissions process, notifying applicants of admission or rejection upon completion of all credentials. Special admission programs include early decision, early entrance, advanced placement, guest enrollment, and unclassified enrollment. Interviews are available upon request.

### Financial Aid

The Financial Aid program at Barry College makes available economic assistance to students who qualify for admission to the College but who are unable to enroll or to continue study because of financial circumstances.

In considering applications for most scholarships and grants, the College utilizes the following criteria: the high school grade point average, SAT or ACT scores, recommendation of principal and/or guidance counselor, and declaration of need.

Need is determined through the utilization of the Parent's Confidential Statement or the Student's Confidential Statement, forms designed to provide a uniform method of analyzing a family's ability to meet the cost of education at a particular college.

Approximately 51 percent of the undergraduate students receive financial assistance from the College. Financial aid is available from federal, state, private, and College sources. Additional information may be obtained by writing to the Financial Aid Director.

### Presidential Scholarships

Barry offers 25 Presidential Scholarships per year to students with high scholastic achievement and excellent recommendations. Students with a 3.00 (B) average and SAT scores of 1200 or above should write to the Dean of Admissions to express interest in the Presidential Scholarship. Financial need is not a requirement for consideration of these scholarships, which may be renewed for up to four years of college work at Barry, provided the recipient maintains an average of 3.00 (B) or above during each semester.

### Junior Achievement Scholarship

To recognize the academic achievement and leadership potential of qualified students participating in the Junior Achievement program, Barry College joins the Miami community in paying tribute to those students by annually presenting a Junior Achievement Scholarship to an incoming freshman student. Junior Achievement Scholarships are awarded to a present participant in the Junior Achievement program who meets the criteria listed for Presidential Scholarship applicants. Junior Achievement Scholarships cover partial tuition expenses and may be renewed for the four full years of college work at Barry College, provided the student maintains an average of 3.00 (B) during each semester of study. The PCS is not required of applicants seeking this scholarship.

### 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 \$1,000 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 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 Assistance Grant Programs.** Student Assistance Grants are awarded for one academic year. The awarding and the amount of a grant are based on financial need. The maximum amount of a grant is \$1,200 per academic year and award is made for less than \$200. For application information, contact the Financial Aid Office.

**Florida Insured Student Loan.** Loans are available through the State of Florida for tuition and registration fees to students who have been legal residents of Florida for twelve months immediately preceding the first day of classes of the term for which application is made. Repayment must begin twelve months after graduation or termination of study as at least a half-time student. Loans are made at an annual interest rate of 7 percent. For application information, contact the Financial Aid Office.

### 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 is 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 needing 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 considerable 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.

### 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.



## EXPENSES

	1976-77
<b>Tuition</b>	
Undergraduate, full-time (per semester) .....	\$1,100
Students attempting more than 18 hours per semester must obtain academic approval from the Dean of the appropriate school. Part-time tuition rates will be charged for credits in excess of 18.	
Undergraduate, part-time (less than 12 credits)	
From 1 to 9 cr., per credit .....	65
10-11 cr., per credit .....	73
Graduate (Schools of Arts and Sciences, Education) per credit .....	75
Graduate, School of Social Work	
Full-time per semester .....	1,200
Part-time, per credit .....	85
Credit by examination:	
A charge will be made for one-third of the tuition normally charged at a part-time per credit rate for the number of credits earned by examination.	
Audit courses: The regular part-time rates will apply.	
Non-credit graduate and undergraduate courses: The regular part-time rates will apply.	
<b>Room and Board</b>	
Double non-air-conditioned room .....	\$ 600
Private non-air-conditioned room .....	650
Double air-conditioned room .....	700
Private air-conditioned room .....	725
<b>Fees</b>	
Application fee, payable once .....	\$ 15
Registration fee, payable per semester .....	10
Late registration fee .....	10
Evaluation of credits (for transfer or graduate students) .....	5
Graduation fee .....	25
Parking permit, valid for one year .....	5
Transcript of credit .....	2
(for each official or student copy after the first)	
Hospitalization insurance, per year (approx.) .....	65
(required of all full-time students not covered by personal or family hospital insurance)	
Room damage deposit .....	50

### Special Course Fees

Certain courses offered in the Barry College curriculum require additional fees for the use of materials, equipment, laboratory, physical education activities, etc.

No student may receive a transcript of credits or final grade report until all accounts have been settled.

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

### Total Withdrawal from the College

Students who register but do not attend classes, or who withdraw after attending classes for any reason, will not receive a refund unless they withdraw officially through the Office of the Dean of their respective schools (Arts & Sciences, Education, Nursing, Social Work). The notice of withdrawal must be given in writing to the appropriate Dean's office. The effective date of withdrawal will be the date on which the notice is received by the respective Dean, and the percentage of refund will be determined by that date.

### 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.

### Withdrawal from Individual Courses

Students who drop individual courses(s) after the period of schedule adjustment and are still enrolled in the College are *not* entitled to any refund.

Summer School refunds: if the student leaves within the first week, 60% on tuition and room and board will be refunded; within the second week, 20%. After the second week, no refund will be made.

Special course fees are not refundable.

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

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



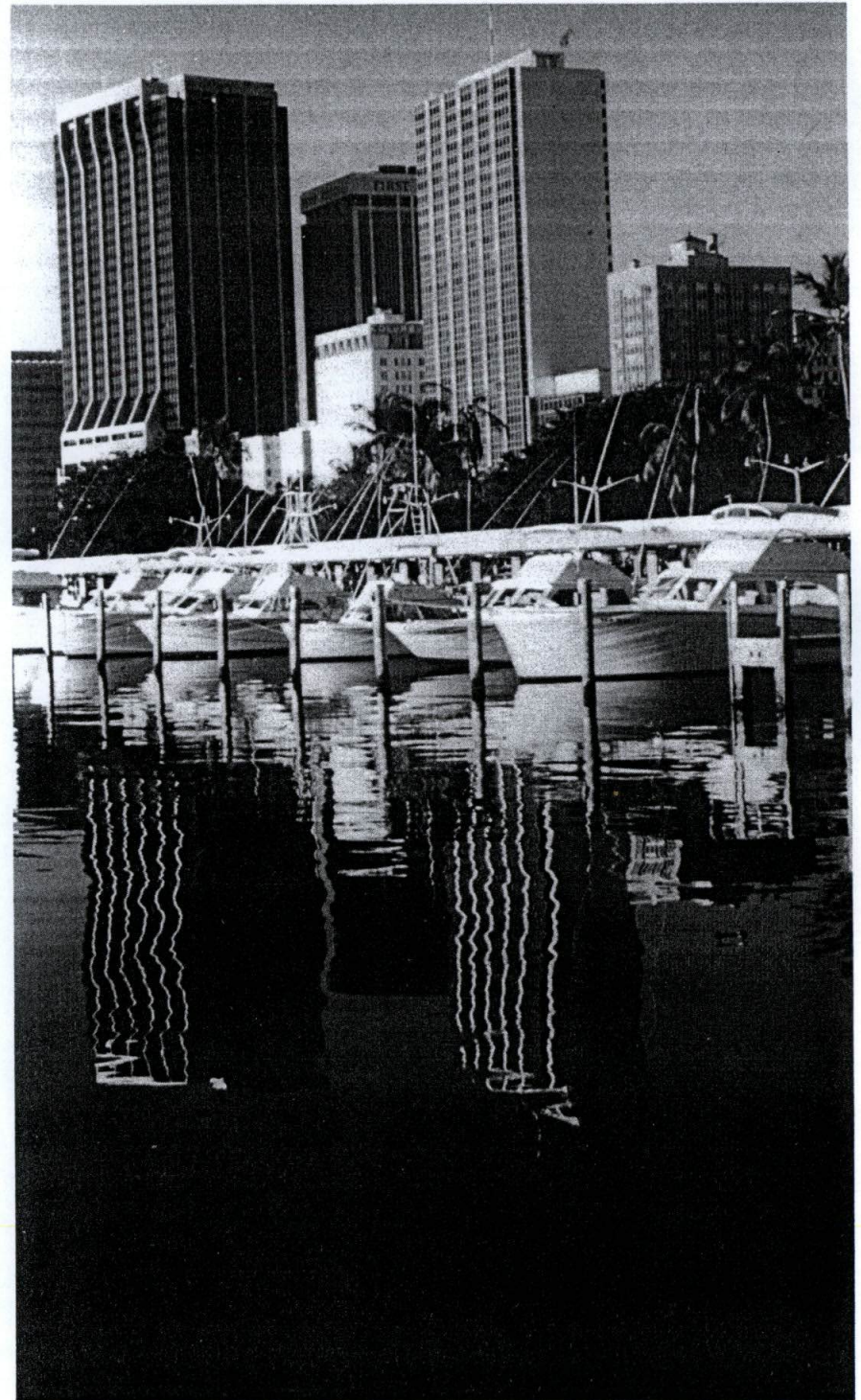
### **Discount Policy**

**Teacher Discount:** Any full-time Florida teacher presenting a signed contract for the academic year, or a letter from her/his principal at the time of registration, is entitled to a 20% discount on tuition, unless tuition is paid through some type of grant or subsidy. This discount is scheduled to increase to 30% for the academic year 1976-77.

**Religious Discount:** Representatives of a religious order are entitled to a 20% discount on tuition.

### **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 plans sponsored by several corporations which make it possible for parents or students to arrange monthly payments for tuition and fees. Information on these plans may be obtained from the Controller's Office. Students from foreign countries are requested to make payments by money order or check payable through a United States bank.





## THE ACADEMIC PROGRAM

In its undergraduate programs the College offers the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Social Work (B.S.W.). The organization of schools and departments is outlined below.

School or Department	Degrees Offered	Majors Available	Continuing Education	School of Education	School of Nursing	School of Social Work
School of Arts & Sciences	BA	Liberal Studies				
Administration & Management	BS	Accounting, Business Administration, Business Education, Marketing/Management, Office Administration				
Biology	BS	Biology (including Pre-Med, Pre-Dent, Pre-Vet) Medical Technology				
English	BA	English				
Family & Consumer Science	BS	Dietetics, Fashion Merchandising, General Home Economics, Vocational Home Economics Education				
Fine Arts	BFA, BA	Art, Music, Theatre				
Foreign Language	BA	French, Spanish				
Mathematics	BS	Mathematics				
Philosophy	—	—				
Physical Education	—	—				
Physical Sciences	BS	Chemistry				
Religious Studies	BA	Religious Studies				
Social Sciences	BA, BS	History, Psychology, Sociology				

Additional courses are offered in the following areas of study:

1. American Studies
2. Anthropology
3. Dance
4. Economics
5. Humanities
6. Philosophy
7. Physical Education
8. Physics
9. Political Science
10. Secondary Teacher Certification



## REQUIREMENTS FOR GRADUATION

### General Requirements

While Barry College provides academic counseling to its students, the responsibility for planning the student's program rests with the student, who is expected to become familiar with the requirements of the College, of the School in which he is enrolled, and of the major discipline. The requirements which *all* students must meet are:

- (1) Satisfactory completion of a minimum of 120 credits with a cumulative average of 2.00 (C). Of the total a minimum of 48 credits must be in courses numbered above 299. The last 30 credits of degree work must be completed on campus.
- (2) Satisfactory completion of at least 30 credits of distributed course work as described below:
  - 9 cr. in Religious Studies and/or Philosophy.
  - 6 cr. in Communication Arts (oral or written communication).
  - 15 cr. in two of the divisions of Liberal Studies (Humanities, Natural Sciences, or Social Sciences) outside the major area(s), with a minimum of six (6) credits in each of the two fields.

Humanities: Art, Dance, English, French, Music, Philosophy  
Religious Studies, Spanish, Theatre

Natural Sciences: Biology, Chemistry, Mathematics, Physics

Social Sciences: Anthropology, Economics, Geography, History,  
Political Science, Psychology, Sociology

- (3) Satisfactory completion of an integrative experience in the student's major field(s) during the semester immediately preceding graduation. Students planning to attend graduate school may submit GRE scores to fulfill this requirement. Other examples of integrative experiences are written or oral comprehensive exams, internships, and field work.
- (4) Completion of an application for graduation and for comprehensive examinations during the registration period of the semester in which the student expects to graduate.

### Majors

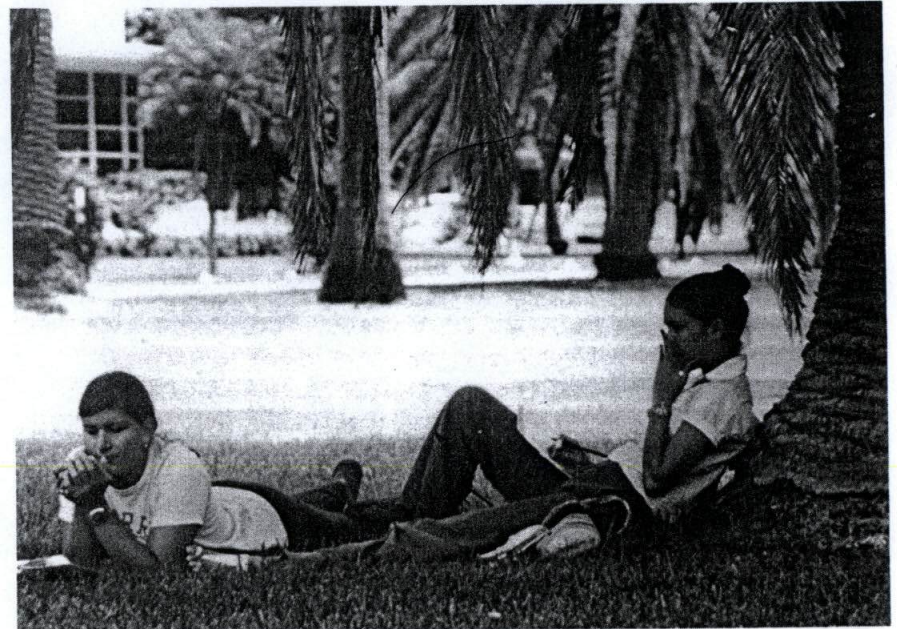
Specific requirements are given in the introductions of each School and Department which offers majors. If a student chooses to specialize, two options are available:

- (1) Single Major (40-60 credits)
- (2) Double Concentration
  - (a) A major (30-40 credits)
  - (b) A minor (20-30 credits)

Electives in the area(s) of concentration beyond the maximum number will not fulfill the 120 credits required for graduation.

If a student chooses not to specialize, the following options are available:

- (1) Liberal Arts Program (B.A.)
  - a) A maximum of twenty (20) credits may be chosen from each of three or more subject areas within the humanities, social sciences, and natural sciences. Of the total number, a minimum of eighteen (18) credits must be taken in upper biennium courses.
  - b) A maximum of thirty (30) credits may be chosen from the other Departments and Schools of the College.
- (2) Professional and Liberal Studies Program (B.S.) From 30-60 credits in some specific area of professional study approved by the Director of Continuing Education. Typically the professional study has been completed before admission to Barry.





## ACADEMIC REGULATIONS

### Status

A student's status is determined by the number of credit hours earned and the grade point average. Students are classified as follows:

Sophomore — 30 credits earned

Junior — 60 credits and 2.00 (C) average

Senior — 90 credits, 2.00 average, and completion of all lower division requirements.

### Calendar

The fall semester begins in late August and terminates in mid-December; the spring semester begins in mid-January and closes early May. The summer term usually ends the last week in July. Commencement exercises are held only in December and May.

### Class Load

The recommended academic load is 15-17 credits during a regular semester and 6 credits during a summer session. To attempt more than 18 or 6 credits, respectively, requires the recommendation of the faculty advisor, written approval of the appropriate Dean, and a 3.00 (B) average.

### Advisors

Upon admission, each degree-seeking student is assigned a faculty advisor. The student and advisor meet periodically to plan the student's program and evaluate progress. Each semester the registration card with the choice of courses must be approved and signed by the faculty advisor. The School Deans 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

Continuing Education students may receive up to 60 cr. through Credit by Examination. The Schools of Arts and Sciences, Education, and Nursing will accept 42 cr. (30 CLEP; 12 by Departmental Examination). Only an "S" grade is used when the credit is given through examination. CLEP scores must be at the 50th percentile or above for credit to be granted. If a Subject Examination is to be taken as part of the major

or minor sequence, departmental approval must be obtained. CLEP credit cannot duplicate course credit earned or vice versa. Credit by CLEP must be earned before the completion of 60 credits.

### Independent Study

Opportunities for independent research are available in various departments. The student must have plans for the research project approved by the academic advisor and the department chairperson. A student 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.





### Undergraduate Grading System

Barry's undergraduate grading system, based on class work and examinations, follows:

Superior achievement ... A	4.00 honor points per credit
Above average ..... B	3.00 honor points per credit
Average ..... C	2.00 honor points per credit
Below average ..... D	1.00 honor points per credit
Failure ..... F	No honor points
Satisfactory ..... S	Credit awarded for achievement at or above the "C" level; no honor points; not computed in GPA
Unsatisfactory ..... U	No Credit awarded; achievement below "C" level; not computed in GPA.
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 withdraw from a course prior to mid-term.
Withdrew Failing ..... WF	Granted to students who withdraw from a class while doing <i>failing</i> work and/or who withdraw after mid-term but at least three weeks prior to final examinations.
Withdrew ..... W	Granted to students who officially withdraw within the first three weeks of a regular semester or within the first week of summer session. If a student officially withdraws within the last three weeks prior to final examinations of a regular semester and within the last 8 days of the summer session, a grade penalty is earned. Grade penalty means an "F" grade and the credits are computed in the grade point average.

### Satisfactory/Unsatisfactory Option

Since Barry College wishes the student to receive as broad an education as possible, a policy has been established that the students may elect a "satisfactory/unsatisfactory" option in lieu of the traditional grade. The student may select one course per semester, in addition to Physical Education courses, subject to the usual maximum load limitations, for which the official record of performance shall indicate only whether or not course requirements are completed satisfactorily. 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) credits, in addition to physical education courses, may be taken under the S/U option. Credits are awarded for a grade of "satisfactory" (S); however, these hours are not included in calculating the student's grade point average. An "S" grade indicates that the student has achieved at or above "C" level in the course. Credits are not calculated should an "unsatisfactory" (U) grade be earned. The "U" grade, satisfactory, indicates that the student's work was below average (D,F). Credits earned under this option are applicable to the number of credits needed to fulfill degree requirements.

### Academic Warning

Academic Warning applies to any student whose semester grade point average is less than 2.00 and greater than 1.50 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 semester grade point average is less than 1.50 even though the cumulative average is greater than 2.00; if the cumulative grade point average is less than 2.00 (C). 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 credits without permission from the appropriate School 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; and those who received more than 3 F's in two consecutive semesters. Students who have been suspended for academic reasons may petition the appropriate School Dean for re-admission after one semester has elapsed.

### **Off-Campus Enrollment**

Barry College students who wish to take courses at another college or university for the purpose of transferring the credits back to Barry must obtain prior written approval from the appropriate School Dean. Students who have attained junior status may not transfer credits from a community or a junior college. Once a student is enrolled as a degree-seeking student at Barry, no more than six (6) credits may be transferred toward a Barry degree. Courses taken through consortia are resident credits and are not counted as transfer credits.

### **Withdrawal**

Permission to withdraw from the College must be authorized by the appropriate School 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 Advisor and the Registrar.

### **Repeat Courses**

With prior written authorization from the appropriate Advisor/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 rests with the individual student for loss of credit because a course has been repeated and the student has not followed the conditions set forth above.

### **Grievance and Appeals**

Students who have academic grievances are to follow the normal chain of command in seeking resolution of disagreements. For example, students having problems with faculty members must meet personally with the faculty member concerned. If agreement is not arrived at, the next person to see must be the appropriate Chairperson (in the School of Arts & Sciences) or the Dean in the Schools of Education, Nursing, and Social Work. In the School of Arts & Sciences, a student may file grievance with the Dean only after having met with the Department Chairperson. Failing resolution with the appropriate Dean, a student may file a final written appeal with the Vice President for Academic Affairs. It should be noted that letter grades (A, B, C, D, F) are the sole province of the course instructor and cannot be changed to another letter grade by any administrator.

### **Grade Reports**

Grade reports are issued at the end of each term. Any error in designation or omission of course should be reported to the Registrar within two weeks of receipt.

### **Dean's List**

To be eligible for the Dean's List, students must have achieved a grade point average of 3.50 as a full-time student during the semester, with no incomplete grades or grade lower than a C.

### **Honors**

In order to qualify for graduation with distinction, a student must have taken a minimum of 56 credit hours at Barry and have maintained a grade point average of 3.50 or above.

For distinction *cum laude*, a grade point average of 3.50 is required; for *magna cum laude*, 3.75; and for *summa cum laude*, 3.90.



### **Studies Abroad**

Recognizing the value of educational experiences in other cultures, 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. 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 an academic advisor and the Director of Studies Abroad Program prior to the semester(s) abroad.

### **ROTC**

Barry College students may enroll in ROTC courses through cross-registration with the University of Miami. Eligibility for registration is determined by the ROTC department at the University, in accordance with appropriate Armed Service Regulations. Academic credit is awarded by Barry although an administrative fee may be charged by the ROTC department at the University of Miami. Uniforms, textbooks, and equipment essential to the ROTC program are furnished by the U.S. government.

### **Marine Officer Programs**

Qualified students may apply for an officer program leading to a commission as Second Lieutenant in the United States Marine Corps. Commissions are offered in both ground and aviation components. The Platoon Leaders Course (PLC) is offered to freshmen, sophomores, and juniors who attend precommissioning training during the summer. Financial Assistance and Flight Indoctrination Programs are available. Qualified seniors attend twelve weeks of training in the Officer Candidate Course (OCC) after graduation.

### **Consortia**

In 1962, Biscayne College was founded by the Augustinian Fathers on a site of eight miles northwest of Barry College. Currently, Barry College and Biscayne College cooperate in a variety of programs and activities which enable students of both institutions to share in a broader and more meaningful educational experience. 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. Classroom, chapel, and library facilities may be shared by students within the consortium arrangement. Both Colleges also provide regularly scheduled bus

transportation between the campuses. Barry and Biscayne coordinate academic calendars to insure students maximum opportunities for exchange.

Barry College and Embry-Riddle Aeronautical University jointly sponsor the Miami Education Consortium (MEC), affording adults residing in the Miami area an opportunity to complete college degree requirements while employed full time. All MEC academic courses are conducted on the Barry campus, and full residence credit is granted for courses offered. All MEC courses are applicable to any degree at Barry College or Embry-Riddle.

### **Campus Interchange Program**

Barry College is part of a campus-interchange program involving four full-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. 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.

### **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 Liberal Studies Program, Humanities, and Women's Studies.

### **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.

### **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. See section on Guest Students for further information.



## SCHOOL OF ARTS AND SCIENCES

Andre Cote, Ph.D.  
Dean

The School of Arts and Sciences is rooted in the very origins of Barry College and in the proven tradition of the liberal arts. Through its enrollment and diversity of programs, it remains the largest School at Barry College. In its very structure the School of Arts and Sciences embodies the diversity, complexity, and interrelatedness of the learning process itself.

### ADMINISTRATION AND MANAGEMENT

A major consists of 30-40 credits in courses distributed throughout the program, with a minor in another discipline. If no minor is desired, the student may earn from 40-60 credits in Administration and Management, or a second major. The minor may be in one of the areas of Administration and Management or in Economics.

A student may pursue a major in any of the following areas: Accounting, Business Administration, Business Education, Marketing Management, or Office Administration.

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

#### Accounting

Requirements for major: (40 cr.) Business 200, 305, 326, 335, 336, 339, 361, 362, 371, 426, 435, 437, and one elective. Corequisites: Economics 201, 202, 316, 454, 466. English 408. At the present time all Accounting courses are taught on the Biscayne College campus except Business 200.

#### Business Administration

Requirements for a major: (36 cr.) Business 181, 200, 305, 306, 341, 343, 371, and five electives in management area. Corequisites: Economics 201, 202, and elective. English 408 and Mathematics 152. Requirements for a minor: (21 cr.) Business 200, 305, 306, 339, 427, 6 cr. of electives in management. Corequisites: Economics 201.

#### Business Education

Requirements for major: (37 cr.) Business 114, 120, 181, 200, 305, 339, 341, 342, 343, 476 and two electives. Corequisite: Economics 201, 202, English 408. Certification Requirements: (24 cr.) Education 253, 318, 453, 463, 468, and 499.

#### Economics

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

#### Marketing Management

Requirements for a major: (36 cr.) Business 181, 200, 305, 306, 339, 371, 423, 427, and four electives in Marketing/Management. Corequisites: Economics 201, 202 and elective. Mathematics 152. Requirements for a minor: (21 cr.) Business 200, 305, 306, 423, 427, and two electives. Economics 201. Mathematics 152.

#### Office Administration

Requirements for major: (44 cr.) Business 114, 120, 159, 181, 200, 305, 339, 341, 342, 343, 371, and choice of electives (204, 301, 302, 462). Corequisites: Economics 201, 202, elective. English 408. Requirements for a minor: (22 cr.) Business 114, 120, 305, 341, 342, 343, plus one elective. Corequisite: Economics 201.

### COURSE DESCRIPTIONS

#### 101 Beginning Shorthand (4)

Principles and theory of Gregg Shorthand along with the introduction of new-matter dictation and pre-transcription training.

#### 103 Beginning Typewriting (3)

Mastery of the keyboard and speed development; emphasis on the arrangement of business letters, tabulated materials, and manuscript typing.

#### 114 Advanced Shorthand (4)

A continuation of 101. Emphasis on developing speed in taking dictation in shorthand and transcription procedures. Prerequisites: Business 101, 103 (or equivalent). In addition to classwork, at least two hours of laboratory work are required each week.

#### 120 Intermediate Typewriting (3)

Further development of speed; instruction in specialized typewriting problems to develop high-level competency.

#### 123 Production (3)

Advanced course in typewriting, involving clerical procedures, problems, and high-level competency.

#### 181 Concepts of Business Behavior (1-3)

For non-business majors and for freshmen within the field. The principles of business behavior, covering issues in the business-society relationship, including past history, world events, economic issues, and future expectations.

Module a. Business and Its Major Social Areas of Relationship.

Module b. Finance and the Consumer.

Module c. Political Role of Business in Public Affairs.



**200 Basic 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.

**(4)****204 Machine Transcription**

Individually-paced program constructed to encourage total integration of those skills required by the word processor: word usage, punctuation, grammar, and vocabulary; culminating with a mini-simulation requiring the application of all transcription skills. Prerequisites: Business 103, 120 (or equivalent).

**(3)****300 Special Topics**

Contents specified by the Department according to the expertise of faculty and the specific needs and/or interests of the students.

**(3)****301 Speed Building**

Development of advanced speeds with sound skill-building procedures. Prerequisites: Business 101, 114, or three semesters of high school shorthand, or equivalent. In addition to classwork, at least two hours of laboratory work are required each week.

**(3)****302 Transcription**

Emphasizes superior skill in the typewritten transcription of business letters and other office communications. A fusion of shorthand, typewriting, English grammar, and related skills. Prerequisites: Business 101, 103, 114, 120 (or equivalents).

**(3)****305 Principles of Management**

Theory and practice of management with emphasis on the major concepts and issues involved in the art and science of managing modern organizations. Topics such as organization theory and behavior, communications, decision-making, and executive leadership. Case discussions, problem solving, research on organizations and what makes them function effectively.

**(3)****306 Principles of Marketing**

Marketing as a system for the satisfaction of human wants and a catalyst of business activity as seen through the eyes of management. Analysis of 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 effects of government regulations.

**(3)****326 Quantitative Analysis for Decision-Making**

Application of mathematics and statistical techniques to business decision problems. Prerequisite: Mathematics 151, 152. Presently taught at Biscayne College.

**(3)****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.

**(3)****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. Prerequisites: Business 200, 335.

**(3)****339 Business Law I**

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.

**(3)****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.

**(3)****341 Executive Secretarial Training I**

Designed for students preparing for professional office work as administrative assistants and/or business teachers. Includes a study of the functions of the office, office environment, management principles, and office organization.

**(3)****342 Executive Secretarial Training II**

Designed to develop management potential; emphasis on the practicum approach, with challenging simulations requiring direct involvement in high-level, long-range assignments patterned on current business problems. Concentration on analysis, research, decision-making, creative thinking, and implementation. Prerequisite: Business 341.

**(3)****343 Business Machines**

Working knowledge of the basic mathematical operations that apply to business functions on electronic display and printout calculators, ten-key adding machines, thermofax, machine transcription, addressograph, stencil and liquid duplicators, key punch, and automatic typewriter.

**(3)****361 Cost 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. Prerequisites: Business 200, 305.

**(3)**



**362 Federal Income Tax****(3)**

Federal income tax fundamentals under the Internal Revenue Code; taxable income determination; withholding and tax accounting rules. Prerequisite: Business 200.

**371 Social and Ethical Issues in Business****(3)**

Interdisciplinary approach to the fundamental ethical concepts and theories pertinent to American business trends. Focus 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. Study of the socio-economic ethical behavior in today's society.

**400 Management Information Systems****(3)**

Principles of business systems design; information systems; business machines and computer information systems. Prerequisites: Business 200, 305.

**401 Advertising****(3)**

Advertising in its social, economic and management contexts. Advertising research, preparing the advertising campaign, appropriations and selection of media; layout, copy, and printing/engraving methods.

**402 Marketing Problems****(3)**

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. Brand policy, cost control, and legislation affecting marketing. Prerequisite: Business 306.

**406 Marketing Research****(3)**

Functions of research in managerial decision-making. 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. Prerequisite: Business 306.

**407 Marketing Management****(3)**

Applications 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: Business 306.

**408 Communication Skills I****(3)**

Development of a communication competence relevant to management and an analysis of and training in writing, speaking, listening, and reading skills. See English 408.

**409 Organizational Communication****(3)**

Importance of communication in the organizational environment; development of proficiency through use of advance study materials; designed plan for achieving more skill in linguistic-mechanics; interrelationship of communications and management using systems and behavioral science approach in technical reporting. For business and professional students needing practice in organizing and reporting factual materials.

**419 Financial Management****(3)**

Finance and financial management as a function of business enterprises, sources of funds, financing by equity and credit, securities marketing, inter-firm loans, public regulations by governmental and non-governmental agencies. Prerequisites: Business 200, 305.

**420 Managerial Psychology****(3)**

Application of psychological principles and methods to selection, placement, training, supervision, evaluation, and motivation of personnel; worker and manager efficiency. See Psychology 420.

**423 Sales Management****(3)**

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: Business 305, 306.

**424 Personnel Management****(3)**

Survey of field and 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. Recruitment, interviewing, testing, job analysis, merit-rating plans, remuneration, union-management relations, and service programs. See Psychology 424.

**425 Production Management****(3)**

Factors underlying management decisions and practices encountered in the production function, analysis of facilities, product development, production planning, organization, and control. Prerequisites: Business 200, 305.



**426 Business Policy Seminar**

Thorough discussion of relationships between marketing environments, buyer behavior, price and channel strategy, product strategy and marketing in multinational operations. Senior course requiring approval of department chairman.

**(3)****427 Retail Merchandising**

Modern methods used successfully by retail to time, place, quantities, and price. 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. Locating sources of supply, negotiating, receiving, and pricing. Prerequisite: Business 306.

**(3)****434 Special Projects**

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)****435 Advanced Accounting**

Equity accounting for partnerships; accounting for business expansion; branch accounting, mergers and consolidations, consolidated statements; fiduciary, fund and social accounting.

**(3)****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)****443 Internship**

On-the-job experience in one of the major areas. An evaluation is submitted by the cooperating firm. Prerequisites: Junior status and recommendation of Department.

**(2-6)****462 Public Relations**

Various public relations media. Cases and readings from professional journals. Historical and psychological aspects of public relations in context with, and in relationship to, various public media.

**(3)****476 Teaching Business in the Secondary School**

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.

**(3)****159, 259, 359, 459 Independent Study**

Opportunity for extensive research in areas of special interest. Prerequisite: Departmental approval.

**(1-12)****AMERICAN STUDIES**

American Studies is an integrated study of the history, society, and culture of the United States. It 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 to thirty credits, at least three (3) from each of the Humanities, Religious Studies, Philosophy, and Social Sciences, **excluding courses from their major**. For English majors, six (6) credits of American History are required; for History majors, six (6) credits of American Literature; for all other majors, at least three (3) credits in both American Literature and American History are required. Additional credits are advised. The Senior Seminar, American Studies 400, is required of all minors.

**Course Descriptions****300 Special Topics****(Variable)**

Contents to be determined by various departments according to the expertise of faculty and specific needs and/or interests of the students.

**400 American Studies****(3)**

Senior Seminar in American Studies. Study of a specific topic or theme prominent in American civilization, using an interdisciplinary approach.

**ANTHROPOLOGY****Course Descriptions****201 Principles of Anthropology****(3)**

Introduction to the different fields of anthropology and an analysis of how they are integrated to provide a holistic picture of comparatives and universals in human behavior. Surveys cultural and physical anthropology, archeology, and language.

**441 Physical Anthropology****(3)**

Man's evolutionary development, racial diversity, and human genetics, based upon findings of prehistoric archaeology, anthropometry, and geological distribution.

**443 Cultural Anthropology****(3)**

Comparative cultural behavior explored through theoretical constructs and ethnographic data. Social organization, linguistics, psychological anthropology, and technology.



## ART

At the conclusion of each semester student/faculty conferences are scheduled. Students are assigned a specific time and place to display semester's work to the entire Art faculty. The faculty thereby has the opportunity to evaluate the progress of each student and to offer guidance as to future education and direction. The student has an opportunity to react to faculty evaluation and seek 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 Exhibitions may be selected.

Art majors are required to participate in a Senior Exhibition. This replaces student/faculty conferences during the student's final semester. The faculty reviews senior work during the 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 for the convenience of all concerned.

The College reserves the privilege of retaining student work for the purpose of exhibition, and also reserves the right to reproduce and publish such work. Examples of student work may be retained as a part of the Division's permanent collection. The faculty will not retain more than one example per student per class per semester, unless the student agrees to release an additional number. A 20% commission is retained on all sales of student work made in the College Library Gallery.

### PROGRAMS OF STUDY

#### B.F.A.

Design and Drawing .....	12 cr.
Art History .....	12 cr.
Liberal Arts Distribution .....	33 cr.
Art studio electives .....	66 cr.
Liberal Arts electives .....	9 cr.
	132 cr.

#### B.F.A. (Education)

Design and Drawing .....	12 cr.
Art History .....	12 cr.
Liberal Arts Distribution .....	33 cr.
Art studio electives .....	54 cr.
Certification requirements .....	24 cr.
	135 cr.

#### B.A. (Concentrated study: 42-60 cr.; total 120 cr.)

Design and Drawing .....	12 cr.
Art History .....	12 cr.
Liberal Arts Distribution .....	30 cr.
Arts elective .....	18-36 cr.
Liberal Arts elective .....	30-48 cr.

#### Art Minor (30 cr.)

Basic preparation program (Design and Drawing) .....	12 cr.
Art History .....	6 cr.
Art studio electives .....	12 cr.
	30 cr.

### Course Descriptions

#### 101, 102 Basic Preparation Program

(6) (6)

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. Application of these concepts and theories through the various media.

#### 131, 132 Jewelry and Metals

(3) (3)

Techniques of creating handwrought jewelry.

#### 141, 142 Ceramics

(3) (3)

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

#### 201, 202 Printmaking

(3) (3)

Intaglio processes, etching and engraving. Introduction to planographic process, lithography. Studio practices, materials, and methods. Prerequisites: Art 101a, 101b.

#### 203, 204 Photography

(3) (3)

Introduction to photography. Emphasis on the print and the image.

#### 205 Commercial Graphics

(3)

Advertising graphics techniques. Layout, paste-up, typography, and various practical problems of commercial graphics. Prerequisites: Art 101a, 101b, 102a, 102b.

#### 209, 210 History of Western Art

(3) (3)

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.

#### 231, 232 Jewelry and Metals

(3) (3)

Process of raising and forming metals and the techniques of enameling. Prerequisite: Art 131.



- 241, 242 Ceramics** (3) (3)  
Use of the potter's wheel as a primary forming technique of the potter-artist. Prerequisite: Art 141 or 142.
- 261, 262 Painting and Drawing** (3) (3)  
Materials and methods of painting and drawing. Pictorial space composition and design with the encouragement of exploration of individual solutions. Prerequisites: Art 101, 102, 251 or 252.
- 268, 269 Weaving I and II** (3) (3)  
See Family and Consumer Science 268 and 269.
- 300 Special Topics** (2-12)  
Subject content to be determined each semester by the Department as requested by the faculty and/or students to fill specified needs or interests.
- 301, 302 Printmaking** (3) (3)  
Continued work in the intaglio and planographic processes with the introduction of woodcut and colograph printmaking techniques. Prerequisite: Art 201 or 202.
- 303, 304 Photography** (3) (3)  
Intermediate Photography. Continuation of Art 203, 204. Photo, studio, and lab techniques. Emphasis on the image. Prerequisite: Art 203 or 204.
- 305 Commercial Graphics** (3)  
Practical problems in advertising design and commercial graphics illustration techniques. Studio and on site experiences to create the most real life situation possible. Prerequisite: Art 205.
- 306, 406 Graphic Design Group** (3-18)  
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 faculty who serves as art director for the group. Prerequisite: Permission of the Instructor.
- 309 20th Century American Art** (1-3)  
Module A: The early decades: Man's perception of his surroundings as expressed in Cubism, Futurism, Expressionism, and Pre-Dada art.  
Module B: Reaction and Rebellion: Man's search for free expressionism as seen in Dada, Surrealism, and Geometric abstraction.  
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.
- 310 History of Art, Non-Western Traditions** (1-3)  
Module A: Cultural patterns in Black African art.  
Module B: Stylistic elements in Pre-Columbian sculpture.  
Module C: Design elements in Islamic Art. See History 309.
- 313 Philosophy of Art** (3)  
See Philosophy 313.
- 331 Jewelry and Metals** (3)  
Techniques of casting (centrifugal, sand, and steam). Prerequisites: Art 131, 231.
- 341, 342 Ceramics** (3) (3)  
Extensive glaze theory and claybody formulation, with emphasis on form/glaze relationship and specialized kiln firings. Prerequisite: Art 241 or 242.
- 359, 459 Independent Study** (1-6)  
Opportunity for research in areas of special interest to the student. Prerequisite: Departmental approval.
- 361, 362 Painting and Drawing** (3) (3)  
Intermediate painting and drawing materials and methods. Development and refinement of basic concepts, materials, and techniques. Individual philosophies and styles refined. Prerequisite: Art 261 or 262.
- 370 Introduction to Motion Picture Study** (3)  
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.
- 376 Art in the Elementary School** (3)  
Aims and procedures in the development of a creative expression in elementary school children; includes practice and experimentation in various suitable media.
- 380, 381 Film Production I and II** (3) (3)  
Techniques of motion picture production. Participants may undertake some filming assignments. See Art 380.
- 395, 495 Professional Experience Training Program** (3-12)  
Practical on-the-job experience and first hand training in a variety of situations. Students apply or are selected for advanced work in the P.E.T. program in areas such as advertising agencies, television stations, auditorium management, and photography and film production studios.
- 401, 402 Printmaking** (3) (3)  
Advanced techniques of printmaking, with the choice of concentrating on one or more of the various print media. Prerequisite: Art 301 or 302.



**403, 404 Photography**

(3) (3)

Continuation of Art 303, 304. Advanced photography; independent study projects. Prerequisite: Art 303 or 304.

**405 Commercial Graphics**

(3)

Advanced commercial graphics techniques and practical problems, including architecture and interior design renderings, packaging, wall and fabric design. Prerequisite: Art 305.

**406 Graphic Design Group**

(3-18)

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.

**409 History of Art, the Renaissance**

(3)

Art and architecture of the Renaissance in relation to the political and social structures of the 15th and 16th centuries in Italy.

**410 History of Art, 19th Century European Art**

(3)

Neoclassicism, Romanticism, Realism, Impressionism, and Post-Impressionism in European art and architecture studied in relation to political and intellectual developments.

**431, 432 Jewelry and Metals**

(3) (3)

Advanced jewelry and metal work, with emphasis on casting techniques, experimentation, and calculating alloys. Prerequisite: Art 331.

**441, 442 Ceramics**

(3) (3)

Continued advanced ceramic work, with emphasis on the development of individual philosophies and styles. Prerequisite: Art 341 or 342.

**461, 462 Painting and Drawing**

(3) (3)

Advanced painting and drawing. Instruction on an individual basis to suit the student's needs. Prerequisite: Art 361 or 362.

**476 Methods in Art Education**

(4)

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

**BIOLOGY**

Requirements for a major in Biology are: Biology 112, 116, and a minimum of eighteen (18) credits 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 230.
2. Cellular and molecular biology: Biology 325 or 330.
3. Physiological and biochemical principles: Biology 321 or 331-332.
4. Environmental biology: Biology 310 or 312.
5. Biological Theory: Biology 440 or 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, as well as Chemistry 243 and 244. Students majoring in Biology must maintain a 2.0°(C) average in co-requisite courses in chemistry and mathematics. Students who have achieved junior status must maintain a 2.5°(C+) average in their major.

Majors in biology or medical technology may not include toward graduation credit a biology course in which they have 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.

A satisfactory score on the advanced biology test of the Undergraduate Record Examination by a biology major is required for graduation. (Students planning to attend graduate school may submit GRE scores to fulfill this requirement.)

After following a special biology program for three years or 90 credits, students may apply for 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. Upon completion of the twelve-month internship one receives 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.



## COURSE DESCRIPTIONS

- 101, 102 General Biology I and II** (1-6)  
Organized according to modules. The student may elect as many as three modules during one semester. Content of the module may change each semester and is announced during the semester prior to registration. Typical modules have included: Cell Biology, Developmental Biology, Orchid Plants, Florida's Environment, and Introductory Genetics.
- 103 Biological Crisis** (2)  
Current critical areas in biology. Typical areas have included: Environmental Crisis, Energy Crisis, Disease Crisis — Alcoholism, Drug Addiction. 2 hours lecture.
- 112 Botany** (4)  
Plant forms: correlating structure, function, and environment. 3 hours lecture, 3 hours laboratory weekly.
- 116 Zoology** (4)  
The animal kingdom including basis facts and principles of the anatomy, physiology, embryology, evolution, and heredity of the major groups. 2 hours lecture, 4 hours laboratory weekly.
- 230 Human Anatomy** (4)  
Gross human anatomy with laboratory, including dissection of the mink. 2 hours lecture, 4 hours laboratory weekly.
- 253 Introductory Microbiology** (4)  
Characteristics, physiology, pathogenicity of bacteria and viruses, with emphasis on organisms important in human disease. Methods of cultivation, identification, and control of microorganisms. 3 hours lecture, 3 hours laboratory weekly. Prerequisite or corequisite: Chemistry 152. Open to non-science majors only.
- 300 Special Topics** (3)  
Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests. Prerequisite: Biology 112 or 116.
- 310 Marine Biology** (4)  
Common marine organisms of the littoral seas, coral reefs, and open ocean. Interrelationships and problems of adaptation and survival. 3 hours lecture, 3 hours laboratory weekly. Field trips by announcement. Prerequisite: Biology 116.
- 312 Ecology** (4)  
Plants and animals in relation to their environments. 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. Prerequisite: Biology 112 or 116.
- 321 Plant Physiology** (4)  
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.
- 325 Microbiology** (4)  
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. Prerequisites: Biology 112 or 116; Chemistry 241 or 243.
- 330 Cell Biology** (4)  
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.
- 331-332 Physiology** (3-6)  
Principles of animal physiology with special application to man. 3 hours lecture, 2 hours laboratory weekly. Prerequisites: Biology 230; Chemistry 152 or 241 or 243-244.
- 341 Genetics** (3)  
Principles and theories of heredity. 3 hours lecture. Prerequisites: Biology 112 or 116.
- 342 Genetics Laboratory** (2)  
Bacterial genetics, classic Mendelian experiments; biochemical genetics; induced mutation. 4 hours of laboratory weekly. Prerequisite or corequisite: Biology 341. Strongly recommended: Mathematics 152 or equivalent.
- 346 Parasitology** (4)  
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.
- 352 Biochemistry** (3)  
See Chemistry 352.



- 353 Biochemistry Laboratory**  
See Chemistry 353. (1)
- 354 Topics in Biochemistry**  
See Chemistry 354. (1)
- 440 Evolution**  
Evidence for and the principles involved in the evolution of plants and animals, including man. Prerequisite: Biology 341. (3)
- 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, 230; Chemistry 241 or 243-244. (3)
- 450 Histology**  
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; Biology 230. (4)
- 451 Embryology**  
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, Biology 230. (4)
- 475 Seminar**  
Presentation of reports, discussions, lectures, and papers on selected topics in biology. (2)
- 476 Teaching of Biology in the Secondary School**  
Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, methods of teaching. Prerequisite: Departmental approval. (3)
- 480-490 Medical Technology**  
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. (30)
- 159, 259, 359, 459 Independent Study**  
Opportunity for extensive study in areas of special interest to the student. Prerequisite: Departmental approval. (1-24)
- 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. (1-12)

## CHEMISTRY

- 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 30 to 40 credits of chemistry and approximately 30 credits in related sciences and mathematics.
- A satisfactory score on the Advanced Chemistry Test of the Undergraduate Record Examination is required for graduation. Students planning to attend graduate school may submit GRE scores to fulfill this requirement. (GRE scores must be available **before** the URE campus testing date.)
- 105 Fundamentals of Inorganic Chemistry** (3)f  
A survey of basic inorganic chemistry. 2 hours lecture, 2 hours laboratory weekly.
- 106 Fundamentals of Organic Chemistry** (3)  
A brief survey of organic and biochemistry. 2 hours lecture, 2 hours laboratory.
- 110 Preparation for College Chemistry.** (2)  
Preliminary course for students who wish to begin a major or minor sequence in chemistry but do not qualify for admission to Chemistry 111. Given on S/U option only; credit not applicable toward the major or minor. Four class meetings per week.
- 111, 112 General Inorganic Chemistry** (4-8)  
Chemical principles and descriptive inorganic chemistry. 3 hours lecture, 1 three-hour laboratory weekly. Prerequisite: Chemistry 110 or satisfactory score on placement test.
- 113, 114 Inorganic Chemistry and Qualitative Analysis** (4-8)  
Beginning course for the better-prepared student planning to major in science or mathematics. 3 hours lecture, 1 three-hour laboratory weekly. Prerequisites: Placement test and permission of Department.
- 152 Introduction to Biological Chemistry** (4)  
Organic chemistry with application to the chemistry of the cell. 3 hours lecture, 2 hours laboratory weekly. Prerequisite: High school chemistry.
- 241 Organic Chemistry** (4)  
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.
- 243, 244 Organic Chemistry** (4-8)  
Carbon compounds, with attention to theory. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Chemistry 112 or 114.



- 321 Quantitative Analysis** (4)  
Theory and practice of analysis, including volumetric, colorimetric, gravimetric and electrochemical procedures. 2 hours lecture, 6 hours laboratory. Prerequisite: Chemistry 112 or 114.
- 352 Biochemistry** (3)  
Molecular structures in the cell, biological oxidations, selected biosynthetic pathways, molecular genetics. See Biology 352. Prerequisite: Chemistry 241 or 243.
- 353 Biochemistry Laboratory** (1)  
Isolation and characterization of biochemical compounds; analytical methods applied to biochemistry. 1 three-hour laboratory. Prerequisite: Chemistry 321. See Biology 353.
- 354 Topics in Biochemistry** (1)  
Selected topics from Chemistry 352, studied in greater detail. See Biology 354. Corequisite: Chemistry 352.
- 355 Basic Physical Chemistry** (3)  
Selected topics in physical chemistry. For students in the life sciences as well as those who will continue in the physical chemistry sequence. Prerequisites: Chemistry 112 or 114. Physics 202, Mathematics 211.
- 356, 357 Physical Chemistry** (3-6)  
Quantitative study of chemical principles: thermodynamics, kinetics, structure of matter. Prerequisites: Chemistry 355 or permission of Department, Physics 202, Mathematics 212 or equivalent.
- 366 Physical Chemistry Laboratory** (2)  
Laboratory problems in physical chemistry, with emphasis on equilibria and kinetics. 1 four-hour laboratory weekly. Prerequisite: Chemistry 355 and permission of Department.
- 447 Advanced Organic Chemistry** (3)  
Organic reaction mechanisms. Prerequisite: Chemistry 244. Corequisite: Chemistry 355.
- 460 Inorganic Chemistry** (3)  
Senior-level course in modern inorganic chemistry. Prerequisite: Chemistry 356.
- 476 Teaching Chemistry in the Secondary School** (3)  
Special methods course in teaching high school chemistry. Prerequisite or corequisite: Chemistry 356. Tutorial.
- 159, 259, 359, 459 Independent Study** (1-12)  
Opportunity for work in areas of special interest to the student. Prerequisite: Departmental approval.

## 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.

Students are given opportunities to develop skills in Ballet, Jazz, and Modern Dance techniques and to express creatively their talents through performance.

For a minor the student must take a minimum of 20 credits in Dance as outlined below:

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

## COURSE DESCRIPTIONS

- 105 Beginning Dance Techniques** (1)  
Tap, Modern, Jazz, and Ballet techniques for beginners.
- 106 Intermediate Beginning Dance Techniques** (1-3)  
Tap, Modern, Jazz, Ballet techniques for intermediate beginning dancers. Prerequisite: Dance 105 or Departmental approval.
- 205 Intermediate Dance Techniques** (1)  
Tap, Modern, Jazz, and Ballet techniques for intermediate dancers. Prerequisites: Dance 105, 106 or Departmental approval.
- 206 Advanced Dance Techniques** (1)  
Tap, Modern, Jazz, and Ballet techniques for the advanced dancer. Prerequisites: Dance 105, 106, 205 or Departmental approval.
- 284 Choreography** (2)  
Theory and form analysis used in creating a dance composition. Prerequisites: History of Dance 288 and Departmental approval.
- 288 History and Philosophy of Dance** (2)  
Influences of the dance upon cultures and those directly responsible for the growth of dance in the twentieth century.



**307 Orchesis****(2-3)**

Performing dance group. College and community performances and workshops.

**496 Senior Recital****(2)**

Dance performance in a program of dances developed by the student.

**ECONOMICS**

The courses in Economics are intended primarily to support the Administration and Management program. In addition they serve as liberal studies in an age when economic variables have a critical impact on society. Social and political problems are considered within a unified analytical structure.

**COURSE DESCRIPTIONS****201, 202 Principles of Economics I and II****(3) (3)**

Principles most useful in understanding current economic conditions; problems of inflation, recession, growth, balance of payments; analysis of supply and demand. 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.

**300 Special Topics****(3)**

Contents specified by the Department according to expertise of faculty and specific needs and/or interests of the students.

**301 Managerial Economics****(3)**

Managerial decision-making by the application of economic analysis and the integration of concepts from accounting, finance, mathematics, and statistics. Taught at Biscayne College. Prerequisites: Economics 201 and Business 305.

**316 Money and Banking****(3)**

Monetary economics and its institutions, the nature and functions of money and money markets. Macroeconomic analysis of income and monetary theory and its application to public policy; influence of the federal reserve system.

**320 Economic History of the United States****(3)**

Industrial progress from the colonial period to the present time; integration of economic and historical forces which influenced the social and political development of America. See History 320.

**351 Comparative Economic Systems****(3)**

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.



**352 Labor Relations in America****(3)**

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.

**374 Consumer Economics****(3)**

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 and Consumer Science 374.

**410 Urban Economics****(3)**

Processes, stages and determinants of urban economic growth and development. Problems and policy in the urban economy; income, inequality, unemployment, housing and land use patterns, local public finance, transportation. An application of urban theories.

**430 Current Economic Issues****(3)**

Seminar discussions based on field study pertinent to 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. Development of the ability to coordinate and apply the analytical knowledge acquired during the study of economics, business administration, and social sciences.

**434 Special Projects****(3-6)**

Special project in which the student researches within the local community economic implications of poverty, welfare and housing, racism, ecology, or another aspect under Departmental direction.

**454 Investments****(3)**

Equity type investments, development of objective method of investment appraisal and examination of methods used by the National Association of Investment Clubs.

**466 International Trade****(3)**

Introduction to international trade, payments, and commercial policy; theories of international specialization, sources and correction of disequilibria in balance of payments and exchange rates; role of government intervention.

**259, 359, 459 Independent Study****(1-9)**

Opportunity for research in areas of special interest. Prerequisite: Departmental approval.

**ENGLISH**

The program for a student who desires to major in English consists of a minimum of 30 credits, 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 advisor, courses that will complete the program. The program for a student who desires to minor in English consists of 20 credits.

A student may waive English 111 (and receive three credits) by achieving a score of 3 or above in the English Advanced Placement test of the College Entrance Examination Board (CEEB).

**COURSE DESCRIPTIONS****111, 112 Freshman Composition, Literature, and Techniques of Research****(3) (3)**

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 a long expository paper.

**206, 306 Creative Writing****(2) (2)**

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

**213, 214 English Literature****(3) (3)**

Historical survey of the literature of England to the twentieth century.

**300 Special Topics****(3-6)**

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.

**302 The Dynamism of French Literature****(3)**

Not open to French majors or minors. See French 302.

**310 Transformational Grammar****(3)**

English syntax through the transformational approach.

**312 Expository Writing****(3)**

The study of and practice in writing expository forms of discourse.

**313, 314 World Literature****(3) (3)**

World masterpieces from the Ancient East and West to the twentieth century.

**315 The Novel****(3)**

Structural analysis of the novel. Selections follow a chronological arrangement.



- 320 Children's Literature**  
See Education 320.
- 321 Elizabethan Literature**  
Selections from the poetry, prose, and drama of Elizabethan England.
- 322 Seventeenth Century Literature**  
Donne through Milton.
- 325, 326 American Literature**  
American letters from the Colonial period to the present. See American Studies 325/326.
- 327 The Romantic Poets**  
Blake through Byron.
- 387 Introduction to Literary Theory and Criticism**  
An introduction to a literary theory and a history of literary criticism.
- 403/503 History of the English Language**  
Formation and growth of the language; study of sources, structure, and idiom, and of American modifications of the language.
- 407/507 Shakespeare**  
Selected Shakespearean plays studied in relation to the development of Shakespeare's art. See Theatre 407.
- 408 Communications Skills**  
See Administration and Management 408.
- 409 Organizational Communication**  
See Administration and Management 409.
- 420/520 Chaucer**  
Critical study of the literary types current in medieval England, with emphasis on Chaucer.
- 423/523 Restoration to 1784**  
Reading and critical discussion of the non-dramatic literature of the age: Dryden, Pope, Swift, and Johnson.
- 425/525 Advanced American Studies**  
Selections from the American Romantics. See American Studies 425.
- 428/528 The Victorians**  
Selected readings from Tennyson, Browning, Arnold, and the non-fiction prose writers.
- 439/539 Theatre History I**  
The theatre of the western world from the Greeks to Shakespeare. See Theatre 439.
- 440/540 Theatre History II**  
The theatre of the western world from Shakespeare to the twentieth century. See Theatre 440.
- 441/541 Contemporary Theatre**  
Study of the plays and theatrical practices of modern day. See Theatre 441.
- 460/560 Modern Literature**  
Selected works from twentieth century world literature.
- 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.
- 487 Senior Honors**  
Independent research under direction of an appointed advisor.
- 491/591 Comparative Literature**  
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.
- 159, 259, 359, 459 Independent Study**  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.





## FAMILY AND CONSUMER SCIENCE

This Department offers competency-based professional preparation in dietetics, fashion merchandising, general home economics, and vocational home economics. Students are encouraged to be self-paced and to become involved in the larger community outside the College.

### General Home Economics

A major in General Home Economics consists of 30 credits 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 40 credits in Family and Consumer Science courses.

### Vocational Home Economics Education

Secondary Education: To prepare for vocational certification, the following distribution of courses is required:

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

Corequisites: Chemistry 105 and 106 (or the equivalent); and Art 101b.  
Recommended electives: Sociology, Psychology, Economics, Biology, and Religious Studies (especially 306, 310, 414).

## FASHION 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 Merchandising. Students demonstrating competency on the basis of examinations may earn up to 42 credits.

Program requirements include: Art 101a, b; Business 305, 306, 401, 408, 420, 423, 424, 427, 462; Economics 201; English 111, 112 or 312; Family and Consumer Science 216, 315, 321, 357, 374, 458, 480, 484; Mathematics 152; Psychology 281; Speech.

## DIETETICS

Prerequisites: The following Barry College courses or their equivalent must be completed prior to admission to the program.

1. Chemistry — 111, 112, 241
2. Biology — 230, 253
3. Psychology — 281
4. Sociology — 201
5. Economics — 201
6. Mathematics — 152
7. FCS — 170, 271a, b

Program Requirements: Chemistry 352; Biology 331, 332; Anthropology 443, Business 305; Family & Consumer Science 151, 325, 326, 330, 337, 339, 340, 370, 439, 462, 465, 476 (or Ed. 318), 488, 489, 490.

## COURSE DESCRIPTIONS

**111 Clothing Construction I (3)**  
Basic techniques of clothing construction; application of design elements and principles in clothing. 1 hr. lecture; 2 hrs. laboratory.

**150 Personal and Family Development (3)**  
Dynamics of interaction at various development stages of the family; family influence on personality; environmental impact on the individual and the family.

**151 Focus on Family & Consumer Science (2)**  
Selected topics in home economics, such as individual and family development, clothing selection, nutrition, housing, management.

**159, 259, 359, 459 Independent Study (1-4)**  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.

**170 a, b, c, d Nature of Food (1-4)**  
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, four weeks each.

**200/400 Volunteer Action (1-2)**  
Community involvement in various activities. Volunteer work in an approved setting for 3-4 hours per week and report on the project. Department approval required.

**216 Family Clothing and the Social Order (3)**  
Analysis of socio-economic factors influencing individual and group clothing consumption; analysis of cultural patterns, social organization, and social and cultural change as they apply to clothing.



- 245 Home Management** (3)  
Integrated nature of management as a means to 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.
- 246 Marriage and the Family** (3)  
American family as a social institution. Consideration of historical data, psycho-social and sexual behavior. See Sociology 246.
- 268 Weaving I** (0-3)  
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. 6 hrs. laboratory weekly. See Art 268.
- 269 Weaving II** (0-3)  
Continuation of FCS 268, with the addition of original projects on the four-harness floor loom, including warping looms. 4 hrs. Prerequisite: FCS 268. See Art 269.
- 271 a, b, c, d Nutritional Significance of Food** (1-4)  
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.
- 300 Special Topics** (1-3)  
Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.
- 310 World Nutrition** (2)  
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.
- 311 Intermediate Clothing Construction** (3)  
Principles of fitting and pattern alteration as applied to individual garments, with emphasis on design quality and construction compatibility. 2 hrs. lecture, 3 hrs. laboratory.
- 315 Textiles** (3)  
Consumer-oriented study of recent textile developments; fibers, fabric constructions, and finishes in relation to use; concepts of durability, comfort, care, and aesthetics; and apparel and household fabrics.
- 321 Evolution of Fashion** (3)  
Relationship of fashion to historic, social, and economic settings, and its importance in evolution and inspiration of modern dress.
- 325 Orientation to Clinical Dietetics** (2)  
Legal and ethical considerations necessary for the student dietitian in clinical experiences. Prerequisites: educational and personal qualifications for specialization in dietetics.
- 326 Advanced Nutrition** (3)  
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).
- 330 Dietetics in Community Health** (5)  
Human nutrition in all stages of the life cycle. Economic, social, and physical factors influencing the well and the acute or chronically ill person. Use of communication skills in nutrition education and in work with all medical professionals. Prerequisite: FCS 271 (a, b).
- 337 Institutional Food Preparation** (3)  
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.
- 339 Diet Therapy** (3)  
Various dietetic requirements, with special emphasis on the adaptation of the normal diet to impaired digestive and metabolic processes.
- 340 Practicum in Diet Therapy** (4)  
Placement in approved hospitals. Co-requisite: FCS 339.
- 345 Resource Management in Families** (3-6)  
Managerial problems faced by families in various socio-economic and cultural settings, at different stages of the life cycle, including those with specific types of handicaps. Emphasis and selected topics will be determined by the group involved in the seminar.
- 357 Housing and Home Furnishings** (3)  
Factors relating to planning for family housing; selection and care of furnishings; analysis and application of fundamental principles of art in the home for contemporary living.
- 364 Practicum in the Nursery School** (3)  
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.
- 370 a, b, c Cultural and Aesthetic Aspects of Food** (1-4)  
Aesthetics of food as related to family meals; cultural implications; economic considerations; application of artistic and scientific principles to distinctive cuisine. a. meal management (2 hr. lecture, 3-4 hrs. laboratory weekly, two semesters); b. foods of other cultures (4 hrs. discussion and laboratory weekly; eight weeks, 1 semester); c. creative foods (1 hr. lecture, 3-4 hrs. laboratory weekly; five weeks, 1 semester).



**374 Consumer Economics**

(3)

Basic principles in the economic and other consumer decisions of the individual. Life styles of consumers as they are influenced by income, occupations, and financial planning. New economic, ecological, and social-environmental concerns of consumers as they affect decision-making. Legislation and consumer communication with legislators, producers, and retailers.

**376 Principles of Vocational Education**

(3)

Underlying principles and characteristics of vocational education including national, state, county, and local organization, administration, significant legislation, and trends affecting the quality of programs. Relationship of vocational education to the total concept of career education. See Education 376.

**381 Development of the Young Child**

(3)

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

**411 Tailoring**

(3)

Development and use of various tailoring methods as applied in selection, fitting, decorative details, and completion of tailored garments. Prerequisite: FCS 311 or Departmental approval.

**439 Science of Food**

(3)

Experimental study of food; physical and chemical properties of major types of foods; function of ingredients and effects of treatment on food quality.

**458 Pattern Design**

(3)

Creative experience with flat patterns in designing garments through flat pattern design to different figure requirements and social needs. Prerequisite: Departmental approval.

**462 Dietetic Institution Management**

(1-3)

Institutional management procedures; organization, cost control, sanitation and safety, physical facilities, planning for change. a. Dietary systems (9 weeks); b. Management of nutrition programs (5 weeks).

**465 Practicum in Dietetic Management**

(6)

Placement in approved hospital dietary department. Corequisite: FCS 462.

**476 Methods and Materials in Home Economics Education**

(3)

Program development and teaching; learning strategies, instructional materials, and multi-media. Emphasis will be placed on developing programs for individuals of diversified backgrounds, needs, and life styles.

**477 Basic Home Economics for the Retarded Adolescent**

(3)

See Education 477.

**480 Fashion Industry and Trends**

(3)

Production of apparel and accessories, and channels of distribution from the manufacturer to the consumer. Opportunities for careers in all phases of the industry. Field visits to fiber markets, apparel and accessory showrooms.

**484 Fashion Merchandising Practicum**

(6-12)

Off-campus, supervised experience in a cooperative program with department stores. Study of practices and techniques in merchandising fashion goods, including the planning, coordinating, buying and selling of apparel. Senior majors.

**487 Home Economics Seminar**

(3)

Discussion of current trends and issues; review of current literature in home economics education. Special problems related to needs of students. Approved for home economics vocational certification.

**488 Independent Study: Special Problems in Dietetics**

(variable)

In-depth study of problem of student's choice; demonstration of skills in information gathering, analysis, and technical writing.

**489 Advanced Practicum in Dietetics**

(variable)

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

**490 Seminar in Dietetics and Nutrition**

(4)

Study of current dietetic and nutrition problems and research findings. Seniors.

**492 Workshop**

(3-6)

Special interest areas developed on the basis of student needs and community requests.



## FRENCH

Requirements for major: 30 credits with a minimum of 18 of upper-division French. Majors planning to teach add French 401 and 476.

French majors or minors may, at the recommendation of the Departmental chairperson, supplement their work by study abroad, where they may earn up to nine (9) credits in French.

### COURSE DESCRIPTIONS

- 090, 190 French for Travelers** (0-3)  
Spoken, everyday French, designed to aid American visitors to French-speaking countries. Little or no background in French required. Credit/non-credit.
- 101, 102 Basic French** (3-6)  
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.
- 151 French-English Translation** (2)  
A rapid course designed to prepare students to read in French in their various fields of concentration. Textbooks vary with each student. 8 weeks.
- 203, 204 Intermediate French** (3-6)  
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.
- 250, 251 Advanced Conversation and Composition** (3-6)  
Further development of listening and speaking competence. Increased skill in writing accurately and reading with comprehension; systematic review of grammatical structures through the use of a variety of texts and other media; exploration of the French humanities.
- 300 Special Topics** (3)  
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.
- 302 The Dynamism of French Literature** (3)  
French thought as found in highlights of its literature; seeking to understand the human condition, from Proust to Camus. Readings and discussions in English. See English 302.

- 305, 306 Survey of French Literature** (3)  
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, Mauriac, Anouhi, Butor.
- 331 French Classicism** (3)  
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.
- 345 The French Lyric** (3)  
Analysis, Vision, and Prophecy: Progression of the view of man's greatest concerns through the Romantic, Realistic, Symbolist, and Contemporary modes of French poetry.
- 346 The French Novel** (3)  
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.
- 401 French Phonetics, Diction, and Conversation** (3)  
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.
- 450 French Culture and Civilization** (1-3)  
Three independent modules  
Regions of France  
History and ways of life  
Arts and culture
- 460 Contemporary French Literature** (3)  
Main currents of thought and choices in literary style among contemporary authors.
- 476 Teaching of French in the Secondary School** (3)  
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.
- 487 Senior Honors** (3)  
Directed reading course open only to seniors by permission of the Departmental chairperson.
- 259, 359, 459 Independent Study** (1-9)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.



## GEOGRAPHY

In addition to contributing to basic intellectual growth, 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.

### COURSE DESCRIPTIONS

#### 303 Geography of Europe (3)

Europe with an emphasis on man, his culture, economy, history, and political entities on a regional basis. Man's adaptation and development in relation to his physical environment, and the influence of environment upon man and his activities.

#### 305 Latin American Geography (3)

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

#### 307 Physical Geography (3)

Holistic approach to man in nature. Climatic, physical, biochemical, economic, and political influences upon the ecological structure of the earth. Earth resources and conservation.

#### 308 United States Geography (3)

Survey of physical, cultural, and economic relationships in the contemporary setting of the United States.

#### 309 African Geography (3)

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

#### 310 Asian Geography (3)

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

## HISTORY

Requirements for a major in history are: 30 credits, with a minimum of 18 in upper biennium courses, including nine hours of 400-level courses but excluding 476. Required courses include History 101, 102, 201, 202, and 401. Students seeking secondary certification should add History 476.

In order to graduate, the student must achieve a satisfactory score on the History section of the Undergraduate Record Examination or a satisfactory score on the advanced history test of the Graduate Record Examination. Official GRE scores must be received by the Dean of the School of Arts and Sciences and the Department Chairperson before the URE is administered at Barry, during the semester the student is graduating.

Requirements for minors are:

1. For minors in History: 20 credits, including History 101, 102, 201, 202, and eight credits in upper biennium courses.
2. For minor in Social Science: 20 credits, including six of Political Science (including Political Science 301); 6 of Geography (including Geography 307); 3 of Economics; and 3 of Sociology. The remaining credits may be chosen from any of the Social Sciences. For a History major, the Social Science minor fulfills State of Florida requirements for certification in Social Studies. For non-history majors, at least three semester hours of history should be included.
3. For a minor in Political Science: 20 credits, including Political Science 301.
4. For a minor in American Studies (see American Studies) 20 credits.

### COURSE DESCRIPTIONS

**101, 102 Survey of Civilization; Origin and Development (3) (3)**  
Origins and formative influences in the culture of the world; incorporates non-western materials as they 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.

**201, 202 U.S.: People & Ideas, I & II (3) (3)**  
Topical survey of American history, its people and ideas. First semester includes the period to 1877; second semester continues from 1877 to the present.

**209, 210 History of Western Art (3) (3)**  
See Art 209, 210.



- 300 Special Topics** (3-12)  
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.
- 307, 308 History of Asian Civilizations** (3) (3)  
History of two Asian civilizations, with major emphasis on the institutions, religions, literature, and fine arts. First semester deals with the period ending about 1600; second semester continues from 1600 to the present.
- 309 History of Art: Non-Western Traditions** (3)  
See Art 309.
- 310 History of Art, Far East** (3)  
See Art 310.
- 310 The Middle Ages** (3)  
Medieval Europe from the fourth century to the Renaissance; feudalism; the Church; the towns and guilds; the universities. Taught at Biscayne College.
- 311 The Renaissance and Reformation** (3)  
Europe in the fourteenth and fifteenth centuries; rise of the national monarch; beginnings of modern capitalism; scientific and artistic accomplishments. Taught at Biscayne College.
- 320 Economic History of the United States** (3)  
See Economics 320.
- 337 History of Christianity** (3)  
See Religious Studies 337.
- 340 The Church in The Americas** (3)  
See Religious Studies 340.
- 370 Expansion and Conflict** (3)  
United States history from 1824 to 1865, with emphasis on political and economic developments; territorial expansion; development of sectional economy; Jacksonian democracy; slavery; Compromise of 1850; Kansas-Nebraska Bill; Civil War. Taught at Biscayne College.
- 371 Reconstruction and Global Relationships** (3)  
United States history from 1865 to 1900, with 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.
- 381 American Colonial History** (3)  
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.
- 382 Rise of American Nationalism** (3)  
Developments in the period from 1776 to 1824; American Revolution, Confederation; writing and ratification of the United States Constitution; growth of political parties, War of 1812 and its aftermath; Missouri Compromise; Monroe Doctrine. Taught at Biscayne College.
- 383 Spanish Colonial Institutions** (3)  
Topical-chronological treatment of Spanish colonial institutions in Central and South America from discovery to the independence movement.
- 384 Latin American National Period** (3)  
Topical-chronological study of the evolution of Mexico, Argentina, and Brazil, with emphasis on their relations with the United States.
- 401 Problems in History** (3)  
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.
- 403, 404 History of American Foreign Policy** (3) (3)  
Significant topics in diplomatic history; includes decision-making in the Department of State; role of interest groups in foreign policy. First semester includes the eighteenth and nineteenth centuries; second semester treats the twentieth century. See Political Science 403, 404; American Studies 403, 404.
- 411, 412 Modern East Asia** (3) (3)  
East Asian history in the nineteenth and twentieth centuries; impact of the West on the East and the East's response. First semester includes the period from 1800 to 1940; second semester covers the period since 1940.
- 421 Age of Absolutism 1648-1789** (3)  
Advanced survey of Europe from the Peace of Westphalia to the outbreak of the French Revolution; emphasis on the hegemony of France, the "Second Thirty Years War", and the Newtonian Revolution in science. Taught at Biscayne College.
- 422 French Revolution and Napoleon** (3)  
French Revolution and its various phases; rise to eminence of Napoleon Bonaparte; career of Napoleon; a consideration of the impact of the French experience on the modern world. Taught at Biscayne College.



**429, 430 History of Europe in the 19th Century (3) (3)**

Political, economic, and intellectual developments; first semester covers the period from 1814 to 1870; second semester, from 1870 to 1914.

**435, 436 History of Europe in the 20th Century (3) (3)**

Europe since 1914 and major world events which influenced European politics; first semester covers the period to 1945; second, the period since 1945.

**443, 444 History of the United States in the 20th Century (3) (3)**

Topical-chronological treatment of the history of the United States in the twentieth century. First semester terminates with the New Deal; second semester treats the events from 1940 to the present.

**471 American Historiography (3) (3)**

Chief writers of American history, especially since the middle of the nineteenth century; their ideas, schools, and influences. See American Studies 471.

**476 Teaching of Social Studies in the Secondary School (3) (3)**

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.

**159, 259, 359, 459 Independent Study (1-12) (3)**

Opportunity for extensive research in an historical area of special interest to the student. Prerequisite: Departmental approval.

## HUMANITIES

**201/301 Humanities in the 20th Century (4) (4)**

An interdisciplinary approach to the history, drama, art, music, philosophy, and literature of the twentieth century. Selected cultural activities made available to the students to aid in correlating theory and experience.

## MATHEMATICS

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

1. For secondary certification: Mathematics 471, 476, and a minimum of 18 credits in upper division mathematics courses, including Mathematics 321, 331, 332, 352.
2. For any other program of study: Mathematics 471 and a minimum of 18 credits in upper division mathematics courses, including Mathematics 331, 332, 352, 452.

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

A satisfactory score on the advanced mathematics test of the Undergraduate Record Examination is required of a mathematics major for graduation.

## COURSE DESCRIPTIONS

**101 General Education Mathematics (3) (3)**

Nature and application of mathematics for Liberal Arts students; topics selected from algebra, geometry, logic, numeration systems, probability, and statistics.

**111 Pre-Calculus Mathematics (4) (4)**

Elementary functions, graphs, and applications; algebraic, exponential, logarithmic, and trigonometric functions; extension of coordinate geometry. Prerequisites: Algebra I and II; geometry, trigonometry, or Departmental approval.

**152 Elementary Probability and Statistics (3) (3)**

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

**201 Elementary School Mathematics I (3) (3)**

Logic, sets, and whole numbers; fundamentals of arithmetic of whole numbers; algorithms of whole numbers.

**202 Elementary School Mathematics II (3) (3)**

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



- 211 Calculus I** (4)  
Introductory calculus; limit and approximation; differentiation and integration of elementary functions; applications. Prerequisite: Mathematics 111 or Departmental approval.
- 212 Calculus II** (4)  
Theory and techniques of calculus; advanced techniques of differentiation and integration; theory of curves; limits of sequences; series. Prerequisite: Mathematics 211.
- 213 Calculus III** (4)  
Multivariable calculus; real-valued functions of several variables; partial derivatives; multiple integration; linear differential equations; applications. Prerequisite: Mathematics 211.
- 300 Special Topics** (3)  
Contents to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.
- 314 Differential Equations** (3)  
Linear differential equations; systems of differential equations; numerical solutions; series solutions. Prerequisite: Mathematics 213.
- 321 Euclidean Geometry** (3)  
Geometric proof from axiomatic viewpoint; incidence and separation properties of plane and space; extension of congruence, area, and similarity; advanced topics. Prerequisite: Mathematics 213.
- 331 Algebraic Structures** (3)  
Groups; rings; unique factorization domains; field. Prerequisite: Mathematics 213.
- 332 Linear Algebra** (3)  
Linear equations and matrices; vector spaces; linear mappings, determinants; quadratic forms. Prerequisite: Mathematics 213.
- 352 Probability and Statistics I** (3)  
Probability theory; random variables; special distributions; topics on statistical inference; applications. Prerequisite: Mathematics 213.
- 452 Probability and Statistics II** (3)  
Estimation; decision theory and hypothesis-testing; relationships in a set of random variables, linear models, and design. Prerequisite: Mathematics 352.
- 462 Number Theory** (3)  
Properties of numbers; divisibility; Euclid's algorithm; congruence and residue classes; Diophantine equations; quadratic residues. Prerequisite: Mathematics 213.

**471 History of Mathematics** (2-3)  
History and literature in the field; contemporary problems; leading contributions. Prerequisite: Departmental approval.

**476 Teaching Mathematics in the Secondary School** (2-3)  
Aims, principles, materials, and techniques for teaching mathematics in the secondary school. Prerequisite: Departmental approval.

**159, 259, 359, 459 Independent Study** (1-12)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Department approval.





## MUSIC

Applied music majors are required to present a half-recital in their junior year and a full-recital in their senior year.

Music education majors are required to present a 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 cr.)	
Applied Music	16 cr.
Theory	20 cr.
History and Literature	10 cr.
Ensemble	8 cr.
Electives	6 cr.
	<hr/>
	60 cr.

Music Education Major, either Choral or Instrumental (63 cr.)	
Applied Music	14 cr.
Theory	20 cr.
History and Literature	10 cr.
Ensemble	7 cr.
Music Education	12 cr.
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	63 cr.

Specified professional education courses

Music Minor (20 cr.)	
Applied Music	4 cr.
Theory	8 cr.
History and Literature	4 cr.
Ensemble	4 cr.

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

## COURSE DESCRIPTIONS

- 109, 110 Theory I and II** (3) (3)  
Study of melodic, harmonic, and rhythmic elements of music through dictation, sight singing, keyboard, and written exercises, dominant and supertonic seventh chords, modals scales, key relationships, modulations, transposition, four-part writing.
- 123/126 Applied Music** (2-8)  
Preparatory courses for non-specializing students. Taught in groups or individually. May not be applied toward major.
- 130 Functional Piano** (1)  
Beginning piano class emphasizing the development of technical and ear-related skills: scales and exercises, progressions, simple accompaniments, sight reading, and transposition.
- 135/136 Applied Music** (2-4)  
Technical studies and literature selected from the classics. All instruments.
- 168 Percussion Techniques** (1)  
Elements of playing the various percussion instruments.
- 169 Woodwind Techniques** (1)  
Elements of playing woodwind instruments.
- 170 Brass Techniques** (1)  
Elements of playing brass instruments.
- 171 String Techniques** (1)  
Elements of playing string instruments.
- 180/280/380/480 Mixed Chorus** (2-8)  
Designed for music majors and those from other departments who qualify.
- 186/286/386/486 Chamber Music** (2-8)  
Ensemble classes in strings, woodwinds, brass, and percussion.
- 183/283/383/483 Reading Chorus** (2-8)  
Lab ensemble which emphasizes a study of choral literature through score study and performance. Reading chorus as a laboratory for conducting students. Required of all music majors each semester that they be in residence at Barry.
- 191/291/391/491 Chamber Singers** (2-8)  
Small group of singers. Entrance by audition only.
- 200 Language Diction** (1-2)  
Italian, French, and German diction.



- 209 Introduction to Music History** (2)  
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.
- 211, 212 Theory III and IV** (3) (3)  
Music of the eighteenth and nineteenth centuries; emphasis on part-writing, analysis, and dictation; chromatic harmony, techniques of modern harmony.
- 259, 359, 459 Independent Study** (1-9)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.
- 287, 288 Applied Music** (2-4)  
Further technical study and literature of greater difficulty.
- 300 Special Topics** (2-4)  
Content to be specified each semester by the chairman as requested by faculty and/or students to fill specified needs or interests.
- 305 Counterpoint** (2)  
Counterpoint from the sixteenth century through the twentieth century.
- 311 Orchestration** (2)  
Instrumentation, scoring for various sized orchestras, score reading of master works.
- 312 Choral Arranging** (2)  
Practical experience in arranging for voices. A study of vocal needs and the techniques of meeting them.
- 314 Medieval and Renaissance Music** (2)  
Development of music in the Medieval and Renaissance periods, with emphasis on the music itself and on sociological, cultural, and other influences which affected its development.
- 315 Baroque Music** (2)  
Development of music in the Baroque period, with emphasis on the music itself and on sociological, cultural, and other influences which affected its development.
- 316 Classical and Romantic Music** (2)  
Development of music in the Classical and Romantic period, with emphasis on the music itself and on other influences which affected its development.
- 317 20th Century Music** (2)  
Development of music in the 20th century, with emphasis on the music itself and on sociological, cultural, and other influences which affected its development.
- 335, 338 Applied Music** (1-4)  
Development of repertory.
- 373 Social Instruments** (1)  
Beginning guitar, recorder, piano, and autoharp. Previous music experience required.
- 374 Vocal Pedagogy and Materials** (2)  
Various theories of vocal pedagogy and of the problems confronting the teacher of voice; evaluation and selection of appropriate song literature.
- 375 Piano Pedagogy** (1)  
Methods of teaching piano.
- 376A Teaching Music in the Elementary School** (1)  
Introduction to classroom instruments. Performing experience on instruments (guitar, recorder, autoharp and piano) used in elementary grades.
- 376B Teaching Music in the Elementary School** (2)  
Fundamentals of music; development of vocal skills; methods of teaching music and selection of materials. Prerequisite: 376A.
- 384 Conducting** (2)  
Fundamentals of conducting.
- 385 Advanced Conducting** (2)  
Continuing development of baton technique, with attention given to technique of reading and conducting scores.
- 409 Form and Analysis** (2)  
Different forms in music and an analysis of harmonic, melodic, and rhythmic structures.
- 476 Teaching Music in the Secondary School** (2)  
A study of the secondary school vocal and instrumental program, general music class, theory, and music literature courses.
- 487-490 Applied Music** (1-4)  
Preparation for senior recital.



## 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. A minor in Philosophy requires 20 credits.

### COURSE DESCRIPTIONS

- 151 Discovering Philosophy** (3)  
An opportunity to recognize, to formulate, and to clarify representative problems of human experience and knowledge. Recommended preparation for all 200 level courses and above.
- 152 Methods of Reasoning** (3)  
Various methods of reasoning, including deduction and induction, traditional formal logic, elements of symbolic logic, and criticism of fallacious reasoning.
- 283 Philosophical Psychology** (3)  
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.
- 292 Ethical Living** (3)  
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.
- 300 Special Topics** (1-3)  
Content to be determined each semester by the Department as requested by faculty and/or students to fill specified needs or interests.
- 313 Philosophy of Art** (3)  
Philosophical study of the nature of art; the relation between the various arts; principles of art criticism; religious art and symbolism. See Art 313.
- 314 Transcendental Philosophy** (3)  
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.

- 347 Social Philosophy** (3)  
Selected classical and contemporary theories about man and his relation to society. See Sociology 347.
- 355 Philosophy of Politics** (3)  
See Political Science 355.
- 426 Religious Faith and Philosophical Reflection** (3)  
See Religious Studies 426.
- 453 Bio-Medical Ethics** (3)  
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.
- 456 Modern and Contemporary Philosophy** (3)  
Major ideas of the great modern and contemporary thinkers in the context of their origin, development, and influence on western culture.
- 460 Philosophical Classics** (3)  
Examination of the basic writings of an individual philosopher, of a school of philosophers, or of the philosophers of a given age.
- 359, 459 Independent Study** (1-6)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.





## PHYSICAL EDUCATION

The wide variety of team and individual activities and skill levels affords each student a choice to suit needs and desires. The student has the opportunity to develop competency in selected activities in order to maintain fitness for living, provide a foundation for worthy use of leisure time, and prepare for future recreational participation. The Department strives to promote: "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.

### COURSE DESCRIPTIONS

#### 105, 106 Beginning Activities

(1-8)

Activities offered include archery, bowling, canoeing, fencing, figure-improvement, golf, gymnastics, horsemanship, judo and self-defense, sailing, skin and scuba diving, swimming, synchronized swimming, tennis and waterskiing.

#### 205, 206 Intermediate Activities

(1-8)

See Physical Education 105 and 106. Prerequisite: Physical Education 105 and 106 in the same activity, or Departmental approval from the chairperson.

#### 300 Special Topics

(1-3)

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

#### 305, 306 Advanced Activities

(1-6)

Classes at the advanced skill level upon request. Prerequisites: Physical Education 205 and 206 in the same activity or Departmental approval from the chairperson.

#### 307 Intercollegiate Sports

(variable)

Participation on intercollegiate sports teams: basketball, golf, softball, tennis, and volleyball. Prerequisite: Advanced level skills in the sport chosen or permission of the coach. S/U or Audit only.

#### 159, 259, 359, 459 Independent Study

(1-3)

Opportunity for activity in areas of special interest to the student. Prerequisite: Departmental approval.

## 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.

### COURSE DESCRIPTIONS

#### 105 Physical Science

(1-3)

Organized according to modules. 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.

##### 105b. The Physics of Light

Light waves and their interaction with matter. Techniques of light measurement.

##### 105c. Introduction to Astronomy

Survey course designed to develop an understanding of relationships within the universe. Emphasis on the solar system.

#### 151 Introductory Physics

(4)

Elements of mechanics, electricity, and wave phenomena. For students requiring a one-semester course. 3 hours lecture, 2 hours laboratory weekly.

#### 201, 202 General College Physics

(4) (4)

Mechanics, heat, sound, electricity and magnetism, optics. For students of science and mathematics. 3 hours lecture, 3 hours laboratory weekly. Prerequisite: Calculus.



## 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 terms of the principles of good government.

### COURSE DESCRIPTIONS

#### **100 Introduction to Political Science (3)**

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.

#### **300 Special Topics (3-12)**

Content to be determined by the Department according to the expertise of the faculty and the specific needs and/or interests of the students.

#### **301 American Government (3)**

National government and its structure; administrative practices of the central agencies of authority in the United States. Taught at Biscayne College.

#### **304 American Political Parties (3)**

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

#### **322 American Constitutional Law (3)**

Organization and jurisdiction of the Federal Courts; role of the Supreme Court in American society; contemporary Constitutional issues affecting American public law in the 1960's. Landmark decisions in seminar discussions, using the case method. Taught at Biscayne College.

#### **355 Philosophy of Politics (3)**

Chronological treatment of the political theories of the major philosophers from classical to modern times. See Philosophy 355.

#### **403, 404 History of American Foreign Policy (3) (3)**

See History 403, 404.

#### **411 Theory of the State (3)**

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.

#### **421 European Comparative Government (3)**

Comparison of significant features of the governments of the major European countries. Taught at Biscayne College.

#### **422 Latin-American Comparative Government (3)**

Survey of Latin-American government in general. Taught at Biscayne College.

#### **431 International Relations (3)**

Survey course of the international political scene today, the facts that explain world events, and people as shown by their political and military history and their power capabilities. Taught at Biscayne College.

#### **432 International Law (3)**

Instruments of world politics that describe the principles of international law and international organization for the purposes of maintaining peace and assuring the common welfare; varied points of view of Occidental and Oriental, old and new, Communist and Anti-Communist states. Taught at Biscayne College.





## PSYCHOLOGY

The psychology concentration requires 30 credits. 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 specialties of psychology. Psychology 281 is a prerequisite to all other psychology courses.

Psychology minor (24 cr.): Psychology 281, 333, 411, 482, and 12 elective credits within the discipline.

### COURSE DESCRIPTIONS

- 150 Peer Group Counseling** (1)  
Freshmen students volunteer for weekly group discussions, with trained sophomore or junior leaders under professional supervision; groups are designed to reduce anxiety created by a new environment and to facilitate student adjustment. Not applicable to major program. S/U option only.
- 250 Peer Group Counseling** (3)  
Sophomore or junior students learn fundamentals of helping relationships and leadership skills by participating in the group process. Student meets weekly with the instructor and replicates the skills with a small group of freshmen. Not applicable to major program. S/U option only.
- 281 Introduction to Psychology** (3)  
Human behavior through consideration of the physiological bases of behavior, perception, memory, motivation, emotion, learning, personality, and mental disorders.
- 300 Special Topics** (3-6)  
Content to be determined by the Department as requested by faculty and/or students to fulfill specified needs or interests.
- 318 Psychology of Learning** (3)  
Prerequisite: Education 253. See Education 318.
- 320 Introduction to Psychological Testing** (3)  
Testing instruments in clinical, educational, and industrial settings.
- 325 Theories of Personality** (3)  
Theoretical approaches of major contemporary psychology, with emphasis on four theoreticians: Sigmund Freud, Erik H. Erikson, Gordon Allport, and Abraham Maslow. A general review of Freudianism, Behaviorism, and Humanism.
- 328 Physiological Psychology** (3)  
Basic neuroanatomy and neurophysiology; physiological bases of sensation, arousal, motivation, memory, and learning. Taught at Biscayne College.
- 333 Experimental Psychology** (3)  
Research methods and processes, with emphasis on operant and respondent conditioning; students will conduct experiments, evaluate data, and write research reports. Taught at Biscayne College.
- 370 Social Psychology** (3)  
Cognitive processes, roles, communication and persuasion, aggression and interaction within small and large groups. See Sociology 370.
- 413 Psychopathology** (3)  
Theories of abnormal behavior, pathological syndromes, methods of treatment, and prevention. See Education 413.
- 420 Managerial Psychology** (3)  
See Business 420.
- 422 Human Values and Religious Psychology** (3)  
See Religious Studies 422.
- 424 Personnel Management** (3)  
See Business 424.
- 449 Psychology of Adolescence** (3)  
Characteristics affecting the teen years, with emphasis on the problem of adolescent identity. Personal involvement with an adolescent group or project required. See Education 449.
- 469 Personality and Mental Health** (3)  
See Education 469.
- 482 Development Psychology** (3)  
The individual from conception to maturity, with emphasis on mental, physiological, and psychological processes at the various stages of development. See Education 482.
- 485 Personal and Social Factors in Counseling** (3)  
See Religious Studies 485.
- 491 Group Dynamics** (3)  
See Education 491.



## RELIGIOUS STUDIES

A major sequence in Religious Studies consists of the required core courses and a sequence of courses in the area of specialization. Core courses for majors and minors are R.S. 121, 214, 305, 407, 414, 417.

Courses required according to the area of specialization:

- a. Biblical Studies: 215, 245, 306, 309, 440, 487
- b. Pastoral Theology: 301, 337, 416, 426, 433, 487
- c. Religious Education: 122, 215, 340, 422, 476, 487
- d. Values Counseling: 310, 422, 453, 465, 485, 487

## COURSE DESCRIPTIONS

- 121 Man's Experience of God** (3)  
Essential transcendence of the human person in relation to the self-revelation of God in human history; the response of man to the experience of the Sacred.
- 122 Christ in American Culture** (3)  
The New Testament and other sources related to the historical reality of Jesus; the current impact of His life upon human history and hope.
- 214 Contemporary Christian Morality** (3)  
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.
- 215 Liturgy as the Celebration of Life** (3)  
Dynamic tendency of man to express awareness of the 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.
- 245 The Spirit of God in the World of Man** (3)  
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.
- 301 Theism and Atheism** (3)  
Scientific investigation of theological truth; intellectual analysis of God's existence and attributes; confrontation of conflicting theories by inductive and inventive method.
- 305 The Biblical Covenant** (3)  
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.
- 306 Women in Scripture** (3)  
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.
- 309 Psalms and Canticles in Judaeo-Christian Worship** (3)  
Origin of musical worship in the religion of Israel; development and use of Psalmody in the celebration of feasts and ceremonies; Hebraic influence on Christian liturgical forms; Psalms and Canticles in contemporary worship.
- 310 The Social Mission of the Family** (3)  
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.
- 337 History of Christianity** (3)  
Origin and growth of the Christian Church from the Israelitic concept of the People of Yahweh and the formation of local communities to the Catholicity of patristic and medieval times; the post-reformation Tridentine Church and the new ecclesiology since Vatican II. See History 337.
- 340 The Church in the Americas** (3)  
Development of Christianity in North, Central, and South America. 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, Canada, and Latin America. See History 340.
- 359, 459 Independent Study** (1-6)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.
- 407 Christology for Secular Man** (3)  
Jesus Christ as Lord of human history and goal of man's search for the meaning of life; significance of human hope and effort in the face of contemporary conflicts and ambivalent values.
- 414 Religious Anthropology** (3)  
Man in the physical, psychological, philosophical aspects of 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.



- 416 Theology of Grace** (3)  
Biblical approach to grace as promise and fulfillment of God's fidelity to man; 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.
- 417 Revelation and Faith** (3)  
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 faith at various stages of human development.
- 420 Thomistic Thought in Contemporary Context** (3)  
Principal teachings of St. Thomas Aquinas, with emphasis on his singular contribution to the development of theological science; the impact of Thomism on contemporary thought.
- 422 Human Values and Religious Psychology** (3)  
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.
- 426/526 Religious Faith and Philosophical Reflection** (3)  
Characteristics of the faith experience as submitted to critical analysis in the works of contemporary philosophers and theologians; the sources of contemporary thought in the classical, patristic, and scholastic traditions. The impact of existential and processive theories on the development of theology. See Philosophy 426.
- 433/533 Interfaith Theology and Ecumenism** (2-6)  
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.
- 440/540 Symbolic Expression of Religion in the Arts** (3)  
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.
- 453/553 Bio-Medical Ethics** (3)  
Interdisciplinary investigation of fundamental problems: life and death, human experimentation and modification, reproductive control, professional and social responsibilities. See Philosophy 453.

- 465/565 Sociology of Religion** (3)  
Functional and conflict theories of the religious factor in human society; social consequences of religious ideology in the formation of cultural and political patterns. See Sociology 465.
- 466/566 Future of Religion in America** (3)  
Sociological analysis of the role of religion in American society; the viability of this function in the last quarter of the twentieth century. See Sociology 466.
- 476/576 Processes in Religious Education** (3)  
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.
- 485/585 Personal and Social Factors in Counseling** (3)  
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 Psychology 485.
- 487/587 Seminar** (2-6)  
Group research and interchange of ideas on a topic of contemporary significance in the field of Religious Studies. Required of major students.





## SOCIAL SCIENCE

### 101 Social Science (3)

Interdisciplinary approach to the study of society, culture, and basic institutions, with emphasis upon psychology, political science, history, and sociology.

## SOCIOLOGY

A sociology major (30 cr.) requires Sociology 201, 409, 420, 423, and 15 elective credits. Math 152 is a corequisite.

Sociology majors are required to take the Sociology URE to be eligible for graduation. Those planning to enter a graduate program in Sociology are advised to take both the General and Advanced (Sociology) sections of the GRE.

A sociology minor (21 cr.) requires Sociology 201, 409, 420, 423, and nine elective credits.

## COURSE DESCRIPTIONS

### 201 Principles of Sociology (3)

Analysis of society, consideration of cultural and social change, social processes, social institutions, stratification of society, demography, human ecology, minority groups, and urban life.

### 246 Marriage and the Family (3)

The American family as a social institution. Consideration of historical data, psycho-social and sexual behavior. See Family and Consumer Science 246.

### 263 Contemporary Social Problems (3)

Various theoretical perspectives on the nature of deviance. Individual research on selected social problems.

### 300 Special Topics (2-6)

Content to be determined by the Department as requested by faculty and/or students to fill specified needs or interests.

### 322 Population (3)

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

### 324 Urban Sociology (3)

Growth and development of the city, urban life, and problems. Individual research on selected urban problems.

### 368 Social Organization (3)

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

### 370 Social Psychology (3)

Such topics as cognitive processes, roles, communication, and persuasion, aggression and interaction within small and large groups. See Psychology 370.

### 372 Social Stratification (3)

Theories of class structure; factors determining class membership, differential class behavior, and social mobility.

### 409 Research Methodology (3)

The research process; methods of data collection, analysis, and interpretation.

### 420 Development of Sociological Thought (3)

Development of sociological theory from roots in social and political philosophy; Saint-Simon and other precursors of Comte; emphasis on the classic nineteenth-century writers: Comte, Spencer, Marx, Hegel, Tonnies, de Tocqueville, Durkheim, Weber, and others. Development approximately to the end of the nineteenth century.

### 423 Contemporary Social Theory (3)

Major theoretical perspectives which currently dominate modern sociological theory; functionalism, conflict theory, interactionist theory, and exchange theory.

### 459 Independent Study (1-3)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.

### 465 Sociology of Religion (3)

See Religious Studies 465.

### 466 The Future of Religion in America (3)

See Religious Studies 466.

### 487 Seminar (3)

Intensive sociological exploration of a particular topic to be determined jointly by students and instructor.



## SPANISH

Requirements for major are: 30 credits of Spanish, including 18 credits in the upper division. Students planning to teach add Spanish 476.

### COURSE DESCRIPTIONS

- 090, 190 Conversational Spanish** (0-3)  
Practical course, with emphasis on everyday situations. Little or no background in Spanish required. Credit/non-credit.
- 101, 102 Elementary Spanish** (3) (3)  
Grammatical construction; conversation, with emphasis on a practical vocabulary and accurate pronunciation; cultural reading material, with progressive grammatical explanations. Language laboratory hours required.
- 203, 204 Intermediate Spanish** (3) (3)  
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.
- 250, 251 Advanced Spanish** (3) (3)  
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.
- 300 Special Topics** (3-9)  
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.
- 305, 306 Survey of Spanish Literature** (3) (3)  
Principal movements in Spanish literature; typical works of each period.
- 313, 314 Survey of Spanish-American Literature** (3) (3)  
Principal movements of Spanish-American Literature; typical works of each period.
- 370 Hispanic-American Culture** (1-3)  
Life and culture of the Hispanic-American peoples. Organized according to modules. The student may elect as many as three modules during one semester.  
Module a. Hispanic-American Countries  
Module b. History and Ways of Life  
Module c. Arts and Culture
- 379 Spanish Culture** (1-3)  
History and geography of Spain; an appreciation of the culture of the country. Organized according to modules. The student may elect as many as three modules during one semester.  
Module a. Reg  
Life  
Module c. Arts and Culture
- 380, 381 Advanced Composition and Language Structure** (3) (3)  
Primarily for native speakers. Intensive study of the structure of the Spanish language; techniques of composition and translation.
- 386 Interdisciplinary Seminar** (3-9)  
Cultural selections according to specific needs (Spanish, Philosophy, Music, etc.) offered in English.
- 431 An Introduction to Cervantes** (3)  
Selected works of Cervantes, with special emphasis on *Don Quijote* and the *Novelas Ejemplares*.
- 440 Spanish Literature of the Golden Age** (3)  
Extensive reading, discussions, and analysis of the works of the principal writers of the sixteenth and seventeenth centuries.
- 443 Contemporary Spanish Literature** (3)  
Literary renaissance in Spain; the Generations of 1898, 1927, and 1936; poetry, novel, drama, and criticism.
- 476 Teaching of Spanish in the Secondary School** (3)  
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.
- 480 Seminar** (3-9)  
Literary selections determined by group need and interest. In-depth study.
- 487 Senior Honors** (3)  
Directed reading in special topics open only to seniors by permission of the Departmental chairman.
- 259, 359, 459 Independent Study** (1-6)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.



## THEATRE

Prior to graduation, all seniors must satisfactorily complete a two-part comprehensive examination. Seniors are responsible for producing, directing, and performing in a dramatic recital to take place during the Commencement Week exercises. They will also be given a written examination concentrating on areas of theatre found in previously assigned books, lecture notes, journals, and newspapers.

### PROGRAMS OF STUDY

B.A. (Concentrated Study)	
Liberal Arts distribution	30 cr.
Theatre requirements	51 cr.
Liberal Arts Electives	30 cr.
Theatre electives	9 cr.
	120 cr.
B.A. (Education)	
Certification requirements	24 cr.
Theatre requirements	51 cr.
Liberal Arts distribution	30 cr.
Liberal Arts Electives	15 cr.
	120 cr.
Theatre Minor	
Acting requirements	12 cr.
Theatre electives	9 cr.
	21 cr.

Students who expect to teach Drama or Theatre in Grades 1-12 must take Theatre 476 and Speech Correction.

### COURSE DESCRIPTIONS

- SPE 101 Fundamentals of Speech** (3)  
 Knowledge of and training in the principles of speech; practice in reading and speaking before an audience.
- SPE 104 Social Communication** (3)  
 Problems of contemporary social communication, interpersonal relationships, and the influences of the media on communication.
- 155/156 Fundamentals of Acting** (3) (3)  
 Creative approach to acting, with emphasis on the development of the imagination, flexibility of body movement, and greater ease of communication through improvisation and rudimentary scene analysis, including readings of basic acting texts.

- SPE 213 Oral Interpretation** (3)  
 Preparatory course in the reading of prose, poetry, and dramatic texts.
- 255/256 Intermediate Acting** (3) (3)  
 Problems of characterizations, interpretation, with special emphasis on scene study in laboratory conditions. Further investigations of various acting theories.
- 300 Special Topics** (2-6)  
 Content to be determined by the program as requested by faculty and/or students to fill specific needs or interests.
- 323 Play Directing** (3)  
 Script analysis, investigations of stage compositions, including rudimentary scene study and directing theories.
- 324 Advanced Play Directing** (3)  
 Intensive scene work, with further investigations of influential directing theories and production techniques.
- 335 Advanced Acting** (3)  
 Practical study in the development of audition material. Offered only to those intending to pursue graduate or professional work in acting. Prerequisites: Theatre 255/256, and approval of the instructor.
- 370 Introduction to Motion Picture Study.** (3)  
 See Art 370.
- 380, 381 Film Production** (3) (3)  
 See Art 380, 381.
- 391/392 Theatre Design** (2) (2)  
 Module a. Stage Lighting. Basic principles of lighting techniques for the stage.  
 Module b. Scene Design. Theory and practical scene design for the theatre.
- 407 Shakespeare** (3)  
 See English 407.
- SPE 411 Speech Correction for Children** (3)  
 See Education 411.
- 412 Stage Make-up** (3)  
 Basic principles of make-up for the theatre, theory, and practical application in laboratory conditions.
- 439, 440 Theatre History I and II** (3) (3)  
 The theatrical event and its attendant literature from ritual beginnings to the closing of the theatres in England; from the Restoration to the 1950's and the advent of Absurdist theatre. See English 439 and 440.



**441 Contemporary Theatre** (3)  
Plays and theatrical practices of our day. Prerequisite: 440 or permission of the instructor. See English 441.

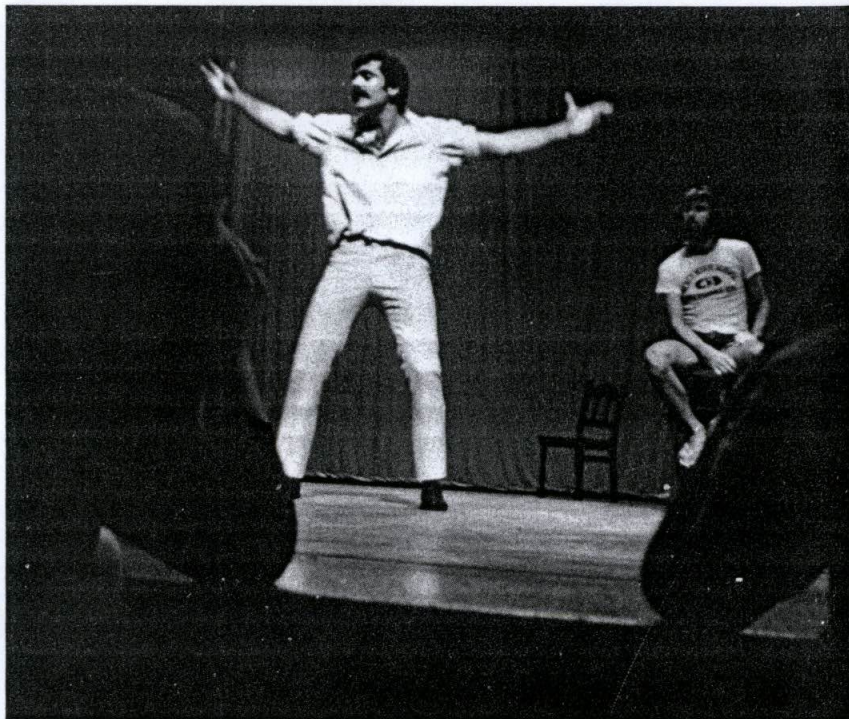
**442 American Drama** (3)  
History of American theatre and study of American playwrights and their impact on and reflections of our society.

**443 Theory and Criticism** (3)  
Development and impact of theory and criticism on the theatrical event and dramatic literature from Aristotle to the present.

**455 History of Costume** (3)  
Analysis of the important periods in costume from the Egyptians to the present.

**SPE 476 Teaching Speech and Drama in the Secondary School** (2)  
Methods and materials available for teaching speech and for directing extra-curricular speech and drama activities. Required for teacher certification.

**159/259/359/459 Independent Study** (1-12)  
Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.



## SCHOOL OF EDUCATION

**John W. Maguire, Ph. D.**  
Dean

Education majors will meet all of the requirements for a Bachelor of Science (B.S.) degree and for teacher certification by following the requirements listed under General Preparation and Student Teaching. Major requirements are listed on the following pages.

**General Preparation.** A minimum of 45 credits in general preparation, with not fewer than six credits, nor more than 12, in each of the five areas listed below:

**A. Communication Arts**

A minimum of six credits in English composition, rhetoric, or grammar (e.g., English 111 and 112). Up to six credits in speech or elementary foreign languages may be used to meet the total of 12 credits permitted in this area (e.g., Theatre 312).

**B. Human Adjustment**

A minimum of six credits 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. Natural Sciences**

A maximum of six credits in biological sciences, physical sciences, or mathematics. The entire six credits may not be in mathematics. For education majors: Mathematics 201 and 202; 6 credits from the sciences.

**D. Social Sciences**

A minimum of six credits 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 credits 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 credits) must be carried by the student.

Admission to the student teaching program requires senior status (a minimum of 90 credits of course work completed), a cumulative average of 2.0, the recommendations of the student's academic advisor and the School of Education. 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 30 credits 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 School of Education by February of the junior year.



## ELEMENTARY EDUCATION

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

Major (51 cr.) — 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

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

Major (51 cr.) — 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 cr.) — See preceding section on "General Preparation."

Major (51 cr.) — Education 253, 262, 318, 322, 382, 411, 440, 442, 453, 466, 470, 473, 477, 483, 499. Prerequisites for student teaching: Education 253, 262, 318, 322, 440, 466, 470, 473, 483; English 320.

## SECONDARY EDUCATION

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

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

Minor (24 cr.) — Secondary Education — Education 253, 318, 453, 463, 468 (3 cr.); Education 499 (9 cr.). Prerequisites for student teaching: Education 253, 318, 463, and Special Methods 476.



## COURSE DESCRIPTIONS

- 253 Introduction to the School** (3)  
Structure and operation of the American school system, emphasizing economic, legal, administrative, and professional aspects. School visitations on various levels.
- 262 Teaching Arithmetic** (3)  
Content, methodology, and materials for teaching modern mathematics in the elementary school. Field experience is required in an elementary school. Field experience is required in an elementary school mathematics program. Prerequisite: Mathematics 201.
- 318 Psychology of Learning** (3)  
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.
- 320 Children's Literature** (3)  
Survey of literature suited to the needs of children. See English 320.
- 322 Methods of Teaching Reading** (3)  
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.
- 344 Teaching Health and Physical Education in the Elementary School** (3)  
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.
- 366 Teaching Social Studies in the Elementary School** (3)  
Content materials and methodology in the social science field needed for the instruction of elementary children.
- 376 Principles of Vocational Education** (3)  
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.
- 377 Instructional Techniques for Vocational Education** (3)  
Philosophy of teaching, behavioral objectives, curriculum planning, lesson planning, use of visual aids, demonstration techniques, evaluation of student progress, and teacher performance.

- 388 Teaching Science in the Elementary School** (3)  
Principles and methods of selecting and organizing suitable units for elementary school science; includes demonstrations, laboratory experiments, field trips, and tests.

### Courses with an Asterisk are Open Only to Upper-level Students

- 411 \*Speech Correction for Children** (3)  
Elementary, non-technical course in speech correction for the teacher who deals with speech-handicapped children in the classroom. See Speech 411.
- 417 \*Evaluation and Measurement in Education** (3)  
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.
- 435 The Teaching of Language Arts** (3)  
Performance-based competencies in teaching handwriting, spelling, oral and written communication.
- 440 \*Foundations of Mental Retardation** (3)  
Biological, psychological, and social foundations of mental deficiency, with emphasis on the various levels of retardation.
- 441 \*Elementary School Curriculum** (3)  
Principles and problems in elementary school curriculum; practical experiences for the student in developing criteria for valid practices and curriculum change.
- 442 \*Secondary School Curriculum** (3)  
Current trends in modern secondary school curriculum; practical experiences in developing criteria for valid practices and curriculum change.
- 449 \*Psychology of Adolescence** (3)  
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.
- 453 Vital Forces in Education** (3)  
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.
- 455 \*Evaluation of Elementary School Curricula** (3)  
Current curriculum, innovative approaches, and experimentation; study of new insights; incorporation of creative approaches; transformation through change and constant evaluation of quality education.



- 456 Evaluation of Secondary School Curricula** (3)  
Intensive study of current curricula and secondary schools, including an evaluation of their suitability.
- 461 Organization and Use of Audio-Visual Materials** (3)  
Selection and use of audio-visual aids; community resources; training for effective organization and distribution of learning materials appropriate to various age levels.
- 462 Principles of Teaching and Testing (Elementary)** (3)  
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.
- 463 Principles of Teaching and Testing (Secondary)** (3)  
General and specific principles which underlie approaches to teaching and learning processes in the secondary school, with emphasis upon problems arising from adolescent needs.
- 466 Diagnostic Teaching of Reading in the Classroom** (3)  
Methods of diagnosing and individualizing instruction in reading in the classroom. Prerequisite: Education 322.
- 467 Improvement of Reading Instruction** (3)  
Advanced presentation of the methods and materials used for teaching reading: a survey and critical evaluation of present trends.
- 468 Improvement of Reading in the Secondary School** (3)  
Methods and materials for test screening, classroom diagnosis, remedial and developmental reading in the secondary school.
- 469 Personality and Mental Health** (3)  
Development of personality in a family setting; mental health and growth producing environments; ingredients in the family (self-worth, communication, system, and rules). See Psychology 469.
- 470 \*Introduction to Exceptional Children** (3)  
Detection of physical, mental, and emotional exceptionalities in children and their educational provisions.
- 471 \*Psycho-Social Foundations in Early Childhood Education** (3)  
Improving understanding of child's and teacher's feelings and of the socialization process; defining and maintaining limits for behavior; conceptualizing and accepting responsibility for improving children's interpersonal relations; evaluation of the early childhood curriculum as it contributes to the development of social and emotional sensitivity. Laboratory experience.

- 472 \*Early Childhood Programs** (3)  
Programs and activities in nursery schools, kindergartens, and day care centers; routines, health schedules, and program development in areas of cognitive development such as language arts, literature, mathematics, and science; selected equipment and materials. Laboratory experience.
- 473 \*Teaching the Mentally Retarded** (3)  
Philosophy, objectives, methods, materials, and curriculum content for the three classifications of retarded — educable, trainable, and custodial.
- 477 Basic Home Economics for the Retarded Adolescent** (3)  
Methodology and curriculum for the educable, mentally-retarded young adult in preparation for successful family life and occupational experience. Emphasis 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. See Family and Consumer Science 477.
- 478/578 The Learning Disabled Child** (3)  
Causes of learning disabilities and how they affect children in their social, emotional, and intellectual development; practical experiences in the study of how children learn control of movement, language, and thought.
- 479/579 Curriculum Development for Learning Disabilities** (3)  
Curriculum for the remediation of learning disabilities; practical experience in methods, techniques, and materials utilized in developing perceptual and cognitive skills; their application to reading, writing, spelling and mathematics, and the importance of creating an effective learning ecology.
- 480/580 Laboratory Course in Learning Disabilities** (3)  
Observation and participation in the procedures of gross motor and fine motor activities of children with learning disabilities and specific recommendations for programs to alleviate the problems in home, school, and community.
- 482 \*Development Psychology** (3)  
Individual from conception to maturity, with emphasis on mental, physiological, and psychological processes at the various stages of development. See Psychology 482.
- 483 Educational Assessment of the Exceptional Child** (3)  
Laboratory course in methods of diagnosing and individualizing instruction in specific curricular areas of Exceptional Child Education; alternate methods of diagnosis and prescriptive learning.



**484 \*Diagnosis of Reading Disabilities**

(3)

Methods of diagnosing and discovering disabilities and the problems inherent to this area of reading. Prerequisite: Education 322 or equivalent.

**485 \*Principles of Guidance**

(3)

Various techniques used by teachers and guidance specialists, with special reference to a philosophy of guidance. Evaluation of guidance programs in schools and/or agencies to enhance knowledge, problem-solving skills, appreciations, ideas, and attitudes necessary for competency in the guidance profession.

**490 \*Remediation of Reading Disabilities**

(3)

Application of methods and materials for use in the remediation of reading problems. Prerequisite: Education 322 or equivalent.

**491 \*Group Dynamics**

(3)

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.

**492 Workshop in Education**

(Variable)

Special interest areas developed from student needs and community requests. Number of credits depends on individual workshop requirements.

**495 \*Curriculum Design for Elementary School**

(3)

Elementary school curriculum: its sources, organizations, areas of study, and a look ahead to new dimensions for educational evaluation.

**496 \*Curriculum Design for Secondary School**

(3)

Current curriculum developments and problems involved in their construction, including innovative programs in secondary schools.

**499 \*Directed Student Teaching**

(9)

Student teaching under the supervision of a fully certified teacher and a College supervisor. Prerequisite: Senior status.

**159, 259, 359, 459 Independent Study**

(1-12)

Opportunity for extensive research in areas of special interest to the student. Prerequisite: Departmental approval.

**SCHOOL OF NURSING**

**Sister Judith Ann Balcerski, O.P., M.S.N.**  
Dean

The purpose of the nursing program is to offer the students a baccalaureate education which will prepare them as professional nurses. The program, within a basic Christian humanistic framework, aims to lay a foundation for safe nursing practice, the progression to positions that require beginning administrative skills without additional education, beginning skills in research, 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.

**Admission to Clinical Courses**

The following are the criteria for admission to clinical nursing courses which begin at sophomore level:

- (1) submission of a formal letter of application indicating a compatibility of personal goals with the goals of the School 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) 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) a 2.00 (C) cumulative grade point average in all coursework;
- (5) completion of approximately 30 credits of course work;
- (6) evidence of a health status acceptable for the practice of nursing and a yearly submission of a report of an examination indicating good mental and physical health of the student.

**Transportation**

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.



## Academic Standards

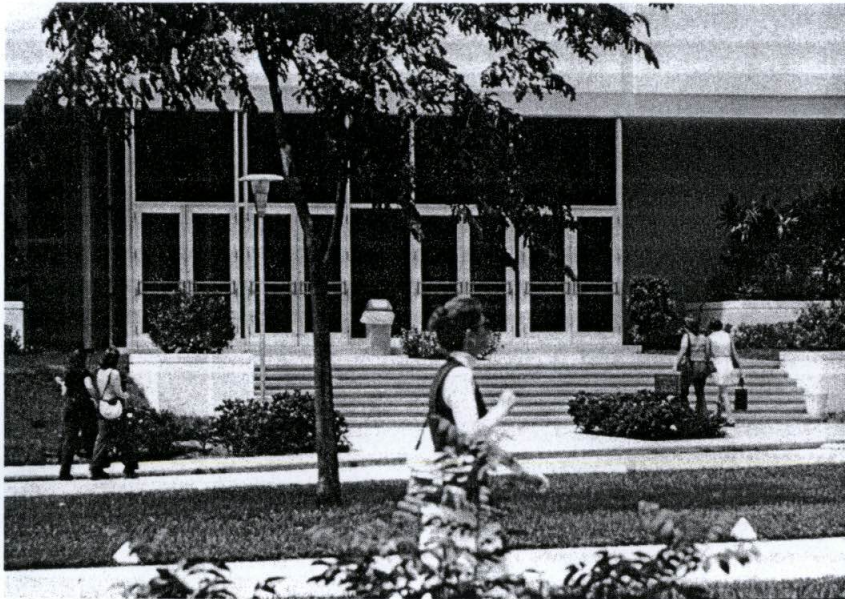
In addition to general College standards, the following policies are required for progression in nursing:

- (1) If a student receives a D or an F in Physiology, registration for future clinical nursing courses will not be permitted unless a passing grade of C or above is attained.
- (2) 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.
- (3) Nursing courses may be repeated only once and then only with the consent of the instructor(s).

## Nursing Program Course Requirements

Nursing Major: (56 cr.) 201, 277, 377, 378, 459, 464, 481, 492 and 496. (Nursing 150 and 410 are elective courses.)

Other courses: (64-66 cr.) Family & Consumer Science 271, 381; Physics 151; Biology 230, 253, 331, 332; Chemistry 152; Psychology (3 cr.); Sociology or Social Science (6 cr.); Philosophy 453 (and 3 cr.); Philosophy or Religious Studies (3 cr.); Speech and English Composition (6 cr.); electives (12 cr.)



## Course Descriptions

### 150 The Nurse in Society (2)

The role of the nurse as a professional in American society. Historical, present, and future perspectives of the nurse in the areas of service, education, research, and administration. Role 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.

### 201 Nursing Process (8)

Clinical study of the professional nursing process. Formulation and implementation of nursing care plans which reflect clinical application of the problem-solving approach and the acquisition and integration of skills necessary to provide nursing care to patients and families. Formulation of patient care problems; state nursing diagnoses; collection, analysis, and utilization of pertinent patient data obtained through observation, reading, and interview techniques. Selection of appropriate nursing measures for implementing the plan of care. Concepts of stress and adaptation. Clinical experience in the College nursing laboratory, nursing home, and a hospital setting. Prerequisite: admission to clinical nursing courses. Corequisites: Biology 331, Family and Consumer Science 271. 3 hours discussion, seminar, lecture: 15 hours laboratory.

### 277 Nursing Care of Mothers and Newborns (7)

Nursing during the maternity cycle, including the neonatal period; stress and adaptation as manifested in these phases. Family-centered approach, with the application of growth and development concepts and emphasis on the psycho-social and cultural factors which affect adaptive behavior. Experiences in clinics, physicians' offices, hospitals, and home settings. Prerequisite: Nursing 201; Corequisite: Biology 332. 3 hours discussion, seminar, lecture. 12 hours laboratory.

### 377 Nursing Care of Children (7)

Care of children from infancy through adolescence. Family-centered approach, with application of growth and development concepts throughout the periods of infancy, childhood, and adolescence. Experiences in clinic, nursery school, and hospital settings. Prerequisites: Nursing 277, FCS 381. 3 hours discussion, seminar, lecture. 12 hours laboratory.



Continued development of skill in utilizing the nursing process in caring for adult and aged 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 and nursing home settings. Prerequisite: Nursing 377. 3 hours discussion, seminar, lecture. 15 hours laboratory.

**410 Cross-Cultural Nursing** (2)

Cultural factors influencing the health and illness states of individuals in society. Beliefs about the nature of health and illness, the sick role, accepted treatment modalities, and the development of nursing care models applicable to cultural groups living in South Florida.

Nursing 464, 481, and 496 are each offered three times during consecutive 10 week terms between September and May. Departure from the regular semester schedule necessitates that students register once for the full senior year, and full-time study should be anticipated.

**464 Psychiatric Nursing** (7)

Extension and refocus of previously acquired knowledge of the behavioral and psycho-dynamic concepts and theories as applied within the clinical settings of psychiatric nursing. Opportunities for new learning about the psychopathology of human behavior concurrent with present treatment modalities. Current concepts of interpersonal and intrapersonal interaction. Prerequisite: Nursing 378. 4 hours discussion, seminar, lecture. 16 hours laboratory.

**481 Community Health Nursing** (7)

Nursing as an integral part of an organized community effort for the delivery of personal and environmental health services. The nursing process as applied to the family and community and through supervised clinical practice in a health agency. Opportunities for learning how to identify the health problems of a community and how community health programs are developed to meet these problems. Experiences in school and health agencies, the home, and industry. Prerequisite: Nursing 378. Corequisite: Nursing 492. 4 hours discussion, seminar, lecture. 16 hours laboratory.

**492 Principles of Epidemiology** (2)

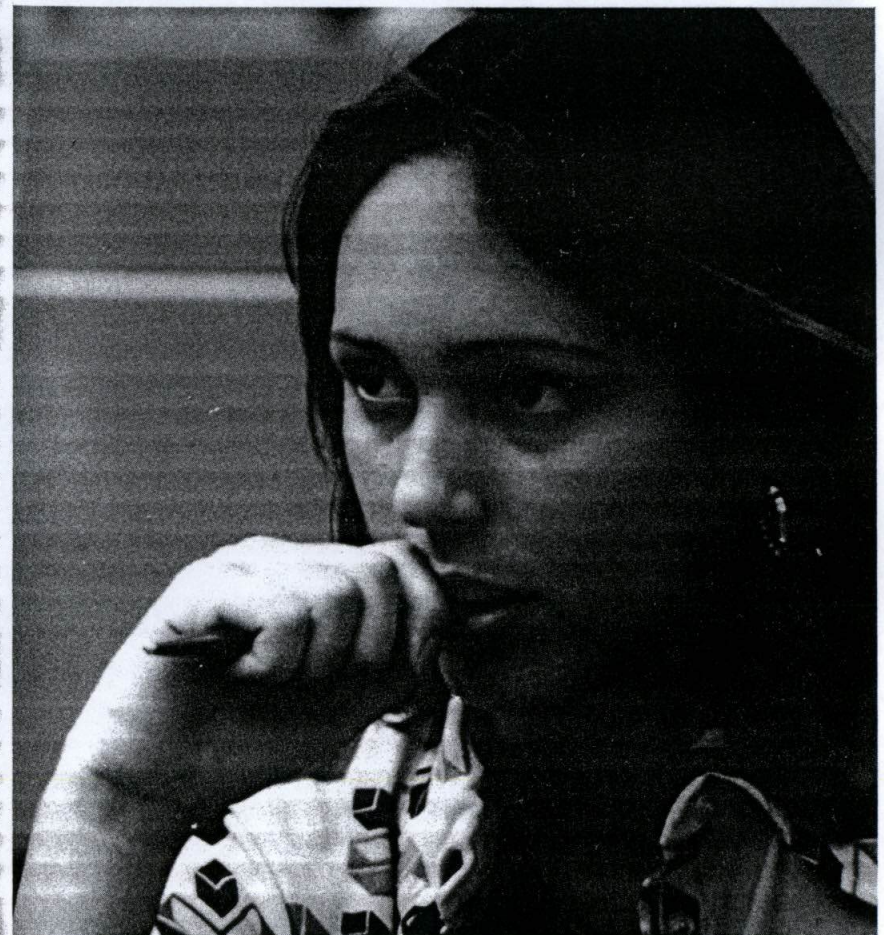
Basic principles, contemporary concepts, and historical and current uses of epidemiology, including agents, host, and environmental factors related to disease occurrence and geographic distribution. Natural history, prevention, and control of selected infectious and non-infectious diseases of current interest, and the role of the nurse in collaborative investigation and surveillance for the control of these diseases. Prerequisite: Nursing 378. Fall. 3 hours discussion, lecture.

**496 Leadership in Nursing** (7)

Principles of management and concepts of leadership, creativity, decision-making, and change as they pertain to nursing functions in the clinical setting. 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. Current and projected trends in nursing as a basis for exploring the legal and professional responsibilities of the nurse, as a person, to the profession and to society. Prerequisite: Nursing 378. 3 hours discussion, seminar, lecture. 20 hours laboratory.

**459 Independent Study** (3)

Introduction to the research process and an opportunity for extensive study in areas of special interest to the student. Prerequisites: Departmental approval; Senior status.





## SCHOOL OF SOCIAL WORK

*John M. Riley, Ph. D.*

*Dean*

*Robert H. Nee, Ph.D.*

*Associate Dean*

Freshmen and sophomore students who are interested in social work should focus on obtaining a broad liberal arts background as foundation knowledge. Forty-five distributive course credits should be completed by the end of the sophomore year. In the sophomore year, social work students begin taking the required courses in their concentration or major. These courses are (33 credits)

SW 336	Social Welfare as Social Institution	3 cr.
SW 364	Community Structure	3 cr.
SW 376	An Introduction to Social Work Methods	3 cr.
Anth 443	Cultural Anthropology	3 cr.
Econ 201	Principles of Economics I	3 cr.
Econ 202	Principles of Economics II	3 cr.
Pol Sc 301	American Government	3 cr.
Psych. 281	Introduction to Psychology	3 cr.
Psych. 482	Developmental Psychology	3 cr.
Soc. 201	Principles of Sociology	3 cr.
Soc. 418	Research Methodology and Statistical Procedures	3 cr.

In the senior year, the student's coursework will include the following 30 credits:

SW 401	Social Welfare Policy and Services I	2 cr.
SW 416	Institutional Racism (SWAPS II)	2 cr.
SW 421	Social Work Practice I	2 cr.
SW 422	Casework II	2 cr.
SW 423	Group Work II	2 cr.
SW 451	Socio-Cultural Theories and Human Behavior	2 cr.
SW 452	Personality Theories and Human Behavior	2 cr.
SW 481	Research I	2 cr.
SW 482	Research II	2 cr.
SW 491	Field Instruction I	5 cr.
SW 492	Field Instruction II	5 cr.
	Elective	2 cr.

## Professional Education in Social Work

The B.S.W. is a professional degree. Students majoring in social work are expected to develop knowledge, skills, values, and the self-understanding necessary for beginning professional practice as they move through their classroom and field-learning experiences. Criteria are therefore established to determine, as far as possible, the student's readiness to be advanced to their next status. The Coordinator of the B.S.W. program is responsible for determining the status of a student.

There are three statuses for beginning professional practice. These are Beginning Majors (Freshmen and Sophomores); Intermediate Majors (Juniors); and B.S.W. candidates (Seniors).

Advancement from beginning to intermediate status is based upon the completion of 45 credits (including SW 336) with a GPA of 2.00 (C) and the recommendation of the B.S.W. Coordinator.

Achieving the status of a B.S.W. candidate (Senior) is based upon the following:

1. Completion of 90 credits with a GPA of 2.50 (C+).
2. Completion of SW 336, 364, 376, with a GPA of 3.00 (B) or above.
3. Completion of field instruction placement request form.
4. Advisor's recommendation for candidacy.

## Field Instruction Performance

An unsatisfactory performance (U) in either SW 491 or 492 (Field Instruction) shall prevent a candidate from completing the BSW program.

## Transfer Students

To be awarded the BSW degree, students who transfer must earn their last 60 credits in residence at Barry. Inquiries about transferring should be made to the BSW Program Coordinator.

## Advanced Standing

Advanced standing is a status given to a BSW graduate from Barry who is admitted to the second year MSW program at Barry. Information about applications to the graduate program in social work at Barry should be secured from the Dean of Admissions.



## COURSE DESCRIPTIONS

**336 Social Welfare as a Social Institution** (3)  
Beginning course in the social welfare sequence, introducing 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.

**364 Community Structure** (3)  
Organization and operation of social service settings; outside speakers and field trips employed in teaching the students about the existence and usage of community resources.

**376 An Introduction to Social Work Methods** (3)  
Interventive methods within a preventive, treatment, and rehabilitative framework; generic methods in social work, casework, group work, and community organization.

**401 Social Welfare Policies and Services I** (2)  
Policies and services relevant to social welfare and the development of analytic skills in examining such policies and services. Aims at strengthening the student's commitment to the profession's responsibility to promote programs that prevent and ameliorate social problems.

**416 Institutional Racism** (2)  
Nature and extent of racism in American culture and society. Analytic skills developed for assessing the impact of racist policies and practices on social institutions and people, regardless of their ethnicity.

**421 Social Work Practice I** (2)  
Major practice concepts and principles providing a comprehensive view of social work practice. Processes of problem-solving, with reference to values and ethics of the profession and elements common to practice which permit applicability to various system levels.

**422 Casework II** (2)  
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 through the analysis of increasingly complex problem situations.

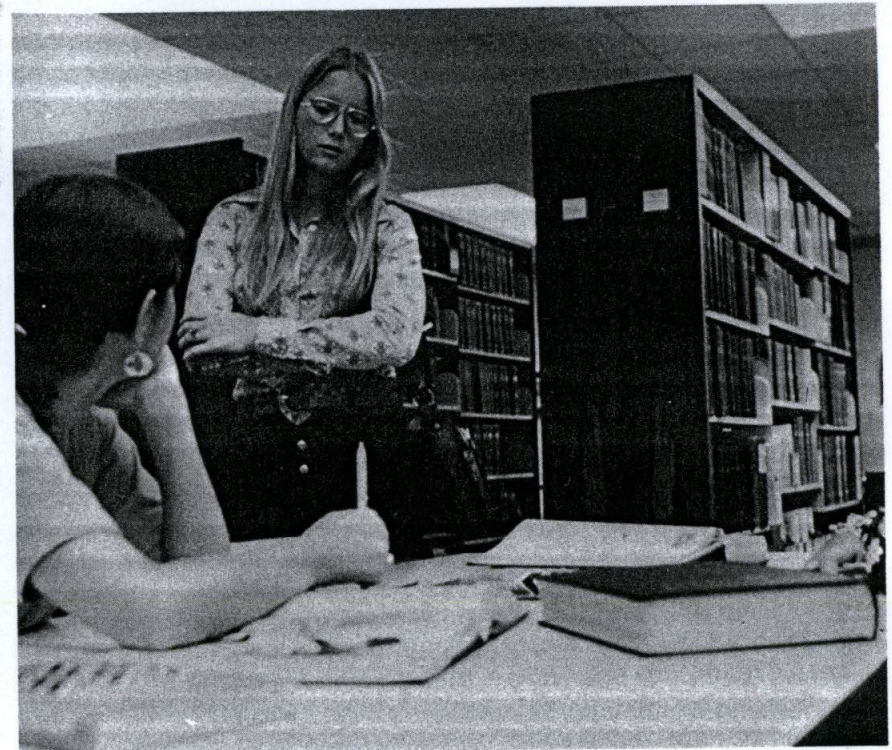
**423 Group Work II** (2)  
The group as the means and context for change. Nature of the worker-group relationship, group development, individual and group diagnosis, formulation of interventive strategies, and group treatment.

**451 Socio-Cultural Theories and Human Behavior** (2)  
A companion course to Personality Theories and Human Behavior, concentrates on larger social systems such as small groups, formal organizations and cultures, and their effect on human behavior.

**452 Personality Theories and Human Behavior** (2)  
Physical, social, and emotional development of individuals. 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.

**481, 482 Research I and II** (2) (2)  
Nature, purposes, and functions of social work research. Experience in designing and implementing a research design and skill in consuming research findings.

**491, 492 Field Instruction** (5) (5)  
Assignment in a human service agency where field instructor offers personal supervision. Experiential learning to help students integrate theory with practice in order to develop appropriate skill, knowledge, attitude, and professional identification. Experiences which afford opportunity to apply and test concepts and theory presented in both class and field situations.





## CONTINUING EDUCATION

*Justin C. Steurer, Ph.D.*  
*Director*

Through the Office of Continuing Education, Barry College makes available its education resources to mature men and women, either to develop new skills or to enrich their personal lives. Individual counseling is provided for those who are unsure of their educational goals or abilities. Continuing Education students may take part in regular courses or in specially designed adult seminars, during the day or at night, where they will study with people who have a similar background and ambition. Non-credit mini-courses, such as Developing Personal Potential, Art Appreciation, Creative Use of Leisure, and Creative Writing, are offered any time during the year in response to sufficient demand. Credit for Life/Work Experience may be granted.

Through the Office of Continuing Education, a student may initiate a degree program and then transfer to one of the four Schools (Arts and Sciences, Education, Nursing, and Social Work) to complete a major. Adult students entering Barry with a significant number of credits through CLEP, USAFI, previous degree, FAA certificates, etc., may complete a Bachelor of Science (B.S.) degree in Professional and Liberal Studies under the guidance and supervision of the Director of Continuing Education.

A large number of students exercise this latter option in conjunction with the Miami Education Consortium (MEC). MEC is an association between Embry-Riddle Aeronautical University and Barry College, affording adults residing in the Miami area an opportunity to complete college degree requirements while 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. All MEC courses are applicable to any degree of Barry College or Embry-Riddle.

Barry College offers a baccalaureate program in Business with a major or minor in one of the following areas: Accounting, Economics, Marketing 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 classroom hours are scheduled each term so that the standard requirements for credit in terms of trimester hours are assured.

The following Continuing Education courses have been offered in recent years:

## BUSINESS

200	Basic Accounting
222	Introduction to Statistics
303	Management Accounting
305	Principles of Management
306	Principles of Marketing
307	Management Analysis & Concepts
336	Intermediate Accounting II
339	Business Law I
361	Cost Accounting
371	Social & Ethical Issues in Business
401	Advertising
402	Marketing Problems
419	Financial Management
420	Psychology of Management
424	Personnel Management
454	Investments
462	Public Relations

## ECONOMICS

201	Principles of Economics I
202	Principles of Economics II
374	Consumer Economics
466	International Trade

## EDUCATION

388	Teaching Science in Elementary Schools
453	Vital Forces in Education
463	Principles of Teaching and Testing (Secondary)

## ENGLISH

111	Freshman Composition & Literature
306	Creative Writing

## HISTORY

101-102	Survey of Civilization; Origin & Development
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## MATH/SCIENCE

Math 101	General College Math
MATH 352	Probability & Statistics I
CHEM 105	Basic Chemistry
PHY 151	Basic Physics

## PHIL/REL

PHI 151	Discovering Philosophy
PHI 152	Introduction to Logic
PHI 355	Philosophy of Politics
PHI 411	Special Ethics
PHI 460	Philosophical Classics
REL 214	Contemporary Christian Morality
REL 414	Religious Anthropology
REL 465	Religious Attitudes & Social Behavior



## **POL. SCIENCE**

- 301 American Government
- 304 American Political Parties

## **PSYCHOLOGY/ SOCIOLOGY**

- PSY 281 Introduction to Psychology
- SOC 201 Principles of Sociology
- SOC 300 Special Topics (Group Dynamics)
- SOC 322 Urban Sociology
- SOC 370 Social Psychology
- SOC 422 Contemporary Social Theory

## **SPEECH**

- 312 General Speech
- 411 Speech Correction for Children

## **GRADUATE PROGRAMS**

Barry College inaugurated coeducational graduate programs in 1954 and now offers advanced degrees in Education, English, Religious Studies, and Social Work. All graduate programs are designed to assist the mature student in increasing personal growth, professional development, and competence so that the graduate may better serve the social, religious, and educational community.

### **Programs For Degree-seeking Students**

The School of Arts and Sciences offers the Master of Arts (M.A.) degree in:

- English
- Religious Studies

The School of Education offers the Master of Science (M.S.) degree in:

- Administration and/or Supervision
- Community Counseling
- Exceptional Child Education
- Guidance and Counseling
- Reading

The School of Social Work offers the Master of Social Work (M.S.W.) degree.

### **Programs For Non-Degree-Seeking Students**

Barry recognizes that some applicants who have already achieved the Bachelor's, Master's, or Doctoral degree may wish to enroll in graduate courses for purposes of certification or for professional and personal enrichment. To accommodate the needs of these applicants, admission is granted in the following categories, with the permission of the Dean of Admissions.

**Unclassified.** Applicants who hold a valid Bachelor's degree may enroll for an unlimited number of undergraduate credits and a maximum of six graduate credits.

**Post-Graduate.** Applicants who hold the Master's or Doctoral degree may enroll for an unlimited number of graduate and undergraduate credits.

Students in either of these categories who, at a later date, decide to pursue a degree program at Barry must request regular admission and fulfill all requirements expected of any degree-seeking applicant before admission is granted to any of the graduate degree-granting programs. A maximum of six credit hours may be applied toward a graduate degree if a B average has been maintained; acceptance of individual credits is granted by the program in which the applicant has been accepted.

**Guest Students.** A student enrolled in a graduate program elsewhere, desiring to earn graduate credits at Barry College for the purpose of transferring them to the degree-granting institution, must submit to the Admissions Office an application form, proof of highest degree held, and a letter from the Dean of the Graduate School in which he is enrolled for a degree, stating that he is in good standing and has permission to transfer credit. If possible, the letter should indicate specific courses to be accepted. Applicants in this category holding a Bachelor's degree are permitted to enroll for a maximum of six graduate credits; those holding a Master's or a Doctorate degree are permitted an unlimited number of graduate credits.

Applicants for Education, English, and Religious Studies may apply for admission for September, January, or June. Applications for Social Work are accepted for admission to the September semester **only** if special permission is obtained from the School of Social Work for January admission.

Inquiries, applications, and all credentials in support of applications should be addressed to the attention of Graduate Admissions. The **Graduate Bulletin**, containing additional information on the various programs, admission procedures, and other requirements may be obtained by request at the Admissions Office, Barry College, 11300 N.E. Second Avenue, Miami Shores, Florida 33161; telephone 305-758-3392. A self-addressed post card to request The **Graduate Bulletin** is in the back of this Catalog.



## GRADUATE COURSES OF INSTRUCTION

### EDUCATION

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

511	Speech Correction for Children	(3)
513	Psychopathology	(3)
517	Evaluation and Measurement in Education	(3)
535	The Teaching of Language Arts	(3)
540	Foundations of Mental Retardation	(3)
541	Elementary School Curriculum	(3)
542	Secondary School Curriculum	(3)
549	Psychology of Adolescence	(3)
555	Evaluation of Elementary School Curricula	(3)
556	Evaluation of Secondary School Curricula	(3)
567	Improvement of Reading Instruction	(3)
568	Improvement of Reading in the Secondary School	(3)
569	Personality and Mental Health	(3)
570	Introduction to Exceptional Children	(3)
571	Psycho-Social Foundations in Early Childhood Education	(3)
572	Early Childhood Programs	(3)
573	Teaching of the Mentally Retarded	(3)
577	Basic Home Economics Skills for the Retarded Adolescent	(3)
582	Developmental Psychology	(3)
583	Educational Assessment of the Exceptional Child	(3)
584	Diagnosis of Reading Disabilities	(3)
585	Principles of Guidance	(3)
590	Remediation of Reading Disabilities	(3)
591	Group Dynamics	(3)
592	Workshop in Education	(1-3)
595	Curriculum Design for Elementary Schools	(3)
596	Curriculum Design for Secondary Schools	(3)

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

601	Methodology of Educational Research	(3)
617	Evaluation I	(3)
618	Evaluation II	(3)
619	Analysis of the Individual	(3)
625	Advanced Educational Psychology	(3)
626	Philosophy of School and Society	(3)
630	Psychological Foundations of Reading	(3)

631	Administration and Supervision of Reading Programs	(3)
634	Reading Clinic	(3)
641	Modern Science for the Elementary Teacher	(3)
642	Modern Mathematics for the Elementary Teacher	(3)
643	Evaluation of Children with Learning Disabilities	(3)
652	Counseling Procedures	(3)
653	Occupational Information	(3)
654	Administration of Guidance Services	(3)
655	Guidance of the Exceptional Child	(3)
661	Administration and Supervision of Special Services	(3)
478/578	The Learning Disabled Child	(3)
479/579	Curriculum Development for Learning Disabilities	(3)
480/580	Laboratory Course in Learning Disabilities	(3)
671	School Organization and Administration	(3)
672	Elementary School Administration	(3)
673	Secondary School Administration	(3)
674	School Law	(3)
690	School Supervision	(3)
692	Elementary School Supervision	(3)
693	Secondary School Supervision	(3)
694	Supervised Practice in Counseling	(3)
695	Internship in Guidance and Counseling	(6)
696	Seminar in Elementary Administration and Supervision	(3)
697	Seminar in Secondary Administration and Supervision	(3)
698	Seminars in Guidance and Counseling	(3)
699	Advanced Internship in Education	(3-6)
701	Advanced Study in Education	(3-6)

### ENGLISH

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

503	History of the English Language	(3)
507	Shakespeare	(3)
525	Advanced American Studies	(3)
539	Development of the Dramatic Form	(3)
540	Development of the Dramatic Form	(3)
541	Contemporary Theater	(3)
560	Modern Literature	(3-12)
591	Comparative Literature	(3)



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

601	Bibliography and Methods of Research	(1)
602	Introduction to Literary Theory	(3)
603	Seminar in English Studies	(2-10)
604	Critical Approaches to the Novel	(3)
605	Old English Grammar and Readings	(3)
620	Age of Chaucer	(3)
621	Renaissance Studies	(3)
622	Age of Milton	(3)
623	English Classicism	(3)
632	The Romantics	(3)
633	The Victorians	(3)
699	Master's Thesis	(6)
701	Directed Research	(3-6)
702-703	Independent Study	(3-6)

### RELIGIOUS STUDIES

**Courses open to graduate students and qualified undergraduates**

526	Religious Faith and Philosophical Reflection	(3)
533	Ecumenical Theology	(1-6)
540	Symbolic Expression of Religion in the Arts	(1-6)
553	Bio-Medical Ethics	(3)
565	Religious Attitudes and Social Behavior	(3)
566	The Future of Religion in America	(3)
585	Personal and Social Factors in Religious Counseling	(3)
587	Seminar	(3-9)

**Courses open to graduate students only**

600	An Introduction to Pastoral Renewal	(2)
601	Method of Theological Research	(2)
602	Toward an American Spirituality	(2)
603	Modern Biblical Scholarship	(2)
604	Anthropology and Faith	(3)
605	Christ and the Church	(3)
606	Religious Psychology	(3)
607	Christology in Historical Perspective	(3)
608	Revelation and Grace	(3)
609	Historical Development of the American Church	(3)
610	Principles of Christian Morality	(3)
612	Liturgy and Life	(3)
613	Analysis of Social Structure in the American Church	(3)
614	Sacramental Theology	(3)

615	Formation of the Synoptic Gospels	(3)
618	Themes of Old Testament Theology	(3)
619	The Gospel of St. John	(3)
620	Sources and Development of Doctrine	(3)
621	Moral Issues in American Culture	(3)
631	Catechesis of the Sacraments	(2)
633	Adult Religious Education	(2)
634	Administration of Religious Education Programs	(3)
636	Sociology of Religion and Culture	(2)
637	Psychology of Religious Education	(3)
699	Master's Thesis	(6)
700	Directed Research	(3)

### SOCIAL WORK

**During the first academic year of study, the following courses are required:**

501-502	Social Welfare Policy and Services I and II	(2) (2)
521	Social Work Practice I	(2)
522	Casework II	(2)
523	Group Work II	(2)
551	Socio-Cultural Theories and Human Behavior	(2)
552	Personality Development and Human Behavior	(2)
581-582	Research I and II	(2) (2)

#### Required Second-Year Courses (Small System)

601-620	Social Welfare Policies and Services III	(2)
621	Casework III	(2)
622/624	Social Work Practice IV	(2)
623	Group Work III	(2)
651	Psychopathology	(2)

#### Required Second-Year Courses (Large System)

601-620	Social Welfare Policies and Services III	(2)
626-627	Social Welfare Planning and Policy Making I and II	(2) (2)
628	Social Work Administration	(2)
629	Organizational Design and Change	(2)
653	Organizational Theory and Behavior	(2)



## OFFICES OF ADMINISTRATION

### Executive Committee of the Administration

Sister M. Trinita Flood, O.P., M.A. ....President  
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Timothy H. Czerniec, M. Ed. .... Director of Business Affairs  
Sister Linda Bevilacqua, O.P., M.Ed. ....Dean of Student Affairs  
Rev. Neal W. McDermott, O.P., M.A. .... Director of Religious Affairs  
Richard Lohr, M.A. ....Director of Development

### Academic Affairs

M. Daniel Henry, Ph.D., ....Vice President for Academic Affairs  
Sister Judith Ann Balcerski, O.P., M.S.N. ...Dean, School of Nursing  
Jerry W. Bergeron, M.S. ....Dean of Admissions  
André Coté, Ph.D. ....Dean, School of Arts and Sciences  
Sister Franz Lang, O.P. A.M.L.S. .... Director of Library Services  
John W. Maguire, Ph.D. .... Dean, School of Education  
John M. Riley, Ph.D. ....Dean, School of Social Work  
Grace Merino Schollmeyer, M.S. .... Registrar  
Justin C. Steurer, Ph.D. .... Director of Continuing Education

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Laura Galvis .....Director of Financial Aid  
Sr. Myra Jackson, O.P. ....Director of Personnel Services  
Ricardo E. Palacio ..... Controller  
William Rennick .....Director of Physical Plant  
Mother Genevieve Weber, O.P. .... Building Expansion & Grounds  
Charles Zmuda ..... Director of Campus Security

### Campus Ministry

Rev. Neal W. McDermott, O.P. .... Director of Religious Affairs

### Development

Richard Lohr .....Director of Development  
Maryella Whipple .....Director of College & Community Relations  
Jean Davenport ..... Grants Officer  
Gail Wright ..... Executive Secretary of Alumni Association  
Sandy Sachs .....Public Information

### Student Affairs

Sister Linda Bevilacqua, O.P. ....Dean of Student Affairs  
Lois Frankel ..... Counselor in Residence  
Margaret Hartzel ..... Director of Career Development & Placement  
Mary Ellen Hrutka ..... Counselor  
Thelma Medoff ..... Director of Psychological Testing  
Eunice Moore ..... Director of Housing  
Vera Orth ..... Campus Nurse

## FACULTY

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M.S.W. The Catholic University of America  
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M.S. Chicago Conservatory College  
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 M.M. University of Oregon  
 Performance degree, Curtis Institute of Music

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 B.S. College of William and Mary  
 M.S.W. Virginia Commonwealth University

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 B.S. Siena Heights College  
 M.S. University of Detroit  
 Ph.D. The Catholic University of America  
 Additional graduate study: Loyola University of Chicago, Oak  
 Ridge Institute of Nuclear Studies, University of North Carolina

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 A.B. St. Mary's University  
 M.A. The Catholic University of America  
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 M.N. Emory University  
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 Additional graduate study: Purdue University, Ohio State  
 University

**T**

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 M.M.Ed. Florida State University  
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 Michigan

**U**

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**V**

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 Studies  
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 S.T.D. Pontifical Faculty of the Immaculate Conception

**W**

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 S.T.L. St. Mary's Seminary and University  
 A.M. University of Northern Colorado



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 M.S.W. University of Kansas  
 Additional graduate study: University of Kansas, Washburn  
 University

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 M.Ed. University of Miami  
 Ed. D. University of Miami

Mother Genevieve Weber, O.P. .... Professor Emeritus  
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 M.S. DePaul University  
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 Additional graduate study: Florida International University

Sister William Anne Zemmin, O.P. .... Library Faculty  
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 M.E. University of Detroit  
 Additional graduate study: Barry College

**1976-77 ACADEMIC CALENDAR**

**Fall 1976**

August 30 ..... First Day of Classes  
 November 25-28 ..... Thanksgiving Break  
 December 13-17 ..... Final Exams

**Spring 1977**

January 12 ..... First Day of Classes  
 April 6-10 ..... Easter Break  
 April 29 — May 5 ..... Final Exams  
 May 8 ..... Commencement



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### GEOGRAPHIC DISTRIBUTION

In 1974-75 the full-time undergraduate students of Barry College came from these areas:

#### United States

California .....	5	Mississippi .....	1
Colorado .....	2	Missouri .....	1
Connecticut .....	8	New Hampshire .....	1
District of Columbia .....	3	New Jersey .....	45
Florida .....	649	New York .....	45
Georgia .....	5	North Carolina .....	1
Hawaii .....	1	Ohio .....	12
Illinois .....	13	Pennsylvania .....	12
Indiana .....	4	Rhode Island .....	5
Iowa .....	1	South Carolina .....	2
Kentucky .....	1	Vermont .....	1
Maine .....	1	Virginia .....	4
Maryland .....	5	Washington .....	2
Massachusetts .....	9	West Virginia .....	1
Michigan .....	16	Wyoming .....	1
Minnesota .....	1	<b>TOTAL</b>	<b>858</b>

#### U.S. Territories

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Puerto Rico .....	15
Virgin Islands .....	3
<b>TOTAL</b>	<b>21</b>

#### Foreign Countries

Aruba .....	1	Hong Kong .....	1
Bahamas .....	11	Israel .....	1
Barbados, W.I. ....	1	Jamaica .....	9
Canada .....	2	Kenya .....	1
Costa Rica .....	1	Liberia .....	1
Dominican Republic .....	2	Nicaragua .....	2
Ecuador .....	2	Nigeria .....	1
Guatemala .....	1	Panama .....	7
Grand Cayman, B.W.I. ....	1	Peru .....	2
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