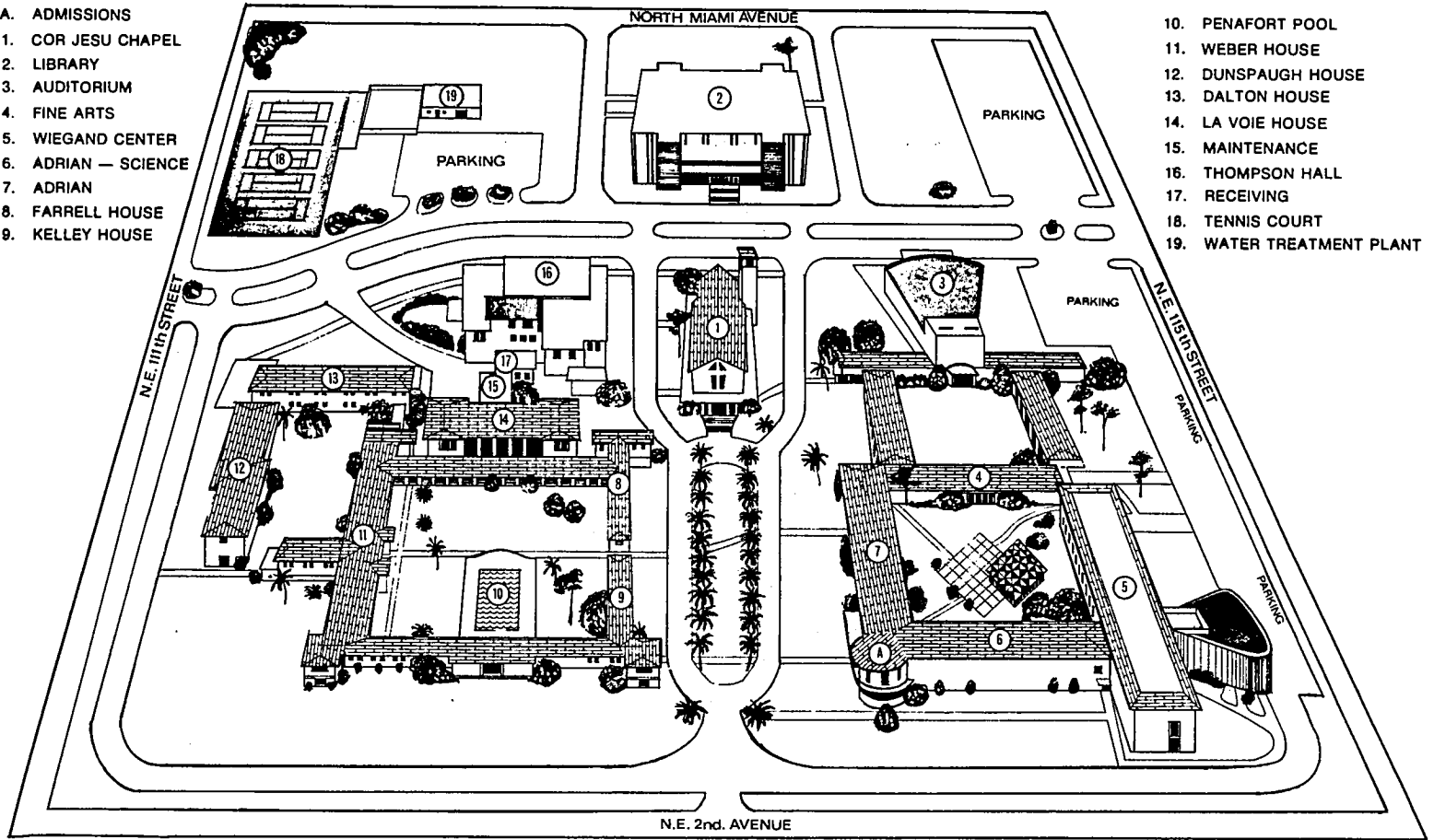


- A. ADMISSIONS
- 1. COR JESU CHAPEL
- 2. LIBRARY
- 3. AUDITORIUM
- 4. FINE ARTS
- 5. WIEGAND CENTER
- 6. ADRIAN — SCIENCE
- 7. ADRIAN
- 8. FARRELL HOUSE
- 9. KELLEY HOUSE

- 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



N.E. 2nd. AVENUE

BARRY
COLLEGE graduate bulletin 1976•78

ACCREDITATION AND MEMBERSHIP

Barry College is accredited by the Southern Association of Colleges and Schools. The School of Education is approved by the Department of Education of the State of Florida as a standard teacher training institution, and the School of Social Work is accredited by the Council on Social Work Education.

Among the many institutional memberships and accreditations held by Barry College, those of particular interest to graduate students include:

- American Library Association
- American Association for Higher Education
- American Association of University Women
- American Council on Education
- Association of American Colleges
- Council for Advancement and Support of Education
- Florida Association of Colleges and Universities
- Florida Independent Colleges Foundation
- Greater Miami Council for the Continuing Education of Women
- Greater Miami Cultural Arts Center
- Independent Colleges and Universities of Florida
- Midwest Conference on Graduate Study and Research
- National Catholic Educational Association
- National Commission on Accrediting

While this bulletin is a description of the academic programs and regulations as of the date of publication, it is for information only, and the provisions of this bulletin do not constitute an offer for a contract which may be accepted by students through enrollment at any 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 reasons beyond the control of the College.

The information in this bulletin 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.

HISTORY

Dominican tradition has always insisted that institutions of higher learning be located where a civic community might be best served. In keeping with this commitment, the Dominican Sisters of Adrian, Michigan, in 1940, chose a site near the growing metropolis of Miami to serve the South Florida area. The College is located just north of the City of Miami and east of Interstate 95 in the Village of Miami Shores.

Barry College is a fully accredited Catholic college of professional and liberal studies with a combined undergraduate and graduate enrollment of 1,500. It is registered under the laws of the State of Florida and is fully accredited by the Southern Association of Colleges and Schools. Today men and women of many faiths and backgrounds are represented in the student body, the faculty, and the administration. Degrees offered are the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Science, the Bachelor of Science in Nursing, the Bachelor of Social Work, the Master of Arts, the Master of Science, and the Master of Social Work.

The campus chapel; recreation areas; testing, placement and counseling services; lectures, plays and other activities on the Barry campus are available to all students. Barry encourages their use by all graduate men and women. The beautiful campus, excellent educational facilities, ideal student-faculty ratio, and the climate of South Florida create an atmosphere conducive to study and to an interchange of ideas among students and faculty in the many disciplines.

THE GRADUATE PROGRAM

Graduate programs for men and women were inaugurated in 1954 and now include advanced degrees in Education, English, Religious Studies, and Social Work.

All programs on the graduate level 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. Barry confronts its graduate student with the need to seek an understanding of man's relationship to God, to man, and to the social and natural environment.

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 Counselling
- Exceptional Child Education
- Guidance and Counselling
- 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 doctorate 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 other 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 transcript if a B average has been maintained; acceptance of individual credits is granted by the program in which the applicant has been accepted.

Guest Student. 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.

ADVISEMENT

Each student has a faculty advisor, and the student should consult with his advisor at least once each semester in addition to required consultation prior to registration for approval of courses. Non-degree-seeking students who are taking courses for certification purposes only should consult with the Dean of the School of Education about certification. Those students who are undeclared and who are taking courses for personal or professional enrichment may consult with the Director of Continuing Education for guidance in the choice of graduate programs available to them. Undecided graduate students are also encouraged to seek the advice of the College's counselors and the Office of Testing and Psychological Services to ascertain where they may best fit into a degree program.

CERTIFICATION

Degree-seeking students desiring certification with their degree should consult with faculty advisors at the time of registration to plan a program. Recommendation for Rank II certification can be issued only after certification requirements have been fully met.

ADMISSION REQUIREMENTS AND PROCEDURE

Unclassified Applicants. To be admitted as a non-degree-seeking student in this category, an applicant must

- (a) submit an application with a \$15 non-refundable application fee;
- (b) provide proof of a bachelor's degree, i.e., transcript; photocopy of Rank III Teacher's Certificate; photocopy of teaching contract or diploma.

Post Graduate Applicants. To be admitted as a non-degree-seeking student in this category, an applicant must

- (a) submit an application with a \$15 non-refundable application fee;
- (b) provide proof of a master's or a doctoral degree, i.e., transcript; photocopy of Rank II or I Teacher's Certificate; or photocopy of diploma.

Proof of degree for non-degree-seeking students requested by the Admissions Office must be on file before the student may enroll for additional graduate courses. Please note that admission in these categories in graduate social work courses depends on availability of space, and permission to enroll must be obtained from the Dean of the School of Social Work prior to registration.

Degree-Seeking Applicants. To be considered for admission to a degree program, an applicant must

- (a) submit an application form with a \$15 non-refundable application fee;
- (b) provide reference letters in support of application for graduate study;
- (c) provide complete transcripts from each college or university attended (transcripts in the applicant's possession are not acceptable as evidence of eligibility for admission);
- (d) supply additional admission test scores or autobiographical statement if required by the individual degree program.

Degree programs differ in specific requirements for admission. Applicants should refer to "Admission Prerequisites" listed in the program to which they are applying. The Admissions Office continually reviews applications in process and notifies applicants of missing credentials, but responsibility for obtaining all admission credentials rests with the applicant. Credentials submitted in support of an application will not be returned to the applicant. Completed applications are forwarded to the admitting school for review as soon as all credentials are received, and applicants are notified in writing by the Admissions Office of the school's decision within ten days after a decision has been made.

All graduate students are expected to be proficient in the English language. An applicant whose native language is not English may be required to take an English proficiency examination.

Applicants for Education, English and Religious Studies may apply for admission for September, January, or June. Applicants for Social Work are accepted for admission to the September semester **only** unless 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, Barry College, 11300 N.E. Second Ave., Miami Shores, Florida 33161; telephone 305-758-3392.

TRANSFER CREDITS

A maximum of six graduate semester hours may be transferred from another college or university toward a graduate degree in Education, English, and Religious Studies. For information on transfer of credits to the School of Social Work, see Social Work section of this **Bulletin**.

TIME LIMITATIONS TO MEET DEGREE REQUIREMENTS

Students pursuing degrees in Education, English, or Religious Studies are permitted seven years to complete degree requirements from the date of initial matriculation. Degrees in these areas may be completed on a full- or part-time basis, and courses are available during evening hours. These programs require 30 to 36 credits.

Students pursuing the Master of Social Work degree are permitted five years to complete degree requirements from the date of initial matriculation. This program is available only to students who are free to attend classes and field instruction during the day, since neither courses nor field instruction are offered during evening hours. Social Work is a two-year, full-time program of 60 credits. The part-time program in this School is limited to no more than ten incoming students each year, and these students must be available for course work during the day.

COMPREHENSIVE EXAMS

Comprehensive exams are required for a graduate degree in Education, English, and Religious Studies. The student must register for comprehensives at the time of registration for the final semester of course work. The exams are given in November, April, and July. They are administered in two sessions of approximately three hours each. The sessions may be separated by one or several days, but not by more than one full week.

GRADING SYSTEM FOR GRADUATE PROGRAMS

All graduate students are expected to maintain a B average.

Superior AchievementA	4.0 honor points per credit
AverageB	3.0 honor points per credit
Below Average C	2.0 honor points per credit
Unsatisfactory D	1.0 honor point per credit
FailureF	No credit
SatisfactoryS	Credit but no honor points awarded
Unsatisfactory U	No Credit
IncompleteI	A grade not reported as completed within the time required by the school becomes an F
Withdrew Passing WP	Granted to students doing passing work who withdrew from a course prior to mid-semester
Withdrew FailingWF	Granted to students who withdrew from a class while doing failing work and/or who withdrew after mid-semester and at least three weeks prior to final examinations
Withdrew W	Granted to students who withdrew prior to the fourth week of the semester

GRADE REPORTS

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

CLASS ADJUSTMENTS

Degree-seeking students who wish to change their schedules after registration must obtain permission for such change from the Dean of the appropriate School. Non-degree-seeking students must obtain such permission from the Director of Continuing Education (undeclared students) or from the Dean of the School of Education (certification students).

HOUSING

The College does not have facilities for housing graduate students on campus. There are, however, numerous motels, efficiencies, duplexes and apartments within a short distance of the campus. It is advisable for out-of-state students to plan to arrive several days in advance of registration to secure appropriate accommodations.

PARKING

Parking on campus is permitted only with the purchase of a parking decal. A parking permit decal may be purchased at the time of registration.

HEALTH INSURANCE

A health insurance program is available through the College. Students who are not insured for sickness and accidents are encouraged to participate in the program. Interested students should inquire about benefits and costs at the time of registration.

EXPENSES

Tuition	1975-76	1976-77
Education, English, and Religious Studies per credit	\$ 65	\$ 75
Social Work, Full-Time (12 through 18 credits) per semester	\$1,100	\$1,200
Social Work, Part-Time per credit	\$ 80	\$ 85
Fees (Non-refundable)		
Application fee, payable once		\$15
Registration fee, payable each semester		\$10
Late Registration fee		\$10
Evaluation of Credits fee		\$ 5
Graduation fee		\$25
Parking Permit, valid for one year		\$ 5
Transcript of Credit fee, for each official or student copy after the first copy		\$ 2
Hospitalization Insurance, required of all full-time students not covered by personal or family hospital insurance; payable once each year		\$64

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.

Non-Credit Courses

The regular part-time rate will apply.

Amounts cited above are subject to change without notice. No further registration will be permitted nor will any transcript or diploma be issued until all financial accounts are settled.

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/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.

REFUND POLICY

September and January Semesters

If the student leaves within the first two weeks of the semester, 80% of the full semester's tuition 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.

Summer Session

If the student leaves within the first week of the summer session, 60% of the full session tuition is refunded; within the second week, 20% is refunded. After the second week, there is no refund. Refundable credit must be claimed within one calendar year.

Total Withdrawal from the College

Students who register but who do not attend classes, or who withdraw after attending classes for any reason, will not receive a refund unless they withdraw officially through the Dean of their respective School. Notice of withdrawal must be presented in writing, and the effective date of withdrawal will be the date on which the notice is received by the Dean. The percentage of refund will be determined by this date.

Withdrawal from Individual Courses

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

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

FINANCIAL AID

Limited financial aid is available to graduate students who qualify for admission but who would be unable to enroll due to financial inability. Application for financial aid may be obtained by contacting the Director of Student Financial Aid.

Loans

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

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

Veterans Assistance

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

State Loans

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

Teacher Grants

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

Social Work Grants

Information can be obtained directly from the Chairman of the Scholarship Committee, School of Social Work.

Religious Discount

All Religious are entitled to a 20% discount on tuition.

Family Discount

When two or more members of a family are enrolled full-time during the same academic year, they are entitled to a 10% discount each, unless they have a scholarship or grant.

MASTER OF SCIENCE IN EDUCATION

John W. Maguire, Ph. D
Dean, School of Education

The School of Education offers the Master of Science degree in five areas of specialization. Program descriptions and admission prerequisites are listed under each program.

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

AREAS OF SPECIALIZATION FOR PROFESSIONAL EDUCATORS

The School of Education offers four areas of specialization designed primarily for school personnel:

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

The Master of Science degree from Barry College is accepted in all states for the purpose of teacher certification. The degree programs of the School are approved by the Florida State Department of Education, and by virtue of this approval Barry graduates are eligible for certification in twenty-six states without specific course analysis. All four programs require basic education courses, courses in the student's specific area of concentration, and elective credits.

General Admission Prerequisites

- a bachelor's degree from an accredited college with appropriate hours in professional education courses as indicated by transcripts,
- undergraduate grade average of 3.00 (B),
- acceptable score on the Miller Analogies Test,
- two letters of recommendation for graduate study.

See individual programs for additional special prerequisites for admission

All requirements for State Certification which the applicant lacks and which are not achieved in the Master of Science degree must be met before the College recommends the student for Rank II Certification.

Program

The School requires successful completion of a minimum of thirty semester hours, including the requisites listed below; all required specialization courses; an acceptable score on the Advanced Test in Education of the Graduate Record Examination; a grade point average of 3.00 (B); and a passing grade on a final written comprehensive examination.

Requisites

All matriculated candidates in these areas of specialization must take Ed. 601, Methodology of Educational Research (3 cr.), normally within the first six credit hours; Ed. 625, Advanced Educational Psychology (3 cr.); and Ed. 626, Philosophy of School and Society (3 cr.). These three courses must be taken within the first twelve credits of the four degree programs.

A student majoring in Community Counseling or Guidance and Counseling must satisfactorily complete a course in Group Dynamics and may be required to undertake a personal counseling or therapy experience at the student's own expense. When counseling or therapy is stipulated by the Program Advisor, a student may not continue in the program until this requirement is fulfilled. This requirement is in no way a negative evaluation, but rather a positive learning experience for those who might find it most beneficial.



I. ADMINISTRATION AND/OR SUPERVISION (30-36 cr.)

Sister Alice Joseph Moore, O.P., Ph.D.

Program Advisor

REQUIRED BASIC COURSES

- ED. 601 Methodology of Educational Research
- ED. 625 Advanced Educational Psychology
- ED. 626 Philosophy of School and Society

REQUIRED SPECIALIZED COURSES FOR ADMINISTRATION:

Nine credits in Administration selected from:

- ED. 671 School Organization and Administration
- ED. 672 Elementary School Administration
- ED. 673 Secondary School Administration
- ED. 674 School Law
- *ED. 696 Seminar in Elementary School Administration and Supervision
- *ED. 697 Seminar in Secondary School Administration and Supervision

Three credits in Supervision selected from:

- ED. 690 School Supervision
- ED. 692 Elementary School Supervision
- ED. 693 Secondary School Supervision
- *ED. 696 Seminar in Elementary School Administration and Supervision
- *ED. 697 Seminar in Secondary School Administration and Supervision
- *ED. 696, 697 may be used for Administration or Supervision, but not for both.

Six credits in Curriculum selected from:

ELEMENTARY

- ED. 541 Elementary School Curriculum (Required)
- ED. 555 Evaluation of Elementary School Curricula
- ED. 572 Early Childhood Programs
- ED. 595 Curriculum Design for Elementary Schools
- ED. 641 Modern Science for the Elementary Teacher
- ED. 642 Modern Mathematics for the Elementary Teacher

SECONDARY

- ED. 542 Secondary School Curriculum (Required)
- ED. 556 Evaluation of Secondary School Curricula
- ED. 568 Improvement of Reading in the Secondary School
- ED. 596 Curriculum Design for Secondary Schools

COMPREHENSIVE

- Six credits of ELEMENTARY, plus
- Six credits of SECONDARY

REQUIRED SPECIALIZED COURSES FOR SUPERVISION:

Three credits in Administration selected from:

- ED. 671 School Organization and Administration
- ED. 672 Elementary School Administration
- ED. 673 Secondary School Administration
- *ED. 696 Seminar in Elementary School Administration and Supervision
- *ED. 697 Seminar in Secondary School Administration and Supervision

Six credits in Supervision selected from:

- ED. 690 School Supervision
- ED. 692 Elementary School Supervision
- ED. 693 Secondary School Supervision
- *ED. 696 Seminar in Elementary School Administration and Supervision
- *ED. 697 Seminar in Secondary School Administration and Supervision

*ED. 696, 697 may be used for Administration or Supervision but not for both.

Nine credits in Curriculum selected from:

ELEMENTARY

- ED. 541 Elementary School Curriculum (Required)
- ED. 556 Evaluation of Elementary School Curricula
- ED. 572 Early Childhood Programs
- ED. 595 Curriculum Design for Elementary Schools
- ED. 641 Modern Science for the Elementary Teacher
- ED. 642 Modern Mathematics for the Elementary Teacher

SECONDARY

- ED. 542 Secondary School Curriculum (Required)
- ED. 556 Evaluation of Secondary School Curricula
- ED. 568 Improvement of Reading in the Secondary School
- ED. 596 Curriculum Design for Secondary Schools

COMPREHENSIVE

Six credits of ELEMENTARY plus
Six credits of SECONDARY.

II. EXCEPTIONAL CHILD EDUCATION (30 cr.)

Susan Roberts, PH.D
Program Advisor

SPECIAL PREREQUISITES:

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

Teaching Arithmetic in the Elementary School

Teaching Reading in the Elementary School

Audio-Visuals or Children's Literature

Child and Adolescent Psychology

One additional special methods course for the Elementary School

REQUIRED BASIC COURSES:

ED. 601 Methodology of Educational Research

ED. 625 Advanced Educational Psychology

ED. 626 Philosophy of School and Society

REQUIRED SPECIALIZED COURSES:

ED. 511 Speech Correction for Children

ED. 540 Foundations of Mental Retardation

ED. 570 Introduction to Exceptional Children

ED. 573 Teaching of the Mentally Retarded

ED. 577 Basic Home Economic Skills for the Retarded Adolescent

ED. 583 Educational Assessment of the Exceptional Child

Or

ED. 643 Evaluation of Children with Learning Disabilities

Free Elective (3 cr.)

Any graduate course which satisfies a student's needs and for which he has competency. Permission of advisor is required.

III. GUIDANCE AND COUNSELING (30 cr.)

*Ann Ruben, Ph. D.
Program Advisor*

REQUIRED BASIC COURSES:

- ED. 601 Methodology of Educational Research
- ED. 625 Advanced Educational Psychology
- ED. 626 Philosophy of School and Society
- ED. 653 Occupational Information
- ED. 652 Counseling Procedures
- ED. 694 Supervised Practice in Counseling. (ED. 695, Internship in Guidance and Counseling, may be substituted for ED. 694 if needed for certification.)

REQUIRED SPECIALIZED COURSES:

Three credits selected from:

- ED. 585 Principles of Guidance
- ED. 591 Group Dynamics
- ED. 654 Administration of Guidance Services

Six credits selected from:

- ED. 517 Evaluation and Measurement In Education
- ED. 617 Evaluation I
- ED. 618 Evaluation II
- ED. 619 Analysis of the Individual

SUGGESTED ELECTIVES:

- ED. 549 Psychology of Adolescence
- ED. 569 Personality and Mental Health
- ED. 582 Developmental Psychology or Student Choice

IV. READING (30 cr.)

*Ann Carneal, Ed. S.
Program Advisor*

SPECIAL PREREQUISITES:

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

REQUIRED BASIC COURSES:

- ED. 601 Methodology of Educational Research
- ED. 625 Advanced Educational Psychology
- ED. 626 Philosophy of School and Society

REQUIRED SPECIALIZED COURSES:

- ED. 567 Improvement of Reading Instruction
- ED. 583 Diagnosis of Reading Disabilities
- ED. 590 Remediation of Reading Disabilities
- ED. 643 Evaluation of Children with Learning Disabilities
- ED. 634 Reading Clinic (Prerequisites: Ed. 584, 590, 643)

SUGGESTED ELECTIVES:

Six credits selected from:

- ED. 568 Improvement of Reading in the Secondary School
- ED. 630 Psychological Foundations of Reading
- ED. 631 Administration & Supervision of Reading Programs

AREAS OF SPECIALIZATION FOR RELATED PROFESSIONALS

In addition to the four programs designed to meet certification requirements for work in elementary and secondary schools, the School of Education also offers the Master of Science degree in two additional professional programs designed for those who prefer counseling in a community/junior college setting, an employment or rehabilitation counseling center, a mental health center, or a pastoral counseling program; and for those who work with exceptional children. These two degree programs are not designed to meet teacher certification requirements.

General Admission Prerequisites

- a bachelor's degree from an accredited college,
- undergraduate/graduate preparation in psychology, education, or related areas,
- undergraduate grade average of 3.00 (B),
- acceptable score on the Millier Analogies Test,
- two letters of recommendation in support of graduate work.

Program

Successful completion of a minimum of 30 to 36 credits; satisfactory achievement on a competency test prior to candidacy; grade point average of 3.00 (B); and a passing grade on a final written comprehensive examination.

Requisites

Students must take Ed. 601, Methodology of Educational Research (3 cr.), normally within the first six credits.

I. COMMUNITY COUNSELING PROGRAM (30 cr.)

*Ann Ruben, Ph. D.
Program Advisor*

REQUIRED BASIC COURSE:

ED. 601 Methodology of Educational Research (3 cr.)

REQUIRED SPECIALIZED COURSES:

Nine credits:

ED. 591 Group Dynamics

ED. 652 Counseling Procedures (Prerequisites — 9 cr. in Guidance.)

ED. 694 Supervised Practice in Counseling (Prerequisite — ED. 652)

SUGGESTED ELECTIVES:

Nine credits selected from:

- ED. 513 Psychopathology
- ED. 548 Psychology of the Adolescent
- ED. 569 Personality and Mental Health
- ED. 582 Developmental Psychology
- ED. 617 Evaluation I
- ED. 618 Evaluation II
- ED. 625 Advanced Educational Psychology

FREE ELECTIVES (nine credits):

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

II. EXCEPTIONAL CHILD EDUCATION, PROFESSIONAL PROGRAM (36 cr.)

*Albert A. Sutton, O.D.
Program Advisor*

REQUIRED BASIC COURSES

Six credits:

- ED. 601 Methodology of Educational Research
- ED. 625 Advanced Educational Psychology

REQUIRED SPECIALIZED EDUCATIONAL COURSES:

- ED. 511 Speech Correction for Children
- ED. 517 Evaluation and Measurement in Education
- ED. 570 Introduction to Exceptional Children
- ED. 582 Developmental Psychology
- ED. 630 Psychological Foundations of Reading
- ED. 643 Evaluation of Children with Learning Disabilities

SUGGESTED ELECTIVES:

- ED. 540 Foundations of Mental Retardation
- ED. 571 Psycho-Social Foundations in Early Childhood Education
- ED. 573 Teaching of the Mentally Retarded

FREE ELECTIVES: (six credits):

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

COURSES OF INSTRUCTION

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

- 511 Speech Correction for Children (3)**
Functional and organic speech deviations and the possible psychological implications in society with a view toward easy and early recognition of a child's possible problem.
- 513 Psychopathology (3)**
Theories of abnormal behavior, pathological syndromes, methods of treatment and prevention.
- 517 Evaluation and Measurement in Education (3)**
Theory of group and individual tests in educational decision-making and as a means of accountability; laboratory experiences in the writing of test items and the design of tests.
- 535 The Teaching of Language Arts (3)**
Emphasis on performance-based competencies in teaching handwriting, spelling, oral and written communications; curricular strategies and instructional tactics employed after an analysis and correction of basic difficulties.
- 540 Foundations of Mental Retardation (3)**
Biological, psychological, and social foundations of mental deficiency, with emphasis on the need for educating the community to greater understanding and increased provision for the retarded children and adults.
- 541 Elementary School Curriculum (3)**
Principles and problems in elementary school curriculum; practical experiences in developing criteria for valid practices and curriculum changes.
- 542 Secondary School Curriculum (3)**
Emergent trends in modern secondary school curriculum; practical experiences in developing criteria for valid practices and curriculum changes.
- 549 Psychology of Adolescence (3)**
Adolescent development and maturation, with emphasis on problems of physical, psychological, and social adjustment.

- 555 Evaluation of Elementary School Curricula (3)**
Current elementary school curricula and innovative trends, including an evaluation of suitability.
- 556 Evaluation of Secondary School Curricula (3)**
Current secondary school curricula and innovative trends, including an evaluation of suitability.
- 567 Improvement of Reading Instruction (3)**
Recent trends in methods and materials for teaching reading.
- 568 Improvement of Reading in the Secondary School (3)**
Methods and materials for testing screening, classroom diagnosis, remedial and developmental reading. Prerequisite: Education 567 (or equivalent).
- 569 Personality and Mental Health (3)**
Conditions which contribute to the development of a wholesome personality, with special attention to proper mental adjustment in childhood and adolescence.
- 570 Introduction to Exceptional Children (3)**
Physical, mental, emotional, and social exceptionalities in children and their educational and social implications.
- 571 Psycho-Social Foundations in Early Childhood Education (3)**
Implementation of the theoretical psycho-social concepts dealing with the efficacy of a high level of sensitivity, awareness, receptivity, and adaptability on the part of teachers of young children; designed to assist pre-service and inservice teachers in acquiring practical skills in the affective domain for the purpose of creating climates conducive to success in cognitive tasks; laboratory experience.
- 572 Early Childhood Programs (3)**
Programs and activities in nursery schools, kindergartens, and day-care centers; consideration of routines, health schedules, and program development in areas of cognitive development such as language arts, literature, mathematics, science, art, music, rhythms, and dramatic play; evaluation of selected equipment and materials; laboratory experience.
- 573 Teaching of the Mentally Retarded (3)**
Objectives, methods, materials, and curriculum content in arithmetic, science, and social studies for the educable and trainable retardate.
- 577 Basic Home Economics for the Retarded Adolescent (3)**
Methodology and curriculum for the educable young adult in preparation for successful vocational experience and family life; emphasis on proper utilization of household utensils and equipment, fundamentals of cooking, proper eating habits, techniques of sewing and caring for clothing.

582 Developmental Psychology (3)

The whole child through his mental, physiological, and psychological aspects at various stages of growth and development up to adolescence.

583 Educational Assessment of the Exceptional Child (3)

Laboratory course in methods of diagnosing and individualizing instruction in specific curricular areas in Exceptional Child Education.

584 Diagnosis of Reading Disabilities (3)

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

585 Principles of Guidance (3)

Survey for guidance workers and teachers of the field of pupil personnel work with special reference to a philosophy of guidance.

590 Remediation of Reading Disabilities (3)

Laboratory course dealing with methods, techniques, and materials currently in use in remediation of primary and secondary reading disability cases. Prerequisite: 484/584 or permission of advisor.

591 Group Dynamics (3)

A group experience with the forces at work in a group which influence the behavior of its members. Processes treated include social structure, emotional factors, leadership, and the development of groups.

592 Workshop In Education (1-3)

Workshops in selected phases of education in accordance with timely professional and community interests.

595 Curriculum Design for Elementary Schools (3)

Current curriculum in elementary school developments and a study of problems involved in their construction, including in-depth study of innovative programs.

596 Curriculum Design for Secondary Schools (3)

Current curricula in secondary school developments and a study of problems involved in their construction, including in-depth study of innovative programs.

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

601 Methodology of Educational Research (3)

The research process in education; methods and techniques of conducting research; experience in designing a research study and preparing a proposal; reading and interpretation of research literature.

- 617 Evaluation I (3)**
Rationale, administration, scoring, and interpretation of selected tests of ability, aptitude, and achievement; laboratory experiences. Prerequisite: Education 417/517 or the consent of the instructor.
- 618 Evaluation II (3)**
Rationale, administration, scoring, and interpretation of selected interest and adjustment inventories; check lists, observational techniques, sociometrics, and the case study approach; laboratory experiences. Prerequisite: Education 417/517 or the consent of the instructor.
- 619 Analysis of the Individual (3)**
Use of individual ability and achievement tests: Wechsler scales, the Stanford-Binet, and the Wide Range Achievement Tests. Prerequisite: Education 417/517 and/or the consent of the instructor.
- 625 Advanced Educational Psychology (3)**
Survey of modern theories of psychology in education and their implications in present-day learning situations.
- 626 Philosophy of School and Society (3)**
Philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards.
- 630 Psychological Foundations of Reading (3)**
Scope of the reading process is examined through its physiological, psychological, and sensory correlates; current methods in teaching and recent experiments and research conducted in relation to successes and failures in reading. Prerequisite: Education 567 or equivalent.
- 631 Administration and Supervision of Reading Programs (3)**
Procedures, methods, and techniques used in organizing, administering, and evaluating reading programs at various educational levels. Prerequisite: Education 567 or equivalent.
- 634 Reading Clinic (3)**
Clinical practice in remedial techniques with pupils who evidence reading problems. Prerequisites: Education 584; 590; 643 or equivalent; or permission of advisor.
- 641 Modern Science for the Elementary Teacher (3)**
Modern concepts in the biological and physical sciences, interpreted for the elementary school teacher and related to the science curriculum of the elementary school.
- 642 Modern Mathematics for the Elementary Teacher (3)**
Essential topics related to the teachings of modern mathematics in the elementary school; investigation of current mathematical curricula.

- 643 Evaluation of Children With Learning Disabilities (3)**
Procedures, tests, scales, and other evaluation procedures used in determining the causes and nature of learning disabilities and personality difficulties in children, with specific recommendations for programs to alleviate problems in home, school, and community.
- 652 Counseling Procedures (3)**
Counseling theory and practice as related to an investigation and analysis of typical student problems; use of special techniques for the counselor in analyzing attitudes and effecting desired change of behavior. Prerequisite: 6 hours of graduate work in guidance.
- 653 Occupational Information (3)**
Nature, sources, and functions of information related to occupational opportunities; assistance for individuals in formulating comprehensive plans for occupations.
- 654 Administration of Guidance Services (3)**
Organization and administration of guidance programs, facilities, and personnel.
- 655 Guidance of the Exceptional Child (3)**
Guidance services, including community resources, for adjustment and direction of the exceptional child and his family.
- 661 Administration and Supervision of Special Services (3)**
Methods, procedures, and techniques used in organizing, administering, and supervising a program of special services. Prerequisites: Education 540; 570; 573; 643.
- 666 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.
- 667 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.
- 668 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.

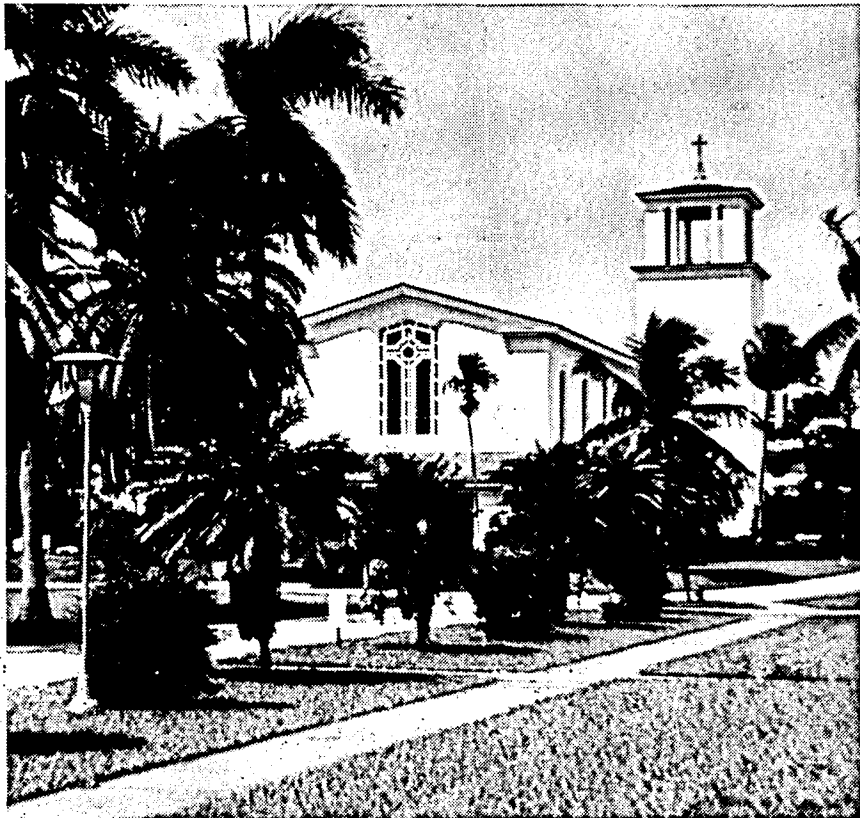
- 671 School Organization and Administration (3)**
Fundamental facts and procedures of school administration; analysis of policies and problems in the organization and direction of school systems; functions of the various school officers.
- 672 Elementary School Administration (3)**
Duties and responsibilities of elementary school principals; organization and administration of the individual school; buildings, supplies, and equipment.
- 673 Secondary School Administration (3)**
Qualifications, role and function of the secondary school administrator; course schedules, equipment, and supplies; school law; teacher certification; accreditation procedures, and problems attendant to organizing and administering today's secondary school.
- 674 School Law (3)**
Constitutional, statutory, and common law bases of school administration; principles growing out of fundamental legal procedures; special emphasis on Florida school laws and State and County Board of Education regulations.
- 690 School Supervision (3)**
Functions of supervisory personnel in the improvement of instruction; delineation of specific areas, activities, methods, and devices for innovative effectiveness.
- 692 Elementary School Supervision (3)**
The function of supervisory personnel in the improvement of instruction; delineation of specific areas, activities, methods, and devices for innovative effectiveness.
- 693 Secondary School Supervision (3)**
Improvement of instruction in secondary school through emphasis on remedial programs; adapting teaching to individual differences; supervisory functions of special area supervisors.
- 694 Supervised Practice in Counseling (3)**
Supervised practice on campus in counseling techniques with elementary and secondary school students. Prerequisites: Education 585, 591 or 654, 652; 653; 520 or 651.
- 695 Internship in Guidance and Counseling (6)**
Supervised practice in techniques of guidance and counseling with elementary and secondary school students; students assigned as interns to the guidance department of an elementary or secondary school on a full-time or part-time basis. Prerequisites: Education 585, 591, or 654; 520 or 651; 652; 653.
- 696 Seminar in Elementary Administration and Supervision (3)**
Issues in elementary school administration and supervision.

697 Seminar in Secondary Administration and Supervision (3)
Issues in secondary school administration and supervision.

698 Seminars in Guidance and Counseling (3)
Recent developments and issues in student personnel work, especially as related to human and helping relationships.

699 Advanced Internship in Education (3-6)
Education and/or clinical experience in all phases of education under the supervision of specialists; designed to meet each student's need; approval of Dean required.

701 Advanced Study in Education (3-6)
Opportunities to pursue independent research under the guidance of an advisor in areas of special interest to the student; approval of Dean required.



MASTER OF ARTS IN ENGLISH

Sister Dorothy M. Jehle, O.P., Ph.D.
Acting Chairman, English Department

Program

The graduate English program is designed for teachers of English in high school, for students planning to continue toward the Ph.D. elsewhere, for students with other career purposes where possessing a master's degree would be helpful (for example, law, federal government service, private industry), and for adults interested in broadening their cultural background. The Department of English offers two programs of study leading to the Master of Arts degree. Both require a minimum of 30 credits, a B average, and a final written comprehensive examination. Plan I includes a thesis; Plan II, a research paper.

The thesis, if Plan I is followed, may be a paper in research or analysis. The Chairman, after approving the topic, will assign an advisor and a reader. Final copies of the thesis must be submitted eight weeks before comprehensives are taken.

The research paper, submitted in Plan II, differs from the thesis only in length and must be submitted about eight weeks before comprehensives. This paper is ordinarily directed by the instructor in whose class it was initiated. The final copy is submitted to this instructor or to the Chairman of the Department of English.

The comprehensive examination, taken in the last semester of course work and after acceptance of the thesis or research paper by the Department, covers the candidate's knowledge in the entire field of English language and literature. The examinations are prepared in relation to the student's course work, but they are not confined to courses taken. The student should be prepared to discuss major works, literary and critical movements, historical and philosophical backgrounds, and bibliographical tools. Analysis or criticism may be included.

General Admission Prerequisites

- a bachelor's degree from an accredited college,
- appropriate undergraduate/graduate hours in English,
- undergraduate grade average of 3.00 (B)
- acceptable score on the Advanced Test in English of the Graduate Record Examination,
- three letters of recommendation in support of graduate work, two professional and one personal.

COURSES OF INSTRUCTION

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

503 History of the English Language (3)
Formation and growth of the language; special attention to sources, structure, and idiom; includes a study of American modifications of the language.

507 Shakespeare (3)
Selected Shakespearean plays, studied in relation to Shakespeare's art.

525 Advanced American Studies (3)
Selected readings from major writers of the American Renaissance.

539 Development of the Dramatic Form (3)
The theatre of the western world from the Greeks to Shakespeare.

540 Development of the Dramatic Form (3)
The theatre of the western world from Shakespeare to the present.

541 Contemporary Theater (3)
Study of the plays and theatrical practices of the modern day.

560 Modern Literature (3-12)
Selected prose and poetry of the twentieth century.

591 Comparative Literature (3)
Comparative thematic and structural approach to some Oriental, Continental, and American masterpieces.

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

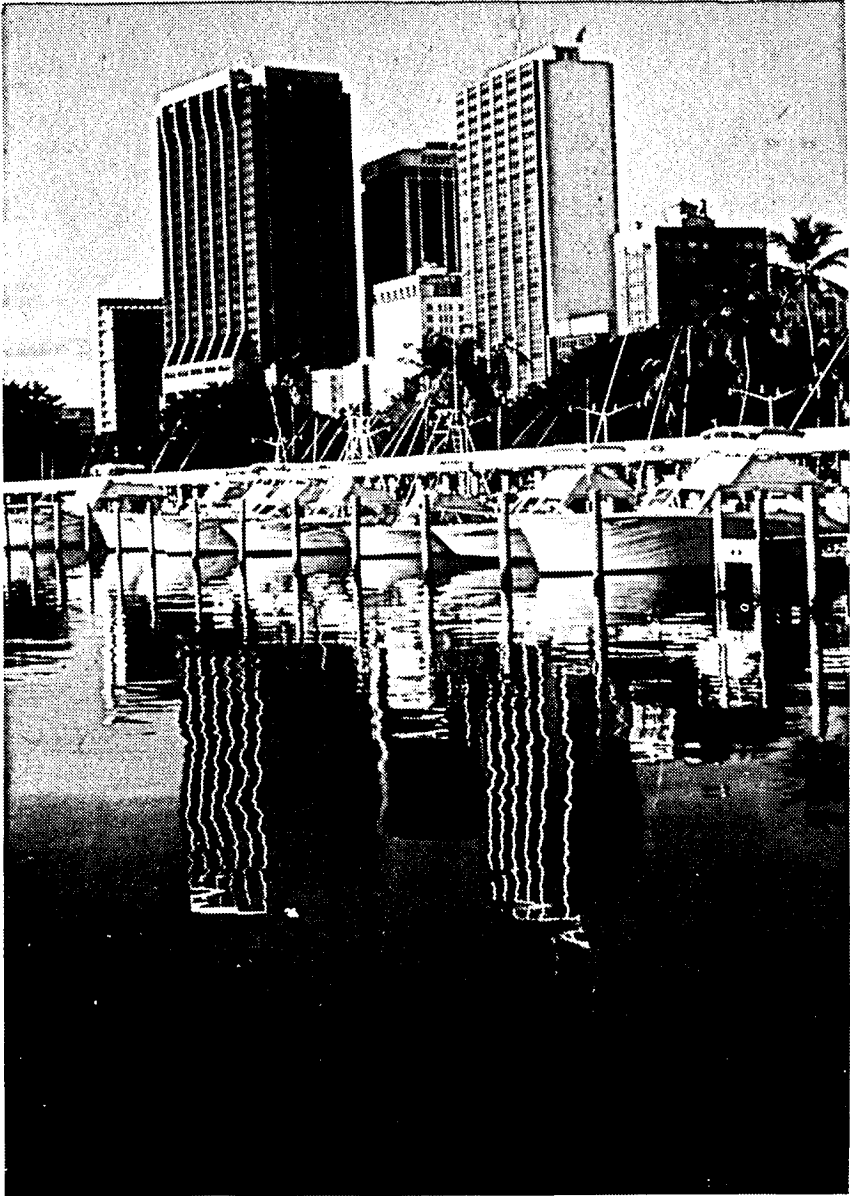
601 Bibliography and Methods of Research (1)
Basic reference materials related to research in English literature; bibliographic problems; preparation for seminar or for thesis writing.

602 Introduction to Literary Theory (3)
The philosophy of literature and of literary study.

603 Seminar in English Studies (2-10)
Selected periods or authors to be arranged according to the needs or interests of students.

604 Critical Approaches to the Novel (3)
A variety of great novel genres (Romantic, Classical, Tragic, Comic) written by authors of different countries, ranging from Homer to Joyce.

- 605 Old English Grammar and Readings (3)**
Elements of Old English grammar, with readings from prose and poetry.
- 620 Age of Chaucer (3)**
Major literary works of the Middle Ages with emphasis on Chaucer.
- 621 Renaissance Studies (3)**
Selected readings outside of Shakespeare.
- 622 Age of Milton (3)**
The Metaphysicals, Milton.
- 623 English Classicism (3)**
Dryden, Pope, Swift, Johnson.
- 632 The Romantics (3)**
The literature of the first half of the nineteenth century.
- 633 The Victorians (3)**
The literature of the latter half of the nineteenth century.
- 699 Master's Thesis (6)**
Research investigation or analytical study of a work of literature.
- 701 Directed Research (3-6)**
Opportunity for the student in the degree program to pursue independent research under the guidance of an advisor from the department.
- 702-703 Independent Study (3-6)**
Independent research for the post-graduate student under the guidance of an advisor from the department.



MASTER OF ARTS IN RELIGIOUS STUDIES
MASTER OF ARTS IN RELIGIOUS EDUCATION ADMINISTRATION

Sister Mary Mullins, O.P., Ph.D.
Chairman, Religious Studies Department

The graduate program in Religious Studies was inaugurated in the summer of 1969 at the request of the Religious Education Director of the Archdiocese of Miami. The urgent need for training of religious and lay leaders in this rapidly developing ministry led to the establishment of a Master of Arts curriculum with dual emphasis on theological competence and pastoral training.

The Barry courses in Religious Studies have been enriched by excellent faculty from renowned theological schools in the United States and abroad. The program has acquired a national reputation and includes more than one hundred students in its present enrollment. Fifty M.A. degrees have been granted within the six years of the program's operation.

Basic requirements of the program in Religious Education Administration are identical to those for the M.A. in Religious Studies; electives are offered in all areas of educational ministry, both in scholastic and in parochial structures. Graduate courses in Religious Studies and in Religious Education Administration are now scheduled in the September and January semesters in addition to the summer program.

Admission Prerequisites

- a bachelor's degree from an accredited college with satisfactory record as indicated by transcripts,
- adequate undergraduate preparation in theology and related subjects,
- acceptable Miller Analogies Test score,
- two letter of recommendation in support of graduate work.

Program

Thirty credits in theology, scripture, liturgy, and related subjects, to be completed in a minimum of two summers of required courses, with elective courses and seminars during regular sessions. Students unable to attend courses or seminars during the September and January semesters may complete requirements through added summer sessions. In addition, the student must produce a research paper or project and pass an oral comprehensive examination.

Location

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

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

M.A. In Religious Studies

Sixteen of the program's required 30 credits must include courses in Pastoral Renewal, Theological Method, Biblical Studies, Christian Anthropology, Faith and Revelation, Theology of the Church, and American Spirituality. Elective courses may be chosen from a wide variety of offerings in Christian Morality, Liturgy, Catechetics, Scripture, Religious Psychology, Sociology, Systematic and Ecumenical Theology.

For completion of work in this degree program, the candidate must select an area of specialization in Biblical, doctrinal, moral, or pastoral theology in which to complete an elective seminar, present a research paper, and pass a comprehensive examination.

M.A. In Religious Education Administration

Sixteen of the required 30 credits are identical with the requirements for the Master of Arts in Religious Studies. The remaining credits consist of courses planned by the student in accordance with the specific needs of a chosen field of pastoral ministry in religious education. Candidates for the M.A. in Religious Education Administration select a field of specialization in which they complete professional courses, present an original project, and fulfill a satisfactory period of training. Each student is encouraged to plan a program of study suited to a personal goal in the work of religious formation.

Program

Religious Studies Courses Required: 14 cr.

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

Professional Courses Required: 6 cr.

637	Psychology of Religious Education	3
634	Administration of Religious Education Programs	3

Elective Courses in Religious Studies: 3 cr.

633	Adult Religious Education	2
609	Historical Development of the American Church	3
610	Principles of Christian Morality	3
612	Liturgy and Life	3
613	Analysis of Social Structures in the American Church	3
636	Sociology of Religion and Culture	2

Elective Courses in Education: 3-9 cr.

ED625	Advanced Educational Psychology	3
ED626	Philosophy of School and Society	3
ED652	Counseling Procedures	3
ED671	School Organization and Administration	3
ED690	School Supervision	3

COURSES OF INSTRUCTION

Courses open to graduate students and qualified undergraduates

516 Theology of Grace (3)
Scriptural approach to divine grace as promise and reality of God's fidelity to man; the writings of Saint John and the Pauline Epistles as diverse expressions of man's response to God's saving gift; theological development of the doctrine of grace.

518 Religious Faith and Philosophical Reflection (3)
Essential characteristics of the faith experience as submitted to critical analysis in the works of contemporary philosophers and theologians; the relation of contemporary theology to its roots in the classical, patristic, and scholastic traditions; the impact of existential thought on the development of theology.

533 Ecumenical Theology (1-6)
Teachings of the Second Vatican Council in regard to the unity of the Christian Churches and the relation of Christianity to the other world religions; the influence of non-Catholic and non-Christian writers on the development of Catholic theology.

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

553 Bio-Medical Ethics (3)
Interdisciplinary investigation and discussion of fundamental problems; life and death; human experimentation and modification, reproductive control; professional and social responsibilities of medical science.

565 Religious Attitudes and Social Behavior (3)
Functional and conflict theories of the religious factor in human society; the social consequences of religious ideology in the formation of cultural and political patterns.

566 The 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.

585 Personal and Social Factors in Religious Counseling (3)
Positive and negative aspects in personal, psychological dimensions in the counseling relationship; the nature of the counseling process; goals, values, strengths and weaknesses; assessment, techniques, and referral.

587 Seminar (3-9)

Contemporary areas in theological development; group research in diverse aspects of a selected topic.

Courses open to graduate students only.

600 An Introduction to Pastoral Renewal (2)

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

601 Method of Theological Research (2)

The basic principles of theological method in the diverse areas of discipline; study of selected problems in the development of Christian thought.

602 Toward an American Spirituality (2)

The current developments in the understanding of man and the effect of these ideas on American theology, prayer, and faith response.

603 Modern Biblical Scholarship (2)

Methods of modern biblical scholarship; consideration of revelation and inspiration, major currents and themes of biblical theology in the Old and New Testament.

604 Anthropology and Faith (3)

Nature and destiny of man considered in relation to Jesus Christ; special reference to secularization and faith in God.

605 Christ and the Church (3)

Doctrinal analysis of the Church in its New Testament origin; current ecclesiology as found in the concept of the Church as sacrament of Christ's presence among men; contemporary theological developments in awareness of the Christian mission.

606 Religious Psychology (3)

The psychology of personal development and Christian maturity with its effect upon the religious response of the individual; fulfillment of the person through relationship to the whole Christ.

607 Christology in Historical Perspective (3)

The mystery of Christ as seen in the Scripture; the Incarnation as developed in the documents and tradition of the Church and in the light of contemporary research.

608 Revelation and Grace (3)

God's communication with man as it comes to him in various modes and man's response to this communication.

609 Historical Development of the American Church (3)

History of the American Church in order to set in their proper context the present status and life style of the Church community; special emphasis upon cultural and sociological influences on the American Church.

610 Principles of Christian Morality (3)

Fundamental questions regarding man from a moral-theological viewpoint; the meaning of freedom, knowledge and conscience within the totality of man as basic sources of his morality.

612 Liturgy and Life (3)

Anthropological foundation and historical development of ritual celebration; meaning of liturgy as worship and its expression in the Judaeo-Christian forms of prayer; validity of current liturgical practices as contemporary response to God.

613 Analysis of Social Structure in the American Church (3)

Contemporary social patterns in the Americas with relation to the evolution of religious response and practice; survey of the sociological factors influencing the Church in her pastoral ministry and her institutional structures.

614 Sacramental Theology (3)

Sacramental system, instituted by Christ as a means through which the fruits of redemption are supplied to mankind; initiation into supernatural life and incorporation into the Mystical God through Baptism, Confirmation, and Eucharist.

615 Formation of the Synoptic Gospels (3)

Influences contributing to the crystalization of the primitive Christian catechesis; development of the Gospel literature in the different Christian communities; overview of the characteristic theology of the three Synoptics.

618 Themes of Old Testament Theology (3)

The characteristic theology of the Old Testament with special emphasis upon the Exodus and Covenant events; significance and influence of the Old Testament in the Christian Community.

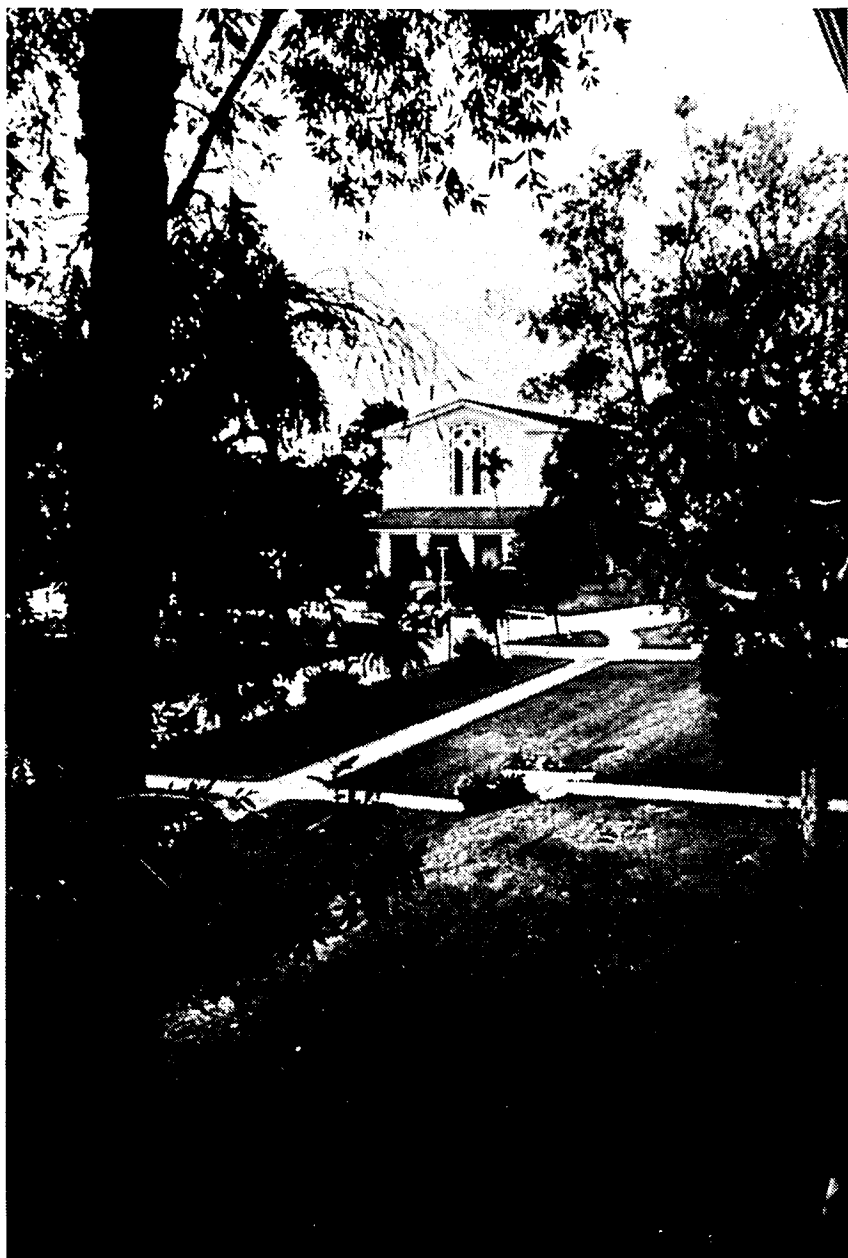
619 The Gospel of St. John (3)

The Johannine tradition; the religious content of the Gospel with special emphasis on its characteristic treatment of ecclesiology, sacramentalism, eschatology, and wisdom.

620 Sources and Development of Doctrine (3)

The meaning and scope of doctrinal theology; its relationship to the faith, liturgy, and life of the Church; main sources for continued development in the past with special regard to present trends in American theology.

- 621 Moral Issues in American Culture (3)**
Social, political, and scientific questions in contemporary legislation, medicine, institutions, and entertainment from the standpoint of human and Christian values.
- 631 Catechesis of the Sacraments (2)**
The role parents and catechist share in laying foundations for the faith life of the child; special emphasis upon approaches to the catechesis of Baptism, Eucharist, Penance, and Confirmation.
- 633 Adult Religious Education (2)**
The various theories of adult learning; application to adult religious education programs and structures.
- 634 Administration of Religious Education Programs (3)**
The office and function of the Religious Education Coordinator on the parochial, regional, and diocesan level within the context of the ministry of the Word.
- 636 Sociology of Religion and Culture (2)**
The role of culture in the light of revelation leading to an understanding of subcultures; special emphasis upon the means of understanding and working with people whose cultural values and primary social systems differ from those of the cultural majority.
- 637 Psychology of Religious Education (3)**
The psychological imperatives at each stage of human educational development; primary stress on means of learning and motivational factors; application to the catechetical process.
- 699 Master's Thesis (6)**
Research investigation or analytical study of an aspect or problem in the area of Religious Studies.
- 700 Directed Research (3)**
Opportunity to pursue independent investigation of a topic of special interest to the student under the direction of a member of the Department's faculty.



MASTER OF SOCIAL WORK

John M. Riley, Ph.D.

Dean

Robert H. Nee, Ph.D.

Associate Dean

Social work is a challenging profession that offers many satisfactions to those who wish to participate in solving the social problems of contemporary society. Social work today requires highly skilled people to deal with the entire spectrum of human needs as they are experienced by individuals, families, small groups, human service organizations, and communities. Social workers, working with others, participate in helping to solve problems associated with financial need, social and cultural deprivation, racial injustice, physical and mental illness, disadvantaged children, troubled youth, disturbed family relationships, and aging. To meet the many different forms these problems take, the professionally trained social worker utilizes a scientific problem-solving approach in offering direct services to individuals and groups, in the administration and development of effective service delivery systems, in community planning and development, and in research.

In response to a demand for professionally trained social workers, Barry College established the only graduate social work program in South Florida in 1966. The School is accredited by the Council on Social Work Education, and the curriculum of the School is planned in accordance with standards set by the Council.

Objectives of the School

The objectives of the School derive from the values, ethics, and goals of the social work profession and are congruent with the moral, religious, and ethical commitments of Barry College. The profession of social work is committed to the improvement of social conditions that affect adversely the quality of life of all peoples. Social work is a practice profession; it aims to solve problems of social dysfunctioning, to enhance functional social units at all levels of society, and to contribute to the knowledge of the profession. The profession attempts to provide opportunities for individual growth by effecting changes in a variety of complex, interrelated systems: individuals, families, small groups, communities, organizations, and social institutions. The goals of the profession and the School are prevention, remediation, social change, and research. These goals are broad in scope and profound in nature. In fulfillment of these goals, the educational objectives of the School of Social Work are fourfold:

Education of Students for the Practice of Social Work. The School provides an educational program leading to the achievement of the baccalaureate and master degrees. The baccalaureate program is designed to educate students to perform effectively as generalists in "small" systems. The master's degree program is designed to educate students to perform effectively as specialists in "small" and "large" systems. Both the undergraduate and graduate programs are sequential and are planned to provide knowledge and skill of increasing depth and specialization. Within the educational continuum, students are expected

- to acquire knowledge of the values of social work as a profession;
- to acquire knowledge of the complex interrelationship between individual social functioning and familial, cultural, and social forces, and to develop an understanding of the importance of each for assessment and problem solution;
- to acquire a disciplined and systematic method of thinking in identifying, analyzing, and ameliorating problems wherever the locus of the problem exists, as well as anticipating incipient problems;
- to become increasingly disciplined in use of self in interactions and interventions with others;
- to acquire knowledge and skill in more than one social work method.

Education for Social Research. Underlying all social work and social welfare endeavors is the challenge to improve and change dysfunctional small and large social systems. This objective requires knowledge of the causes of intrapsychic, interpersonal, and environmental forces that affect, create, or threaten to undermine the functioning of large and small social systems. The fulfillment of this objective requires educating for social research and scientific discovery. It also requires education in skeptical evaluation of social data, the development of knowledge of research methodologies, and the acquisition of an attitude of social responsibility that inspires a spirit of inquiry in search for new methods of assessment and evaluation. It also demands historical perspective and courage to undertake a variety of research endeavors that question old assumptions and contribute to knowledge of new ways of preventing ameliorating and/or remediating social dysfunctioning.

Education for Community Service. The School of Social Work acknowledges its responsibility to provide service to the community in which it is located through practice, consultation, and continuing education. This responsibility is fulfilled by faculty and students who utilize their knowledge and skills in providing services and sponsoring

workshops, seminars, and educational programs designed to effect systematic changes in policies and procedures that undermine individual growth and the enhancement of the quality of life within the community. This objective implies knowledge of the political, economic, social, cultural, and psychological influences of social services within the community, the state, and the nation. Community service activities attempt to effect immediate and long-range changes in South Florida and, hopefully, elsewhere.

Education for Social Responsibility. Closely allied to the objectives of educating students for community service is that of educating students for social responsibility. Social responsibility represents one of the highest priorities of the School. This objective assumes knowledge and understanding of the human condition of every person in a pluralistic society; the perception to identify major social changes; and the acquisition of skills to create opportunities to enhance the lives of oppressed peoples. This objective addresses itself to the correction of minority group injustices and other inequities in our society. Social responsibility assumes the development of knowledge, understanding, and skill in the use of the full range of social work methodologies.

Admission Prerequisites

- a bachelor's degree from an accredited college, with satisfactory grade point average as indicated by official transcripts,
- three letters of recommendation in support of graduate social work study,
- Statement to the Admissions Committee, including the development of your interest in social work; any experiences of a personal, work, or educational nature which you believe may be of value in preparing you for social work; your rationale for pursuing social work education if you have had training or experience in another professional field; plans to finance your graduate education; and continuing family or work responsibilities which you expect to maintain during two years of graduate work.

Optional Admission Prerequisites

An admission interview may be requested by the School or initiated by the applicant.

An applicant who is otherwise qualified but whose academic record is of borderline quality may be asked to submit a test score from either the Miller Analogies Test or the General Aptitude Section of the Graduate Record Examination.

In order to provide the applicant with an objective evaluation of application credentials, all criteria are reviewed by the Admissions Committee of the School. Both achievement and potential are assessed in order to arrive at a decision on educability for graduate social work and suitability for the social work profession. The Committee analyzes academic achievement; work experience, especially in social welfare; evidence of good physical and mental health; maturity; and motivation for social work. The outcome of this assessment will be acceptance or rejection, and the decision of the Committee will be forwarded to the applicant in writing by the Admissions Office.

Transfer of Credits

The applicant who has satisfactorily completed a first-year program in another accredited graduate school of social work may be admitted to the second year in this School if the applicant has satisfactorily completed the first year within the five-year period preceding application. The returning student who has satisfactorily completed the first-year program at Barry within the five-year period prior to reapplication for second-year work may be admitted to second year. A returning student who has completed his first year of study more than five years before reapplying is normally required to repeat the first year of study. The School will accept a maximum of thirty credit hours from another graduate school of social work.

Field Instruction

Ruth Light Stanley, M.S.W., Director of Field Instruction
Harvey Abrams, M.S.W., Associate Director
David Fike, Ph.D., Associate Director

Theoretical instruction is complemented by field instruction in a wide variety of social agencies and other human service organizations in the Greater Miami area. During the first semester, students receive two days of field instruction per week, and during the other three semesters, three days each week.

As the following diagram illustrates, in all but the first semester, students increasingly individualize their curriculum through elective courses in many content areas. For example, in the Social Welfare Policy and Services area, electives such as Gerontology, Mental Health Services, or other specific program areas may be available. Human Behavior and Social Environment electives may include courses in the Psychodynamics of Adults, Ego Psychology, and Mental Retardation and Child Development. Elective methods courses for small system workers could include Sensitivity Training, Behavior Modification, Marital and Family Counseling, and Crisis Intervention. For large system workers, elective methods courses include Staff Development, Supervision, Consultation, Management by Objectives, and Social Agency Financing. Moreover, the courses presented in the chart as required courses for one specialization can be taken as electives by a student in the other specialization.

THE FIRST YEAR PROGRAM All Students		
CONTENT AREA	SEMESTER I	SEMESTER II
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services I (2)	Social Welfare Policies & Services II (2)
SOCIAL WORK METHODS	Social Work Practice I (2)	Casework II (2) and Group Work II (2)
HUMAN BEHAVIOR and SOCIAL ENVIRONMENT	Personality Development & Human Behavior (2) and Socio-Cultural Theories & Human Behavior (2)	
SOCIAL WORK RESEARCH	Social Work Research I (2)	Social Work Research I (2)
FIELD INSTRUCTION	Field Instruction I (5)	Field Instruction II (5)
ELECTIVES		(2)
TOTAL HOURS	(15)	(15)

THE SECOND YEAR PROGRAM Small System Workers		
CONTENT AREA	SEMESTER II	SEMESTER IV
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services III (2)	
SOCIAL WORK METHODS	Casework III (2) and Group Work III (2)	Social Work Practice IV (2)
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT	Psychopathology (2)	
SOCIAL WORK RESEARCH		
FIELD INSTRUCTION	Field Instruction III (5)	Field Instruction IV (5)
ELECTIVES	(2)	(8)
TOTAL HOURS	(15)	(15)

THE SECOND YEAR PROGRAM Large System Workers		
CONTENT AREA	SEMESTER III	SEMESTER IV
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services III (2)	
SOCIAL WORK METHODS	Social Welfare Planning & Policy Making I (2) and Social Welfare Administration Methods (2)	Social Welfare Planning & Policy Making II (2) and Organizational Design & Change (2)
HUMAN BEHAVIOR & SOCIAL ENVIRONMENT	Organizational Theory & Behavior (2)	
SOCIAL WORK RESEARCH		
FIELD INSTRUCTION	Field Instruction III (5)	Field Instruction IV (5)
ELECTIVES	(2)	(8)
TOTAL HOURS	(15)	(15)

During 1974-75, students were placed with the following organizations and agencies:

Barry College Continuing Education Office
Big Brothers and Big Sisters of Greater Miami
Catholic Service Bureau, Inc.
Center for Group Counseling
Children's Home Society of Florida
Children's Psychiatric Center, Inc. of Dade County
Christian Community Service Agency, Inc.
Community Mental Health Center of Palm Beach County
Congressman William Lehman's 13th District Office
Dade Areawide Manpower Planning Council
Dade County Comprehensive Alcohol Program
Dade County Comprehensive Drug Program
Dade County Department of Housing and Urban Development
Dade County Department of Public Health
Dade County Department of Youth Services
Dade County Manager's Office
Dade County Welfare Department
Dade County Justice Planning Unit
Dade Project IN-STEP
Family Service Agency of Broward County
Fellowship House
Florida Division of Aging
Florida Division of Family Services
Florida Division of Retardation
Genesis House
Goodwill Industries
Greater Miami Jewish Federation
Health Clinic of Broward County, Inc.
Hollywood Memorial Hospital
Human Resource Institute of Miami
Jackson Memorial Hospital
James E. Scott Community Association
Jewish Home and Hospital for the Aged
Little Havana Activity Center
Mailman Center for Child Development
Mercy Hospital
Project on Aging of Broward County
Retired Senior Volunteer Program
St. Luke's Center
Seminole Indian Project
Senior Centers of Dade County, Inc.
South County Mental Health Center
South Florida State Hospital
Specialized Gerontology Project
Sunland Training Center
United Way of Broward County
United Way of Dade County
University of Miami Division of Family Medicine
University of Miami Spanish Drug and Rehabilitation Center
Urban American Indian Project
Veteran's Administration Hospital
YMCA — Allapattah
YM and YWHA of Greater of Miami

Transportation

Distances and transportation facilities in the South Florida area necessitate traveling by car to the agencies in which students are assigned. For this reason, it is important that students have access to cars during the nine months each year that school is in session.

Program

The curriculum is designed to prepare responsible practitioners for a wide range of professional practice. During the first year of graduate study, students examine the breadth of social work practice and methods, and their field instruction is primarily focused on direct service to individuals, families, and small groups. During the second year of study, students elect to gain advanced levels of knowledge and skill as small system workers or large system workers.

Small system workers develop specialized knowledge and skill in relation to individuals, families, and small groups. More specifically, this worker will have skill in the practice forms of casework and group work and in the evaluation of the effectiveness of clinical interventions. Large system workers will develop specialized knowledge and skill in relation to organizations, organizational sub-units, and communities. More specifically, this worker will have skill in such roles as supervisor of programs and/or direct service staff; grant administration; program and community planning, community development; executive management; and program and policy evaluation.

There are four basic areas of classroom study. *Social Welfare Policy and Services* includes the study of (1) the development of national and local social welfare policy; (2) existing social welfare programs; (3) the social services needed in those programs; and (4) the impact of racism on social service delivery systems.

Human Behavior and Social Environment is the theoretical base for understanding the systems with which social workers have professional interaction; individual, small groups, organizations, and communities.

Social Work Methods provide, in the beginning, an introduction to the fields of social work practice and the knowledge and value bases of the practice of the profession; it later provides an elaboration of the intervention skills judged to be valuable in social work.

Social Work Research offers knowledge of the scientific approach and research methodology and, if desired, substantial skill in the conduct of social work research.

Academic Requirements

A student's scholastic standing is determined by many forms of evaluation. Examinations and term papers are usually given in each course during each semester. These tests are usually written, but they may be partially or wholly oral, or may be based upon field performance. Students are expected to meet all course requirements assigned by the instructor of each course. Regular attendance in class and field instruction is expected of all students. Absence of three or more consecutive weeks will raise serious questions regarding whether a student may satisfactorily complete studies and continue in the program.

Degree Requirements

Sixty credits are required for the Master of Social Work degree. Students must maintain a grade point average of 3.00 (B) on a 4.00 scale and satisfactory (S) grades in field instruction each academic year. An unsatisfactory (U) grade in field instruction or a failure (F) in any required course in any semester will prevent continuation in the program.

Candidacy for the Master of Social Work degree is awarded when the student has completed thirty credits with a 3.00 (B) average and satisfactory grades in field instruction. Students who fail to meet this requirement at the end of their first year of study will be denied admission to the second year of the program. Admission to the second year is granted only to those students who have successfully completed their first year of professional education at Barry College or at another accredited school of social work within the last five years.

Part-Time Program

The individual whose family or work responsibilities interfere with full-time study or the well qualified individual who cannot finance full-time study may be considered for the part-time program. The goal of this program is to educate professional social workers. Thus, all students admitted to the part-time program must have a commitment to the attainment of a Master of Social Work degree, meet the admission standards of the School, demonstrate high potential for professional education, and show justifiable cause for undertaking their education on a part-time basis.

In the first academic year, part-time students are expected to take all first-year classroom course requirements for a total of 10 credits each semester. Since classes in the School are scheduled during the day, all students must be able to attend day classes up to three days each week. During the second year of study, students are expected to fulfill the equivalent of the full-time, first-year field instruction experience. The field training may be taken during the summer months between academic years. The agency and block of time will be arranged with the

Director of Field Instruction. Ten credits are given for field instruction each academic year.

The final academic year of study is expected to be a full-time program of concurrent class and field work.

Degree requirements must be met within five years of the student's entrance into the part-time program: 40 credit class hours and 20 credits in field instruction. Admission requirements and procedures and degree requirements are the same as those outlined for full-time students.

Student Participation in the School's Development

The faculty of the Barry College School of Social Work has a firm commitment to student participation in the development and determination of appropriate policies and procedures in the School. It is recognized that students have a right and responsibility to participate in the shaping of the School's program. Meaningful participation of students on all standing committees is encouraged, and student representation on committees has been a policy since 1969.

Student organizations include Barry College School of Social Work Student Government, the Barry College Chapter of the National Association of Black Student Workers, and other groups.

Cultural Diversity

The School is committed to a policy of increasing cultural diversity among students and faculty. There is a strong commitment to expand social work teaching and learning opportunities to members of minority groups. The population of Miami is represented by many diverse groups and offers a unique opportunity for the study of national and international social problems. Miami serves as the gateway to South America, and students from other countries are encouraged to apply.

COURSES OF INSTRUCTION

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

501, 502 Social Welfare Policy and Services I and II (2) (2)

Focus on policies and services relevant to social welfare as an institution in contemporary society and on forces that influence these programs; the history and development of social welfare programs and the analysis of these services; the nature and extent of racism in American culture and society.

521 Social Work Practice I (2)

Major practice concepts and principles, providing a comprehensive view of social work practice; the 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.

522 Casework II (2)

Methods of helping individuals and families solve problems of social functioning; principles of helping and the values and ethics of social work and social casework through the analysis of increasing complex problem situations.

523 Group Work II (2)

The use of the group as the means and context for change. Content includes the nature of the worker-group relationship, group development, individual and group diagnosis, formulation of interventive strategies, and group treatment.

551 Socio-Cultural Theories and Human Behavior (2)

Concentrates on larger social systems such as small groups, formal organizations and cultures and their effect on human behavior.

552 Personality Development and Human Behavior (2)

The physical, social and emotional development of individuals from birth through aging; behaviors and coping strategies, optimal conditions for growth of the healthy personality, and the dynamics and influence of interpersonal transactions.

581, 582 Research I and II (2) (2)

The nature, purposes, and functions of social work research; experience in designing and implementing a research design and skill in consuming research findings.

Required Second-Year Courses (Small System)

601 — 620 Social Welfare Policies and Services III (2 each)

Social welfare programs and the development of analytical skills in understanding complex social policies and their ramifications in social service delivery systems. The various sections focus on distinct problem areas and related policies and services.

621 Casework III (2)

Builds on the framework developed in Casework II, with emphasis on deepening understanding of the casework process and differential methods of helping.

622 or 624 Social Work Practice IV (2)

This fourth-semester requirement may be met through completion of Advanced Casework (SW 622) or Advanced Group Work (SW 624).

623 Group Work III (2)

Extends the examination of group work skills begun in Group Work II. Differential group treatment approaches and techniques receive emphasis.

651 Psychopathology (2)

The dynamics of behavior in the neuroses, character disorders, and in functional and organic psychoses, with emphasis on the physical and psychological factors contributing to mental illness; the relevance of this knowledge of social work practice.

Required Second-Year Courses (Large System)

601 — 620 Social Welfare Policies and Services III (2 each)

Social welfare programs and the development of analytical skills in understanding and developing such policies. The various sections focus on distinct problem areas and related policies and services.

626,627 Social Welfare Planning and Policy Making I and II (2) (2)

Key issues in community social welfare planning as a political and technical process, and basic processes of planning; program planning as an organized endeavor involving a variety of tasks as a necessary skill for administrators, planners, project organizers, etc.; the way social policy decisions are made and techniques to assess how these decisions affect various groups of concern. Constraints inherent in program, community, and policy planning form a linking theme for the three topics.

628 Social Work Administration (2)

Basic principles of administration with emphasis on management strategies and their application to social welfare agencies; policies related to fiscal and personnel administration, middle management skills, and the human aspects of administration.

629 Organizational Design and Change (2)

How organization structure is shaped and how it in turn affects service delivery variables of effectiveness, efficiency, staff morale, and client satisfaction. Case materials, readings, and projects develop knowledge in designing organizations which are able to change as environment, resources, technology, and values change in a dynamic society; special attention to new models of organization for human services.

653 Organizational Theory and Behavior (2)

Human service organizations where social workers typically are employed; conceptual tools for understanding the structure and process of these organizations and their interaction with the environment.

Field Instruction

(5 credits per semester)

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

Course Numbers for Field Instruction:

First-year Students SW 591 and SW 592

Second-year Students; Small Systems SW 691 and SW 692

Second-year Students; Large Systems SW 693 and SW 694

Electives

Elective course offerings vary each year, depending on student interest, availability, and expertise of faculty. In past years the following elective courses were offered:

The Development of Social Services in New Communities

Marital and Family Counseling

Child Welfare Services

Socio-Cultural Aspects of the Cuban Migration

Staff Development and Training

Management by Objectives

Crisis Intervention

Psychodynamics of Adults

Ego Psychology

Mental Retardation and Child Development

Community Mental Health

Sensitivity Lab I and II

Human Sexuality

Role of Women in Society

Behavior Modification

Gerontology

Supervision

Consultation

Selected Problems in Social Welfare Administration

Social Agency Financing

Community Organization

Advanced Research Seminar

Evaluative Research

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