

Graduate Catalog 1978-80

# Bairry



## ACADEMIC CALENDAR

### 1978-1979

#### 1978

August 31	Registration
September 1	Orientation
September 5	First Day of Classes
Nov. 23-26	Thanksgiving Holiday
Dec. 14-19	Final Exams
Dec. 20	Commencement

#### 1979

Jan. 11	Registration
Jan. 12	Orientation
Jan. 15	First Day of Classes
Mar. 3-11	Spring Break
Apr. 12-15	Easter Break
Apr. 30-May 3	Final Exams
May 6	Commencements
May 14-June 22	First Summer Session
June 25-Aug. 3	Second Summer Session

### 1979-1980

#### 1979

August 30	
August 31	
September 4	
Nov. 22-25	
Dec. 17-20	
Dec. 21	

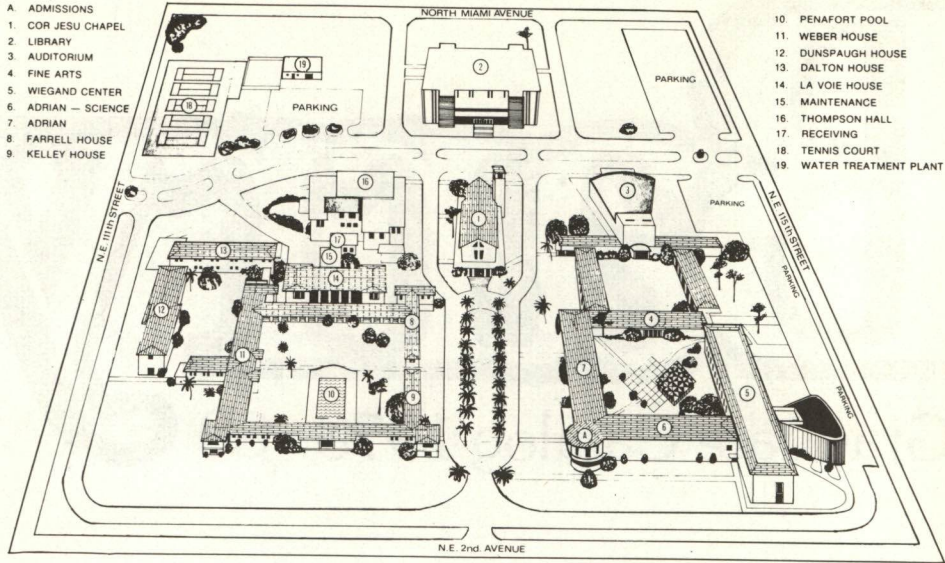
#### 1980

Jan. 10	
Jan. 11	
Jan. 14	
Mar. 1-9	
Apr. 3-6	
Apr. 28-May 1	
May 4	
May 12-June 20	
June 23-Aug. 1	

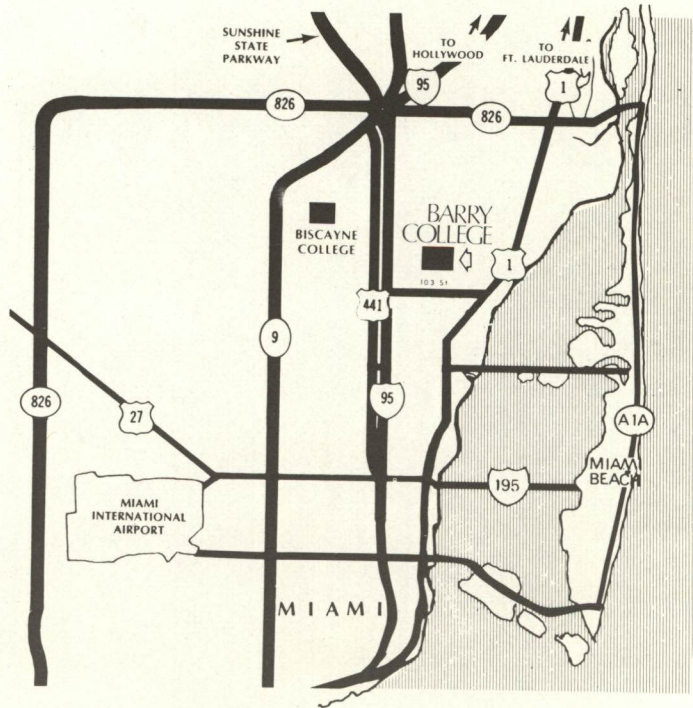
# Barry

Graduate Catalog 1978 - 80

# Campus Map



# Location Map



## TABLE OF CONTENTS

Map	2
Calendar	1
General Information	5
Master of Business Administration (M.B.A.)	19
Master of Science in Education (M.S.)	25
Master of Arts in English (M.A.)	41
Master of Arts in Pastoral Ministry (M.A.)	45
Master of Arts in Religious Studies (M.A.)	45
Master of Arts in Religious Education Administration (M.A.)	45
Master of Social Work (M.S.W.)	55
Administration and Faculty	71
Index	76



## **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.

The School of Social Work's BSW and MSW programs are accredited by the Council on Social Work Education.

The School of Nursing is accredited by the National League of Nursing.

## **NOTICES**

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. 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 catalog supersedes all provisions and regulations including tuition and fees previously published.

Barry College does not discriminate on the basis of race, color, sex, national or ethnic origin, or physical limitation. This includes policies and procedures related to membership on the Board of Trustees, the educational program, employment and personnel practices, admissions, scholarships/grants/loans, and participation in athletic and other student activities. This College is authorized to enroll non-immigrant alien students.

Inquiries, applications, and credentials should be addressed to:

Graduate Admissions  
Barry College  
Miami, FL 33161  
305/758-3392

# General Information

## 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. Today's College community is comprised of approximately 2000 students, served by well over 230 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 16 buildings, spread over 40 of the College's 87-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.

Barry is coeducational and fully accredited.

## **THE GRADUATE PROGRAM**

Graduate programs for men and women were inaugurated in 1954 and now include advanced degrees in Business Administration, 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.

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.

## **PROGRAMS FOR DEGREE-SEEKING STUDENTS**

The School of Arts and Sciences offers the M.A. degree in Pastoral Ministry, Religious Education Administration, Religious Studies, and English.

The School of Business offers the Master of Business Administration (M.B.A.) degree.

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, and 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 Academic Services..

**Unclassified:** Applicants who hold a valid bachelor's degree, but who are not fully admissible to a graduate degree program may enroll for 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 or 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 credits 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 Student:** Students enrolled in graduate programs 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 and a letter from the dean of the graduate school in which they are enrolled for a degree, stating that they are in a good standing and have permission to transfer credit. If possible, the letter should indicate specific courses to be accepted. Applicants in this category are permitted to enroll for an unlimited number of graduate credits.

#### **CERTIFICATION**

Degree-seeking students desiring certification with their Education 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 PROCEDURES**

Applicants must apply for and be accepted to graduate status (non-degree-seeking or degree-seeking) through the Admissions Office before they are permitted to register as graduate students. The chief criterion for acceptance is evidence of having received a bachelor's degree. Applicants who apply to a degree program prior to completion of bachelor's work may be given provisional admission; the provision is that they are to provide the Admissions Office with proof of bachelor's degree before they are permitted to register for graduate courses as a graduate student.

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

- (1) submit an application with a \$20 non-refundable application fee;
- (2) 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

- (1) submit an application with a \$20 non-refundable application fee;
- (2) 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 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. Admission in these categories in the M.B.A. program is limited to 500 level courses only.

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

- (1) submit an application form with a \$20 non-refundable application fee;
- (2) provide reference letters in support of application for graduate study;
- (3) provide complete transcripts from each college or university attended (transcripts in the applicant's possession are not acceptable as evidence of eligibility for admission);
- (4) 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 Admission Office continually reviews applications in process and notifies applicants of missing credentials, but the 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.

## Undergraduate Students

Undergraduate students at the senior level with a high academic average in their field may be authorized to enroll in six graduate credits while completing undergraduate requirements. Such course work will require the written approval of the Dean. This approval does not presume automatic admission into a graduate program. Undergraduate students who wish to enroll in graduate courses must follow the steps below:

- (1) Have a faculty advisor certify to the Dean that all graduation requirements will be met. These requirements include:
  - (a) 120 undergraduate credits (including courses that will be in progress)
  - (b) College distribution requirements
  - (c) 48 credits of upper-biennium work
  - (d) major, minor and if necessary certification requirements
  - (e) student eligibility for graduate admission (GPA, etc.)
- (2) Have the Dean file a letter with the Registrar prior to registration stating that the student will meet all requirements for a bachelor's degree and that the graduate credits (3 or 6) are over and above all undergraduate requirements.

Withdrawal from a course requires approval from the Dean of the School.

## GRADING SYSTEM FOR GRADUATE PROGRAMS

All graduate students are expected to maintain a B average.

Superior Achievement	A	4.0 honor points per credit
Average	B	3.0 honor points per credit
Below Average	C	2.0 honor points per credit
* Pass	D	1.0 honor point per credit
Failure	F	No credit
Credit	CR	Credit but no honor points awarded
No Credit	NC	No credit
** Incomplete	I	A grade not reported as completed within the time required by the school becomes an F
Withdrew	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer sessions. If a student officially withdraws within the last five weeks prior to final examinations of regular semesters and within the last two weeks of the summer sessions, a grade penalty is earned. Grade penalty means an F grade and the credits are computed in the grade point average.

\* A D grade is not used in the School of Social Work.

\*\* In English, Religious Studies and Business Administration a grade not reported as completed within one semester becomes an F.

## GRADE REPORTS

Grade reports will be mailed at the end of each semester if all financial obligations have been paid.

## WITHDRAWALS FROM COLLEGE OR FROM INDIVIDUAL COURSE(S) —

Students withdrawing from the College must do so officially by submitting a written notice of withdrawal to the Dean of their respective Schools. The effective date of withdrawal will be the date on which the notice is received by the Dean. Students withdrawing from a course(s) must do so officially by obtaining the withdrawal form from either their advisor or the Registrar. The withdrawal form must be signed by the advisor and brought to the Registrar for final processing. An unauthorized withdrawal results in failure in the course(s).

## **CLASS ADJUSTMENTS**

All students taking graduate courses must obtain the authorization of the appropriate Dean in order to change their schedules after registration.

## **LIBRARY**

The Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the College. Students have access, in open stacks, to a collection which exceeds 100,000 volumes. The Library subscribes to more than a thousand periodicals. Government documents, pamphlets, microfilm collections, and audiovisual materials bring the total holdings to over 123,000 items. Faculty and students have access to conference rooms, audio and video taping rooms, study carrels and typing rooms. Resources and facilities are utilized to maximize service, which is the primary focus of the Library in accord with present-day trends.

Library books are loaned for a minimum of two weeks to students presenting a valid College I.D. card. A Library Handbook to assist students in the use of the Library is available at the Circulation Desk.

### **Library Hours:**

Monday — Thursday	8:30 a.m. — 10:00 p.m.
Friday and Saturday	8:30 a.m. — 5:00 p.m.
Sunday	1:00 p.m. — 9:00 p.m.

## **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.

## **CAMPUS STORE**

The Campus Store is open for the services and needs of the students of Barry College. Books, supplies, and other sundries are available for purchase.

Store hours: Monday — Thursday	9:00 a.m. — 7:30 p.m.
Friday	9:00 a.m. — 5:00 p.m.

## FOOD SERVICE

Food service is available to all students in Thompson Hall on a cash basis. The second floor dining room meal schedule is:

### Monday through Friday

Breakfast	7:00 a.m. — 8:30 a.m.
Continental Breakfast	until 9:00 a.m.
Lunch	11:30 a.m. — 1:00 p.m.
Dinner	4:45 p.m. — 6:00 p.m.

### Saturday

Breakfast	8:30 a.m. — 9:30 a.m.
Lunch	11:30 a.m. — 1:00 p.m.
Dinner	4:45 p.m. — 6:00 p.m.

### Sunday

Brunch	9:30 a.m. — 11:00 a.m.
Dinner	4:45 p.m. — 6:00 p.m.

## COST OF MEALS

Breakfast	\$1.25
Sunday Brunch	1.65
Lunch	1.65
Dinner	2.50
Premium Dinner	3.00

There is a Canteen located on the first floor of Thompson Hall which is also available to all students.

HOURS: Monday — Thursday	8:00 a.m. — 8:30 p.m.
Friday	8:00 a.m. — 4:30 p.m.

## 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-town students to plan to arrive several days in advance of registration to secure appropriate accommodations. Contact the Director of Residential Life for further information.

## PARKING

Parking on campus requires the purchase of a parking decal at the time of registration.

**EXPENSES**

Tuition	1978-79	1979-80
Business Administration, Education, English and Religious Studies per credit	\$ 90	\$100
Social Work, per credit . . . . .	\$ 100	\$100
Social Work full time (12 thru 18 credits) . . per semester	\$1,400	—
<b>Fees (non-refundable)</b>		
Application fee, payable once . . . . .		\$20
Registration fee, payable each semester . . . . .		\$10
Late Registration fee . . . . .		\$20
Graduation fee . . . . .		\$35
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 (approx):		
Student only . . . . .		\$ 80
Student and Spouse . . . . .		\$200
Student, Spouse, and Dependent Children . . . . .		\$354
Student and Dependent Children . . . . .		\$234
Late/rescheduled/retaken course exam		
Special administration of U.A.P. . . .		
Credit by Examination per credit attempted, regardless of credit eventually awarded . . . . .		\$ 10 \$ 25 \$ 20

**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.

## **HEALTH INSURANCE**

A health insurance program is available through the College. Full-time students who are not insured for sickness and accidents are encouraged to participate in the program if they do not have similar coverage. Interested students should inquire about benefits and costs at the time of registration.

## **FINANCIAL ARRANGEMENTS**

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

### **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 by submitting a written notice of withdrawal to the Office of the Dean of their respective Schools (Arts and Sciences, Education, Business, and Social Work). 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 this date.

Tuition 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. For purposes of determining the percentage of refund, the first week of classes will be considered the start of the semester and upon which refunds will be based.



Summer Session: If the student leaves within the first week of the Summer Session, 60% of the full Session charge 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. For purposes of determining the percentage of refund, the first week of classes will be considered the start of the Summer Session and upon which refunds will be based.

#### **Withdrawal Policy For Individual Courses**

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

#### **Changes Made During The Period Of Schedule Adjustment**

Students dropping courses during the period of schedule adjustment will receive total refund for the course and special course fee, if applicable.

#### **Student Dismissal**

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

**All fees, outside of tuition, are non-refundable.**

#### **GRADES AND TRANSCRIPTS**

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

## **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.

Guaranteed 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 and Social Worker 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 30% reduction in tuition unless tuition is paid through some type of grant or subsidy.

Part-time students enrolled in the Evening Social Work program are entitled to a 30% discount on tuition if they are employed as full-time social workers, unless tuition is paid through some type of grant or subsidy. This discount only applies to the period of study in evening part-time classes. When a student begins summer field instruction and the subsequent final academic year of full-time study, the tuition discount does not apply.

### **Social Work Grants**

The School of Social Work has a separate application process for a very limited number of grants and scholarships for full-time students. After an official admissions decision is made on an application to the School, the financial aid application is forwarded upon request.

It is important to note that these funds are extremely limited and that students should not depend on grant monies since there are always many more applications than the School can possibly accommodate with awards. Normally, the School is notified by the Federal Government after the first of July of each year concerning the number of stipends available for the coming academic year. At that time, the financial aid applications are analyzed and awards are made on the basis of need, minority status, academic ability and potential for professional practice.

The Scholarship Committee of the School of Social Work makes these decisions, and all students are officially notified.

### **Religious Discount**

All Religious are entitled to a 30% discount on tuition.

### **Family Discount**

Families having more than one full-time student enrolled at Barry College at the same time pay full tuition for the first student, receive a \$500 per year reduction for the second student, \$1000 per year reduction for the third student, and a \$1,500 per year reduction for the fourth student. Students eligible for the Family Tuition Reduction Plan must file a written request for a grant under this plan with the Financial Aid Office.

## **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 is the appropriate Dean. 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 administrators; a charge of bias or capriciousness in grading must be in writing and substantiated by reasonable evidence.



# Master of Business Administration (M.B.A.)

*R. W. Morell, Ph.D., Dean*

The M.B.A. program at Barry provides a distinguished degree for those who are or plan to be professional managers in industry, government, education, and other organizations.

The program has a dual purpose

- To promote high moral and ethical standards in the business environment, so that the graduate will act justly and equitably. The faculty is distinctive in emphasizing the social/behavioral science approach to management and the interpersonal, human relations dimension of administration.
- To expand the student's management skills both to further the graduate's career development and to provide a basis for improved organizational effectiveness through reduced costs, increased profits, and growth in employee motivation.

Completion of the program will qualify accountants who wish to take the CPA test for the substitution of graduate education for one year of experience as per Florida State Rule 21A-9.03.

## ADMISSION PREREQUISITES

- Bachelor's degree from a regionally accredited college or university, regardless of undergraduate major.
- Acceptable undergraduate grade point average; generally a B average.
- Acceptable score on the GMAT (Graduate Management Admission Test); generally a score of 450. Students who already have a master's degree will not be required to take the GMAT.
- Three recommendations, two professional and one academic.

The admission decision will be based on a careful evaluation of the undergraduate record, evaluation forms, and other evidences of maturity, motivation, and leadership qualities. Minor deficiencies in one area may be offset by superior performance in another, so that each case will be considered on its own merits.

Students pursuing a masters degree in Business Administration are permitted five years to complete degree requirements from the date of initial matriculation.

## ACADEMIC PROGRAM:

The M.B.A. degree requires earning a B or better for 36 graduate credits, 30 of which must be taken at Barry College. Students with other related graduate degrees or credits may be allowed to transfer six credits if appropriate.

### REQUIRED COURSES (27 credits):

Bus 501/601	Management Theory & Practice	(3)
Bus 502/602	Managerial Economics	(3)
Bus 503/603	Marketing Management & Policies	(3)
Bus 604	Legal Environment of Business	(3)
Bus 605	Managerial Finance	(3)
Bus 606	Managerial Accounting	(3)
Bus 614	Federal Taxation I	(3)
Bus 622	Information Systems & Decision-Making	(3)
Bus 699	Administrative Strategy and Policy	(3)

### ELECTIVE COURSES (choose 9 credits)

Bus 615	Federal Taxation II	(3)
Bus 623	Consolidated Statements	(3)
Bus 633	Seminar in Managing Human Resources	(3)
Bus 634	Seminar in Public Administration	(3)
Bus 635	Seminar in International Business	(3)
Bus 636	Research in Management	(3)

## COURSE DESCRIPTIONS

### **Bus 501/601 Management Theory & Practice (3)**

Nature and functions of management, emphasizing decision-making, communication, interpersonal and group dynamics, goals and means of organizations; distinction between what management often is as opposed to what management ought to be.

### **Bus 502/602 Managerial Economics (3)**

Economic tools and techniques which are useful in analyzing business problems; quantitative approaches related to such specific problems as capital budgeting, inventory, marketing mix, advertising strategy, transportation, and production costs, etc.

### **Bus 503/603 Marketing Management & Policies (3)**

Analytical approach to the development of marketing policies in the major marketing areas such as advertising, sales promotion, pricing, channel selection, products, marketing costs, budgets, and others.

### **Bus 604 Legal Environment of Business (3)**

Governmental regulation of business, emphasizing the Federal anti-trust laws and the legal aspects of the management process.

### **Bus 605 Managerial Finance (3)**

Acquisition and utilization of corporate funds, including liquid funds, securities, the capital and banking system, budgets, combinations, and reorganizations; impact of governmental revenue and expenditures, and monetary and fiscal policy on the economy and corporations.

### **Bus 606 Managerial Accounting (3)**

The accounting cycle, relevance and limitations of cost information in managerial decision-making; emphasis on cost systems, determination and allocation of overhead, analysis of cost variances, direct costing, flexible budgets, break-even analysis, and capital budgeting.

### **Bus 614 Federal Taxation I (3)**

Federal Income Tax laws and regulations as they affect individuals, proprietorships, and tax alternatives.

**Bus 615 Federal Taxation II (3)**

Federal Income Tax laws and regulations as they affect partnerships, estates, and trusts, and corporations.

**Bus 622 Information Systems and Decision-Making (3)**

Use of modern management tools and techniques to improve decision-making; topics include systems concepts, models, computers, scientific methodology and behavioral science considerations.

**Bus 623 Consolidated Statements (3)**

Corporate combinations and the preparation of consolidated working papers and consolidated financial statements.

**Bus 633 Seminar in Managing Human Resources (3)**

Exploration in depth and breadth of special topics related to human resources, including manpower planning and forecasting, personnel administration policies and practices, management development, labor relations, human asset accounting, etc.

**Bus 634 Seminar in Public Administration (3)**

Exploration of the administrative problems and challenges in non-profit organizations, including government, hospitals, religious organizations, etc; specific topics will be determined by the interests of the participants.

**Bus 635 Seminar in International Business (3)**

Consideration of the multi-national enterprise as a participant in world markets; particular problems and opportunities related to such considerations as socio-economic, legal, etc., will be explored for various regions (Europe, Communist Russia, Eastern Europe, Africa, Middle East, Asia, Latin America, Caribbean).

**Bus 636 Research in Management (3)**

Research in depth into approved topics that are related to some aspect of Management such as Financial Management, Marketing Management, Operations Management, Hospital and Health Administration, Public Administration, International Management, Decision and Policy Making, Cost Systems, Tax Planning, etc. The study and its results are to be submitted in a formal research paper.

**Bus 699 Administrative Strategy and Policy (3)**

Integrating seminar on the managerial decision-making process; to be taken at or near the end of the required MBA sequence of courses; includes the formal study of organizational strategy and policy, case studies, and the composition and defense of original policy statements.







# Master of Science Education

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

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

- I. Administration and/or Supervision
- II. Exceptional Child Education
- III. Guidance and Counseling
- IV. Reading
- V. Community Counseling\*

\*The Community Counseling program does **not** qualify the graduate for school certification.

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-eight states without specific course analysis. All programs require basic education courses, courses in the student's specific area of concentration, and elective credits.

**General Admission Prerequisites**

- Bachelor's degree from a regionally accredited college with appropriate credits 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 credits, 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.

Students pursuing a masters degree in Education are permitted seven years to complete degree requirements from the date of initial matriculation.

**Transfer Credit**

A maximum of six graduate semester hours may be transferred from another college or university toward a graduate degree in Education.

**Requisites**

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

A student majoring in Community Counseling or Guidance and Counseling must satisfactorily complete the first course in the Counseling Core, EDU 591, during the first semester of enrollment, 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.

## Candidacy

Eligibility to continue in a graduate program is reviewed by the School at the completion of the first part of a student's program. A student should file an application for candidacy in the School of Education office immediately after fulfilling the following requirements:

- twelve credits of graduate work (including the courses specified in **Requisites**)
- B average or better
- successful completion of the Advanced Test in Education of the Graduate Record Examination (not applicable to Community Counseling students)

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

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

#### REQUIRED BASIC COURSES

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

#### REQUIRED SPECIALIZED COURSES FOR ADMINISTRATION:

Nine credits in Administration selected from:

- EDU 671 School Organization and Administration
- EDU 672 Elementary School Administration
- EDU 673 Secondary School Administration
- EDU 674 School Law
- \*EDU 696 Seminar in Elementary School Administration and Supervision

Three credits in Supervision selected from:

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

Six credits in Curriculum selected from:

**ELEMENTARY**

- EDU 541 Elementary School Curriculum (Required)
- EDU 555 Evaluation of Elementary School Curricula
- EDU 572 Early Childhood Programs
- EDU 595 Curriculum Design for Elementary Schools

**SECONDARY**

- EDU 542 Secondary School Curriculum (Required)
- EDU 556 Evaluation of Secondary School Curricula
- EDU 568 Improvement of Reading in the Secondary School
- EDU 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:

- EDU 671 School Organization and Administration
- EDU 672 Elementary School Administration
- EDU 673 Secondary School Administration
- \*EDU 696 Seminar in Elementary School Administration and Supervision
- \*EDU 697 Seminar in Secondary school Administration and Supervision

Six credits in Supervision selected from:

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

Nine credits in Curriculum selected from:

**ELEMENTARY**

- EDU 541 Elementary School Curriculum (Required)
- EDU 556 Evaluation of Elementary School Curricula
- EDU 572 Early Childhood Programs
- EDU 595 Curriculum Design for Elementary Schools

**SECONDARY**

- EDU 542 Secondary School Curriculum (Required)
- EDU 556 Evaluation of Secondary School Curricula
- EDU 568 Improvement of Reading in the Secondary School
- EDU 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-Visual or Children's Literature
- Child and Adolescent Psychology
- One additional special methods course for the Elementary School

**REQUIRED BASIC COURSES:**

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

**REQUIRED SPECIALIZED COURSES:**

- EDU 511 Speech Correction for Children
  - EDU 540 Foundations of Mental Retardation
  - EDU 570 Introduction to Exceptional Children
  - EDU 573 Teaching of the Mentally Retarded
  - EDU 583 Educational Assessment of the Exceptional Child  
or
  - EDU 643 Evaluation of Children with Learning Disabilities
- Electives (6 cr.)

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

**III GUIDANCE AND COUNSELING (30 cr.)**

*Stephen D. Miller, Ph.D., Program Advisor*

**SPECIAL PREREQUISITES:**

Applicants in the area of School Counselor preparation should have completed course work in the following areas:

- Child and/or Adolescent Psychology
- Personality Development/Theories

**REQUIRED BASIC COURSES:**

- EDU 601 Methodology of Educational Research
  - EDU 625 Advanced Educational Psychology
  - EDU 626 Philosophy of School and Society
- (EDU 601 and 625 must be taken to advance to candidacy)

**REQUIRED COUNSELING CORE:**

- EDU 591 Group Dynamics (to be taken during first semester)
- EDU 652 Individual Counseling Procedures (Prerequisite:EDU 591; corequisite 591 with permission of advisor)
- EDU 658 Group Counseling Procedures ( Prerequisites:EDU 591 and 652)
- EDU 694 Counseling Practicum (Individual and Group)  
( Prerequisites:EDU 591, 652, 658)

**REQUIRED COURSES FOR CERTIFICATION:**

- EDU 653 Occupational Information
- EDU 617 Evaluation I
- EDU 618 Evaluation II



**SUGGESTED ELECTIVES: (if desired)**

- EDU 513 Psychopathology
- EDU 549 Psychology of Adolescence
- EDU 569 Personality and Mental Health
- EDU 582 Developmental Psychology
- EDU 585 Principles of Guidance
- EDU 587 College Student Services
- EDU 657 Advanced Group Dynamics
- EDU 588 Crisis Intervention/Counseling
- EDU 680 Family Therapy ( Prerequisites: EDU 591, 652)  
(recommended for elementary counseling emphasis)
- EDU 684 Internship in Counseling Supervision ( Prerequisite:EDU  
694 and permission of instructor)
- EDU 682 Consultation Procedures  
or  
"approved" student choices and/or transfer courses

**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:**

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

**REQUIRED SPECIALIZED COURSES:**

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

**SUGGESTED ELECTIVES:**

Six credits selected from:

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

## **V. COMMUNITY COUNSELING PROGRAM (30 cr.)**

*Carl J. Zahner, Ph.D., Program Advisor*

In addition to the four programs designed to meet certification requirements for work in elementary and secondary school, the School of Education also offers the Master of Science degree in a professional program designed for those who prefer counseling in a community/junior college setting, an employment or rehabilitation counseling center, or mental health center. This degree program is not designed to meet teacher certification requirements.

### **General Admission Prerequisites**

- Bachelor's degree from a regionally accredited college.
- Undergraduate/graduate preparation in psychology, education, or related areas.
- Undergraduate grade average of 3.00 (B).
- Acceptable score on the Miller Analogies Test.
- Two letters of recommendation in support of graduate work.

### **PROGRAM**

Successful completion of a minimum of 30 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 EDU 601, Methodology of Educational Research (3 cr.) and EDU 591, Group Dynamics (3 cr.) normally within the first six credits.

**REQUIRED BASIC COURSES:**

EDU 601 Methodology of Educational Research (must be taken to advance to candidacy)

**REQUIRED COUNSELING CORE:**

EDU 591 Group Dynamics (to be taken during first semester)

EDU 652 Individual Counseling Procedures (Prerequisite: EDU 591; corequisite EDU 591 with permission of advisor)

EDU 658 Group Counseling Procedures (Prerequisites: EDU 591 and 652)

EDU 680 Family Therapy (Prerequisites: EDU 591 and 652)

EDU 694 Counseling Practicum (Individual and Group)  
(Prerequisites: EDU 591, 652, 658)

**REQUIRED FOR COMMUNITY PROGRAM:**

EDU 589 Introduction to Community Counseling

EDU 682 Consultation Procedures (Prerequisites: EDU 591, 652)

EDU 617/618 Evaluation I or II

**APPROVED ELECTIVES:**

EDU 513 Psychopathology

EDU 549 Psychology of Adolescence

EDU 569 Personality and Mental Health

EDU 582 Developmental Psychology

EDU 587 College Student Services

EDU 517 Evaluation I

EDU 618 Evaluation II

EDU 684 Internship in Counseling Supervision

EDU 657 Advanced Group Dynamics

EDU 588 Crisis Intervention/Counseling

EDU Elective —

Any other graduate courses in education may be taken with advisor's approval.

## 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.

**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: EDU 567 (or equivalent).

- 569 Personality and Mental Health (3)**  
Conditions which contribute to the development of a wholesome personality, with attention to proper mental adjustment in childhood and adolescence. This course culminates in each student's formulating and writing his/her own personality development theory.
- 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 effective 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.
- 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.
- 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.
- 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.
- 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: EDU 322 or 467/567.

**585 Principles of Guidance (3)**

Introduction to the field of guidance, counseling, and student services with emphasis on the historical, psychological, philosophical, and sociological factors which underly current methods and instruments used in the field, including the changes occurring in society and the ethics and professionalism of counseling.

**587 Student Services Work in Higher Education (3)**

Fundamental concepts, organization and administration of higher education student affairs/services work. consideration given current problems of college students and the role of student services/affairs workers as generalist educators.

**588 Crisis Intervention/Counseling (3)**

Investigation and analysis of the theories and techniques in crisis intervention by studying theories, methodology, and models for resolution of both incidental and developmental crisis.

**589 Introduction to Community Counseling (3)**

Community Counseling concept, its theory and philosophy; how to conduct community needs assessment studies and implement new programs; designed for persons working in the community in human service jobs; students will also get an overview of the community agencies in the county and learn their various functions; grant writing and proposals are studied and practiced.

**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: EDU 484/584 or permission of advisor.

**591 Group Dynamics (Human Interaction I) (3)**

Face-to-face group experience; major emphasis will be on the social psychological approach to the function of groups; development of personal identity, and self and social control.

**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)**

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: EDU 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: EDU 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: EDU 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: EDU 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: EDU 567 or equivalent.

**634 Reading Clinic (3)**

Clinical practice in remedial techniques with pupils who evidence reading problems. Prerequisites: EDU 584; 590, 643 or equivalent or permission of advisor.

- 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 Individual Counseling Procedures (3)**  
Major concepts in individual counseling theory and practice; competencies in relationship-building, role-playing, simulation, and interviewing; students are required to conduct individual counseling sessions outside of class at the level (child, adolescent, adult) at which they expect to function. Pre-or Corequisite: EDU 591.
- 653 Occupational Information (3)**  
Nature, sources, and functions of information related to occupational opportunities; assistance for individuals in formulating comprehensive plans for occupations.
- 657 Advanced Group Dynamics (3)**  
Concepts, research, and theory relative to the small group process; students will participate in an advanced, small, face-to-face task group with an emphasis on developing competencies in self-intervention and growth as well as competencies in processes of small group phenomena such as interpersonal communication, feedback, norms, decision-making, leadership, authority and membership. Prerequisite: EDU 591 and permission of instructor.
- 658 Group Counseling Procedures (3)**  
Major concepts in group counseling theory and practice; competencies in the subjective processes of the group counseling relationship and applied to coordinate group work situations; students are required to conduct group counseling sessions outside of class at the level (child, adolescent, adult) at which they expect to function. Prerequisites: EDU 591 and 652.
- 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.



- 680 Family Therapy** (3)  
Investigation into the theories and practice of family therapy; current models of therapy will be studied and applied in practice sessions.
- 682 Consultation Procedures** (3)  
Review of the principles of consultation between counseling professionals; education and process models will be studied.
- 684 Internship in Counseling Supervision** (3)  
Supervised practice in supervising individual and group counseling.
- 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)  
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 Practices in Counseling** (3)  
Supervised counseling practices involving both individuals and groups. Conducted in the field and on campus in a setting appropriate at the level at which the student expects to function and which permits demonstration and practice of the full range of competencies learned throughout the counselor preparation program. Prerequisites: EDU 591, 652, 658.
- 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 basis. Prerequisites: Completion of Counseling Core and approval of program advisor and Dean.
- 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, issues and experience in student services / affairs work, especially as related to human and helping relationships.
- 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 Program Advisor and the Dean required.



# Master of Arts English

*Sister Dorothy Jehle, O.P., Ph.D., Chairperson*

The graduate English program, inaugurated in 1954, is designed for teachers of English in high school, for students planning to continue toward the Ph.D. elsewhere, and for qualified adults interested in broadening their cultural background.

## **ADMISSION PREREQUISITES**

- Bachelor's degree from a regionally accredited college.
- Appropriate undergraduate/graduate hours in English.
- Undergraduate grade average of 3.00 (B) in English.
- Acceptable score on the Advanced Test in English of the Graduate Record Examination.
- Two letters of recommendation in support of graduate work.

## **TRANSFER CREDITS**

A maximum of six graduate credit hours may be transferred from another college or university toward a graduate English degree at Barry College. Such course work must be relevant to the discipline, at B level or better, and must be earned within the seven-year time limitation of the degree.

## **PROGRAM AND REQUIREMENTS**

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 Chairperson, after approving the topic, will assign an advisor and a reader. Final copies of the thesis must be submitted four weeks before comprehensives are taken.

The research paper, submitted in Plan II, differs from the thesis only in length and must be submitted four 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 Chairperson of the Department of English. Research and thesis papers must follow the MLA style sheet.

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. A student may not apply to retake a comprehensive examination within the same semester.

## **ADVISEMENT**

Advisement for all students pursuing graduate courses in English originates at the office of the Department Chairperson. Approval of the research or thesis topic and the assigning of readers is the responsibility of the Department Chairperson.

## 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, studies in relation to Shakespeare's art.
- 525 Advanced American Studies** (3) (3)  
Selected readings from major writers of the American Renaissance.
- 529 English Studies** (3)  
Selected literary topics, including thematic, genre, and historical approaches.
- 530 English Studies** (3)  
Selected literary topics, including thematic, genre, and historical approaches
- 541 Contemporary Theater** (3)  
Study of the plays and theatrical practices of the modern day.
- 560 Modern Literature** (3-3)  
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.

- 602 Introduction to Literary Theory and Criticism** (3)  
Philosophy of literature and of literary study.
- 603 Seminar in English Studies** (3) (3)  
Selected periods of authors to be arranged according to the needs or interests of students.
- 604 Critical Approaches to the Novel** (3)  
Variety of great novel genres (Romantic, Classical, Tragic, Comic) written by authors of different countries, ranging from Homer to Bellows.
- 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)  
Literature of the first half of the nineteenth century.
- 633 The Victorians** (3)  
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)  
Opportunity to pursue independent research under the guidance of an advisor from the Department.



# Master of Arts

## Pastoral Ministry

## Religious Education Administration

## Religious Studies

*John P. Sause, Ph.D., Chairperson*

The graduate program in Religious Studies was inaugurated in the summer of 1969. The urgent need for preparing 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.

In 1974, the Master of Arts in Religious Education Administration was added to the curriculum in response to the demand for developing leadership in this field.

With the emergence of pastoral ministry as a specialized field of study, a new graduate concentration in pastoral ministry was added to the curriculum in 1978.

The programs in Religious Studies have been enriched by guest lecturers from renowned theological schools in the United States and abroad. The national reputation of the Religious Studies program at Barry College and the excellence of its faculty have attracted students throughout the country and have resulted in a rapid growth of the program.

As the only college in southern Florida with a Master's program in Religious Education, Barry College provides a unique opportunity for graduates from both public and private institutions. Both the curriculum and the students reflect an increasing ecumenism.

## ADMISSION PREREQUISITES

- Bachelor's degree from a regionally accredited college with at least a 3.0 grade average (B) record as indicated by transcripts.
- An adequate undergraduate preparation in the area of religious studies and related disciplines (usually 18 hours).
- Acceptable score on Miller Analogies Test.
- Two professional letters of recommendation in support of the student's competence to pursue graduate study.

## PROGRAMS

### M.A. IN PASTORAL MINISTRY

A minimum of 30 credits is required for the degree. While the students' programs are tailored to meet individual needs, each program of study must include courses in Pastoral Theology, Morality, Psychology, and Sociology. As an integral part of their course of study, students will participate in two semesters of field experience and a seminar (nine credits). Electives are selected to enhance the chosen area of specialization. Candidates must present a project report and pass a comprehensive examination.

### M.A. IN <sup>RELIGIOUS Studies</sup> RELIGIOUS EDUCATION ADMINISTRATION )

Fifteen 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 area of administration. These include foundational courses in the theory and practice of 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 practicum.

### M.A. IN RELIGIOUS STUDIES

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

For completion of work in this degree program, candidates must select an area of specialization in Biblical, doctrinal, moral, or pastoral theology. Candidates must complete a seminar in this area of specialization, present a research paper, and pass a comprehensive examination. Research papers must follow an accepted style manual.



## **CANDIDACY**

Degree-seeking students must be admitted to candidacy for the degree before beginning the last twelve semester hours of graduate work. Requirements for candidacy are: completion of 12-18 credit hours of graduate study with a scholastic average of at least B; recommendation by the faculty, and approval of the Department Chairperson.

## **TIME LIMITATION**

Students pursuing degrees in Religious Education Administration, Religious Studies, or Pastoral Ministry 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 or summer sessions, in addition to the daily schedule of regular terms.

## **TRANSFER OF CREDIT**

A maximum of six graduate semester hours may be transferred from another college or university toward a graduate degree in Religious Studies. Such course work must be relevant to the discipline, at B level or better, and must be earned within the seven-year time limitation of the degree.

## **EXAMINATIONS**

Comprehensive exams are required for a graduate degree in Pastoral Ministry, Religious Education Administration and Religious Studies. The exams are given in November, April and July. A student may not apply to retake a comprehensive within the same semester.

## **ADVISEMENT**

Advisement for all students pursuing graduate courses in Religious Studies originates at the office of the Department Chairperson. Approval of the research topic and assigning of the faculty advisor are the responsibility of the Department Chairperson.

## **PROGRAMS**

### **Religious Studies**

#### **Required Courses for M.A. in Religious Studies**

603	Modern Biblical Scholarship	(3)
604	Anthropology and Faith	(3)
605	Christ and the Church	(3)
610	Principles of Christian Morality	(3)
614	Sacramental Theology	(3)

#### **Recommended Elective Courses in Religious Studies**

601	Method of Theological Research	(3)
602	Pastoral Ministry in the American 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)
612	Liturgy and Life	(3)
613	Analysis of Social Structures in the American Church	(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)

#### **Research Seminars**

699	Master's Thesis	(6)
700	Directed Research	(3)

### **Religious Education Administration**

#### **Required Courses for M.A. in Religious Education Administration**

603	Modern Biblical Scholarship	(3)
604	Anthropology and Faith	(3)
605	Christ and the Church	(3)
610	Principles of Christian Morality	(3)
614	Sacramental Theology	(3)

- 634 Administration of Religious Education Programs (3)  
or
- 635 Supervision of Religious Education Processes (3)
- 637 Psychology of Religious Education (3)
- 639 Foundations of Religious Education (3)

**Recommended Elective Courses in Religious Education \***

- 631 Catechesis of the Sacraments (3)
- 633 Adult Religious Education (3)
- 636 Sociology of Religion and Culture (3)
- 638 Education and Religion (3)
- 640 Theology of Education (3)

**Research Seminars**

- 699 Master's Thesis (6)
- 700 Directed Research (3)

\* Students are also permitted to choose courses from the electives offered in Religious Studies.

**Pastoral Ministry**

**Required Courses for M.A. in Pastoral Ministry**

- 602 Pastoral Ministry in the American Church (3)
- 606 Religious Psychology (3)
- 610 Principles of Christian Morality (3)
- 624 Theology of Pastoral Ministry (3)
- 625 Major Issues in Pastoral Care (3)
- 636 Sociology of Religion and Culture (3)
- 697 Field Experience and Seminar (9)

**Recommended Elective Courses in Pastoral Ministry**

- 585 Personal and Social Factors in Religious Counseling (3)
- 604 Anthropology and Faith (3)
- 605 Christ and the Church (3)
- 607 Christology in Historical Perspective (3)
- 608 Revelation and Grace (3)
- 609 Historical Development of the American Church (3)
- 613 Analysis of Social Structure in the American Church (3)
- 614 Sacramental Theology (3)
- 621 Moral Issues in American Culture (3)

## **COURSES OF INSTRUCTION**

Courses open to graduate students and qualified undergraduates.

**526 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; relation of contemporary theology to its roots in the classical, patristic, and scholastic traditions; impact of existential and processive theories on the development of theology.

**533 Interfaith Theology and Ecumenism (3-6)**

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; influence of non-Catholic and non-Christian writers on the development of Catholic theology.

**540 Symbolic Expression of Religion in the Arts (3)**

Analysis of religious awareness as it finds expression in art, literature, music, and film; symbolic nature of artistic expression as human response to the experience of the transcendent.

**565 Religious Attitudes and Social Behavior (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.

**566 The Future of Religion in America (3)**

Sociological analysis of the role of religion in American society; viability of this function in the last quarter of the twentieth century.

**576 Processes in Religious Education (3)**

Application of recent educational, psychological, and catechetical theory and practice to the ministry of the Word.; methods and materials in current communications media.

**585 Personal and Social Factors in Counseling (3)**

Positive and negative aspects in personal, psychological, religious, and cultural dimensions in the counseling relationship; nature of the counseling process: goals, values, strengths and weaknesses, assessment, techniques, and referral.

**587 Seminar (3)**

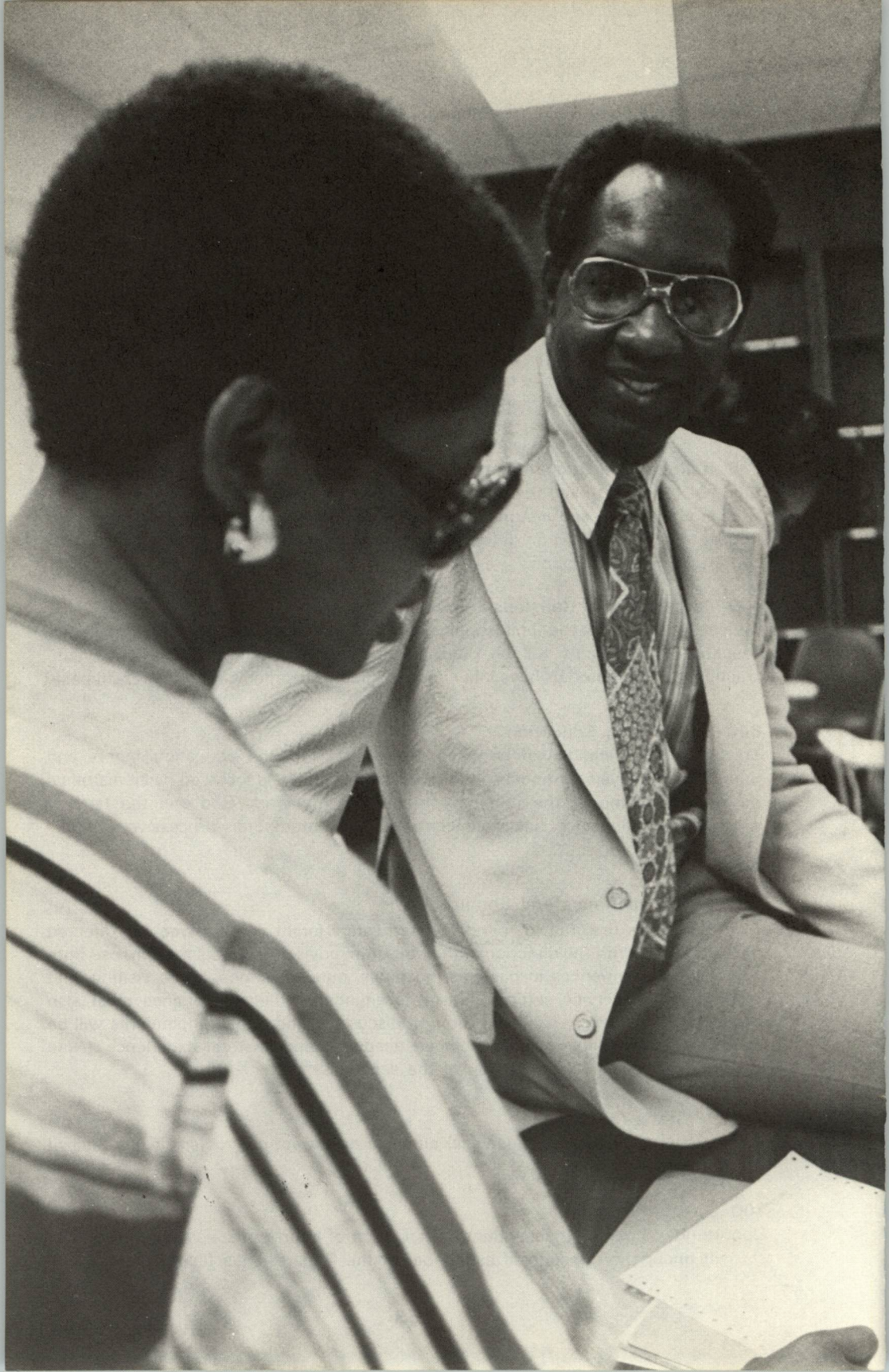
Contemporary areas in theological development; group research in diverse aspects of a selected topic.

**Courses open to graduate students only.**

- 601 Method of Theological Research (3)**  
Basic principles of theological method in the diverse areas of the discipline; study of selected problems in the development of Christian thought.
- 602 Pastoral Ministry in the American Church (3)**  
Ministry of the Church in the light of the Second Vatican Council; progress of the American Church in pastoral renewal; awareness of the contemporary mission of the Church in regard to the world; emphasis on the dignity of man, on theology of prayer, and on faith in secular culture.
- 603 Modern Biblical Scholarship (3)**  
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 the human person 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 people; contemporary theological developments in awareness of the Christian mission.
- 606 Religious Psychology (3)**  
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)**  
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)**  
Self-communication of God in Scripture, in creation, and in human history; free response of people to the divine call as basis for the graced relationship.
- 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 the person from a moral theological viewpoint; the meaning of freedom, knowledge and conscience within the totality of person as the basic sources of morality.
- 612 Liturgy and Life (3)**  
Anthropological foundation and historical development of ritual celebration; meaning of liturgy and worship in 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)**  
Essentially symbolic character of worship; importance of sacraments as explicit manifestations of the Christian mystery; significance of sacramental experience as paradigmatic of human life in the growth of the person toward union with God and neighbor.
- 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)**  
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; 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)**  
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.
- 624 Theology of Pastoral Ministry (3)**  
Concept of ministry as service to the human person in the threefold dimension of physical, psychological, and spiritual being; ministry of Jesus as paradigmatic for Christian service; reflection on the experience of a variety of ministries in contemporary life.
- 625 Major Issues in Pastoral Care (3)**  
Basic Issues related to the theoretical development in the field, and present and potential research in pastoral care and counselling.
- 631 Catechesis of the Sacraments (3)**  
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 (3)**  
Various theories of adult learning; application to adult religious education programs and structures.
- 634 Administration of Religious Education Programs (3)**  
Office and function of the Religious Education Coordinator on the parochial, regional, and diocesan levels within the context for the ministry of the Word.

- 635 Supervision of Religious Education Processes (3)**  
Role of the administrator in the Religious Education process; supervision as a responsibility of the administrator in the Religious Education process; philosophy, objectives, and implementation of the Religious Education Curriculum involvement of the community in the educational process.
- 636 Sociology of Religion and Culture (3)**  
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)**  
Psychological imperatives at each stage of human educational development; primary stress on means of learning and motivational factors; application to the catechetical process.
- 638 Religion and Education**  
Study of the educational theories which inform the theory and practice of religious education; learning and instructional theories of Bruner, Dewey, Whitehead, Belth, Rogers, *et al.*; emphasis on determining criteria to judge the educational validity of current religious education.
- 639 Foundations of Religious Education (3)**  
Critical inquiry into the philosophical and historical underpinnings of religious education; an attempt will be made to show how different schools, theorists, practioners, and materials have influenced religious education during the recent past.
- 640 Theology of Education**  
Tracing of the relationship between models of God and education theory and practice; an analysis of models as the mediator of reality is followed by an historical overview of some of the dominant models of the world/God and the type of education they generate; finally, concentration on contemporary processive models.
- 697 Field Experience and Seminar (9)**  
Each student is required to spend two semesters (eight hours a week) in directed pastoral work. With the direction of their program advisor, students may choose from a variety of experiences in parishes, hospitals, nursing homes, home visiting, and different social service settings. Students engaged in field experience must also participate in a weekly seminar. Through discussion and reflection, students will be given the opportunity to integrate their academic and pastoral experience. (Nine credits granted at the completion of the second semester.)
- 699 Master's Thesis (6)**  
Research Investigation on 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 (M.S.W.)

*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 the 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. Barry College School of Social Work prepares students for professional practice within human service organizations. It does not prepare its graduates to engage in private practice without appropriate educational experiences as well as additional supervision following receipt of their graduate degree. The Faculty supports the development, promulgation and monitoring of minimal standards for private practice by professional organizations such as the National Association of Social Workers. 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:

**(1) 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.

**(2) 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 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.

**(3) 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.

**(4) 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**

- Bachelor's degree from a regionally 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.
- 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, deferment, or rejection, and the decision of the Committee will be forwarded to the applicant in writing by the Admissions Office. A returning student who has completed his/her first year of study more than five years before reapplying is normally required to repeat the first year of study.

### **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 School will accept a maximum of thirty credit hours from another graduate school of social work.

### **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 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 service staff; grand administration; program and community planning; community development; executive management; and program and policy evaluation.

There are four basic areas of classroom study. Social Welfare Policies 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.

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, students increasingly individualize their curriculum through elective courses in many content areas. Human Behavior and Social Environment electives may include courses in Ego Psychology or 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 systems workers, elective methods courses include Staff Development, Supervision, Consultation, Management by Objectives, and Grant Writing. 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)	Psychodynamics of Adulthood (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	(0)	(0)
TOTAL HOURS	(15)	(15)

THE SECOND YEAR PROGRAM Small System Workers		
CONTENT AREA	SEMESTER III	SEMESTER IV
SOCIAL WELFARE POLICIES & SERVICES	Social Welfare Policies & Services III (2)	
SOCIAL WORK METHODS	Casework III (2) and Group Work III (2)	Casework IV or Group Work 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)	(6)
TOTAL HOURS	(15)	(15)

During 1977-78, students were placed with the following organizations and agencies:

Bethany Residence  
Big Brothers & Big Sisters of Greater Miami  
Catholic Service Bureau  
Children's Home Society  
Children's Psychiatric Center, Inc. of Dade County  
Christian Community Services, Inc.  
Community Action Agency  
Community Habilitation Center  
Community Mental Health Center, Palm Beach  
Counseling Institute of South Florida  
Dade County Community Development Division  
Dade County Comprehensive Drug Program  
Dade County Department of Health  
Dade County Department of Housing and Urban Development  
Dade County Department of Human Resources  
Dade County Department of Youth Services  
Dade-Munroe Regional Diagnostic & Resource System  
Dade County Welfare Department  
Dade County Pupil Personnel Services  
Douglas Gardens Out-Patient Mental Health Center  
Easter Seal Society of Dade County  
Elderly Services Division, Dade County  
Family Life Center, Biscayne College  
Family Service Agency, Inc. of Broward County  
Fellowship House  
Florida Atlantic University Student Development & Counseling  
Center  
Florida Chapter, National Assoc. of Social Workers  
Genesis House  
Grant Center  
Greater Miami Jewish Federation  
Health & Rehabilitative Services, State of Florida



Henderson Clinic of Broward Co., Inc. (Ft. Lauderdale, Hollywood,  
& Pompano Beach)  
Hollywood Memorial Hospital  
Housing Authority, Ft. Lauderdale  
Human Resource Insitute of Miami  
Human Services Department of Broward County  
Jackson Memorial Hospital  
Jackson Psychiatric Institute  
James E. Scott Community Association  
Jewish Family Service of Broward County  
Juvenile Court Mental Health Clinic of Dade County  
Mailman Center for Child Development  
Maxine Baker Clinic, Community Mental Health Services Foundation  
MEDERI  
Mental Health Administration Program, HRS  
Mercy Hospital  
Montanari Residential Treatment Center  
Ozanam Out-Reach  
Pediatic Care Center  
Pre-Trial Services, State of Florida  
Psychological Clinic, Nova University  
Public Defender's Office, State of Florida  
School Board, Broward County  
Seminole Indian Project  
Senior Centers of Dade County  
South Dade Community Mental Health Center  
South Florida State Hospital  
St. Luke's Center  
St. Vincent Hall  
United Family & Children's Services  
Variety Children's Hospital  
Veterans Administration Hospital  
Youth Services of Broward County

## **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 credit (CR) grades in field instruction each academic year. A no credit (NC) grade in field instruction or a failure (F) in any required course in any semester will prevent continuation in the program. If a student is withdrawn from field instruction prior to the end of a semester while performing at an unsatisfactory level, a no credit (NC) grade will be given.

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. Admissions 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. Students pursuing the Master of Social Work degree are permitted five years to complete degree requirements from the date of initial matriculation.

## **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. Two part-time program plans are available.

### **DAYTIME PROGRAM**

In the first academic year, part-time students in the daytime program are expected to take all first year classroom course requirements for a total of 10 credits each semester. They enroll in classes along with full-time students during the day. 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 awarded 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 credits of 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.

### **EVENING PROGRAM**

The evening part-time program is designed to permit individuals who are fully employed during the day to begin their graduate social work education. It offers the opportunity to complete all first-year classroom requirements during the evening, over a two-year period.

During the first academic year, part-time students are expected to take two courses each semester during the early evening. The following summer, they are expected to enroll in one evening course; and during the second academic year, they again will enroll in two courses each semester. Following completion of these courses, students will enroll in field instruction during the summer to complete the first-year field requirements.

The following diagram illustrates the schedule over two calendar years for meeting first-year degree requirements:

<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
2 evening classes	2 evening classes	1 evening class	2 evening classes	2 evening classes	Field Instruction 1 evening class

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 credits of 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.

### **ADVANCED STANDING PROGRAM**

Students who have received a bachelor degree since July, 1974, from an undergraduate social work program that is accredited by the Council on Social Work Education may apply for admission to the eleven-month Advanced Standing Program. A limited number of students will be admitted each June. After satisfactory performance in class and field work in the summer session, students complete the second year Master of Social Work requirements in the fall and spring semesters and graduate in May.

### **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. The School's Policy on Procedure Manual and Field Instruction Manual are on reserve in the Library for student review.

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

### **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.

## **COURSES OF INSTRUCTION**

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

**501,502 Social Welfare Policies 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; history and development of social welfare programs and analysis of these services; 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; 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)**

Use of the group as the means and context for change; content includes the nature of the work-group relationship, group development, individual and group diagnosis, formulation of interventive strategies, and group diagnosis, formulation of interventive strategies, and group treatment.

**551 Socio-Cultural Theories and Human Behavior (2)**

Concentration 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)**

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

**567 Psychodynamics of Adulthood (2)**

Continuation of study of the individual through adulthood and old age.

**581, 582 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.

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

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

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

**621 Casework III (2)**

Continuation of 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**

Examination of group work skills begun in Group Work II: differential group treatment approaches and techniques receive emphasis.

**651 Psychopathology (2)**

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; relevance of this knowledge of social work practice.

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

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

Focus on social welfare programs and the development of analytical skills in understanding complex social policies and their ramifications in social service delivery systems; 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 both class and field situations.

Field instruction placements are planned based on an assessment of student training needs and career goals. The decision regarding placement in a particular agency is made jointly by a community agency, the student, and the School; agreement must be reached by all parties that a productive educational plan can be developed.

**Course Number for Field Instruction:**

First-year: Students SW 591 and SW 592

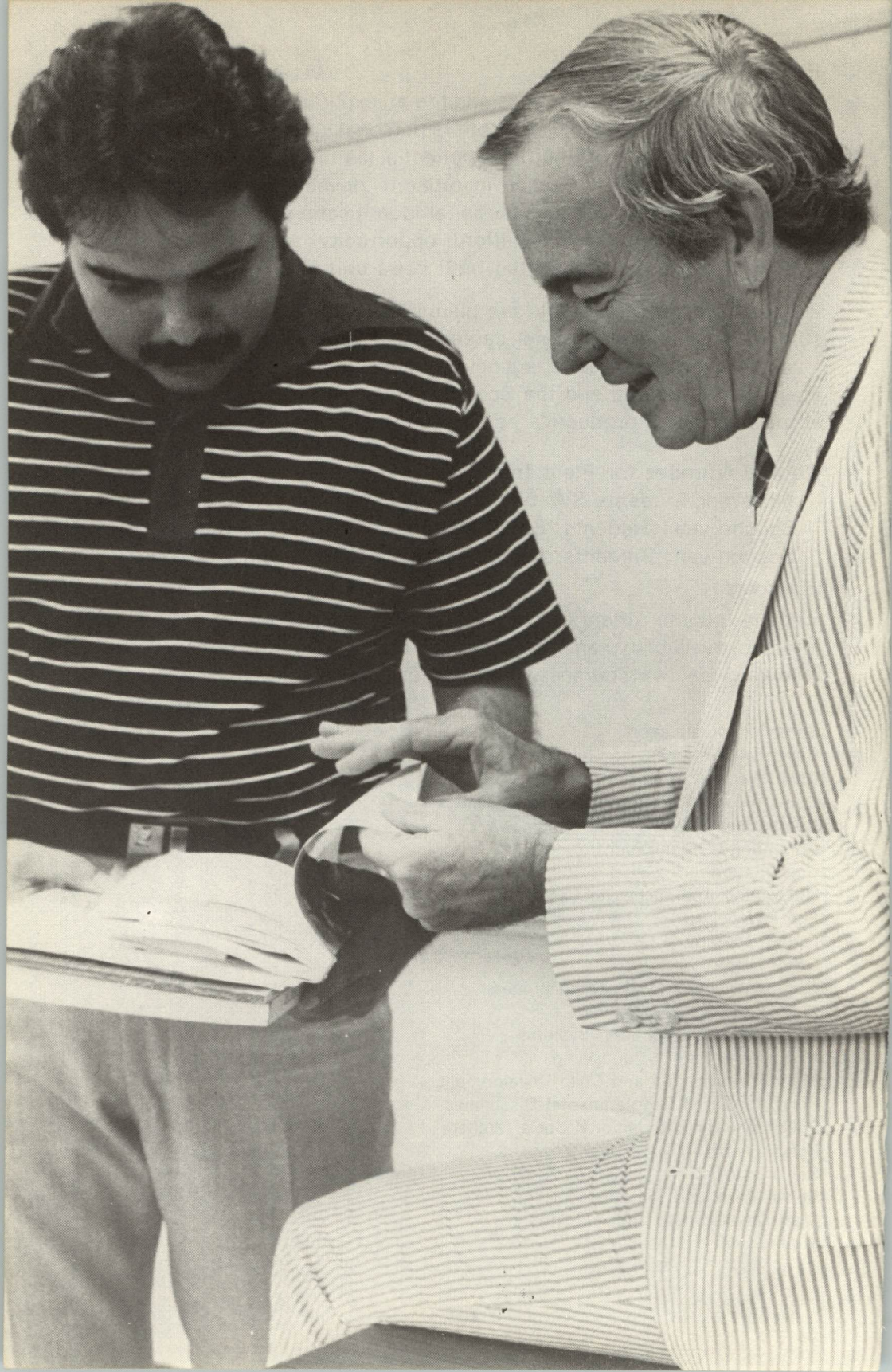
Second-year Students: Small Systems SW 691 and SW 692

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. During 1977-78 the following elective courses were offered:

Behavior Modification  
Casework Treatment of Children  
Child Welfare Services  
Communication Theory and Social Casework  
Community Mental Health  
Community Organization  
Consultation  
Differential Approaches to Casework  
Ego Psychology  
Family Therapy  
Gerontology  
Grantsmanship and the Grant process  
Management by Objectives  
Management Information Systems  
Marital and Family Counseling  
Mental Retardation and Child Development  
Policy Issues in Developmental Disabilities  
Policy Issue in International Social Welfare  
Policy Issues in Manpower  
Sensitivity Lab  
Social Work and the Law  
Staff Development and Training  
Supervision





# Administration and Faculty

## OFFICES OF ADMINISTRATION

### Executive Committee of the Administration

Sister M. Trinita Flood, O.P., M.A. .... President  
M. Daniel Henry, Ph.D. .... Vice President for Academic Affairs  
Timothy H. Czerniec, M.B.A. .... Vice President for Business Affairs  
George J. Wanko, Ph.D. .... Dean of Student Affairs

### 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  
Marcia Leslie, M.S.N. .... Acting Dean, School of Nursing  
Jerry W. Bergeron, M.S. .... Dean, Academic Services  
Frederick C. Brechler, Ph.D. .... Director, Continuing Education  
Michael P. Connolly, Ph.D. .... Chairman, Faculty Senate  
Andre Cote, 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  
R. William Morell, Ph.D. .... Dean, School of Business  
John M. Riley, Ph.D. .... Dean, School of Social Work

### **Academic Services**

Jerry W. Bergeron, M.S. . . . . . Dean, Academic Services  
JoAnn Adler, B.A. . . . . . Admissions Counselor  
Deborah J. Blaisdell, M.S. . . . . . Associate Director, Admissions  
Grace M. Schollmeyer, M.S. . . . . . Registrar  
Shirlie M. Sniffin, M.S. . . . . . Associate Director, Admissions  
Jeanne Vecchione, M.S. . . . . . Director, Institutional Research  
Clarence Wilson, B.A. . . . . . Admissions Counselor

### **Business Affairs**

Timothy H. Czerniec, M.B.A. . . . . . Vice President for Business Affairs  
Anna Caldwell, B.S. . . . . . Campus Store Manager  
Laura Galvis, B.S. . . . . . Director of Financial Aid  
Charles Gunn . . . . . Director of Campus Security  
Sister Myra Jackson, O.P., M.B.A. . . . . . Director of Personnel Services  
James Killmeyer . . . . . Director of Physical Plant  
Sister Marilyn Morman, Ph.D. . . . . . Director of Auxiliary Enterprises  
Ricardo E. Palacio, B.B.A. . . . . . Controller

### **Campus Ministry**

Rev. Thomas Clifford, O.P., M.A. . . . . . Director of Religious Affairs  
Sr. Carol Davis, O.P., B.A. . . . . . Associate Campus Minister

### **Student Affairs**

George J. Wanko, Ph.D. . . . . . Dean of Student Affairs  
Carol Brown, M.Ed. . . . . . Director of Residential Life  
Larry DeLeonardis, M.A. . . . . . Coordinator of Student Activities  
Margaret Hartzel, M.Ed. . . . . . Director of Career Development & Placement  
Mary Ellen Hrutka, M.A. . . . . . Counselor  
Thelma Medoff, M.S. . . . . . Director of Psychological Testing  
Vera Orth, R.N. . . . . . Campus Nurse

### **GRADUATE COUNCIL**

The Graduate Council is the College's coordinating body for graduate study. It is composed of the Vice President for Academic Affairs, Dean of Academic Services, Dean of Arts and Sciences, Dean of Education, Dean of Social Work, Dean of Business, and the Chairpersons of the Departments of English and Religious Studies.

## GRADUATE FACULTY

Harvey A. Abrams, M.S.W. ....	Associate Professor of Social Work
William E. Barr, M.S.W. ....	Associate Professor of Social Work
Lois Bernstein, M.Ed. ....	Lecturer in Education
Gerry Bohning, Ed.D. ....	Associate Professor of Education
Mariamne D. Brauzer, M.S. ....	Associate Professor of Social Work
Reverend Louis Brodie, S.S.L. ....	Lecturer in Religious Studies
Ann S. Carneal, M.A., Ed.S. ....	Assistant Professor of Education
Penn B. Chabrow, J.D. ....	Lecturer in Management
Michael P. Connolly, Ph.D. ....	Associate Professor of Social Work
Andre Cote, Ph.D. ....	Professor in English
Charles E. Farris, M.S.W. ....	Associate Professor of Social Work
Reverend Thomas Foudy, S.T.D. ....	Lecturer in Religious Studies
David F. Fike, Ph.D. ....	Professor of Social Work
James J. Furdon, M.S.W. ....	Associate Professor of Social Work
Allyn D. Gibson, M.S.W. ....	Associate Professor of Social Work
Donald L. Gorman, Ed.D. ....	Lecturer in Education
Reverend Gerald Grace, S.T.D. ....	Lecturer in Religious Studies
Helen J. Hancock, M.S.W. ....	Associate Professor of Social Work
M. Daniel Henry, Ph.D. ....	Professor of Business and Education
Sister Dorothy M. Jehle, O.P., Ph.D. ....	Associate Professor of English
Bert Kleiman, Ed.D. ....	Lecturer in Education
Reverend Gerard LaCerra, M.Th. ....	Lecturer in Religious Studies
Diane C. Lindner, M.S.S.W. ....	Assistant Professor of Social Work
John W. Maguire, Ph.D. ....	Professor of Education
James A. Martin, D.S.W. ....	Associate Professor of Social Work
Frances McGrath, M.S. ....	Adjunct Associate Professor of Social Work
Stephen D. Miller, Ph.D. ....	Associate Professor of Education
Sister Alice Joseph Moore, O.P., Ph.D. ....	Professor of Education
Irene C. Moreda, M.A. ....	Associate Professor of Social Work
R. W. Morell, Ph.D. ....	Professor of Business
Reverend Gerald Morris, S.S.L. ....	Lecturer in Religious Studies
Reverend James Murtagh, S.T.D. ....	Lecturer in Religious Studies
Manuel Nakanishi, M.S.S.W. ....	Assistant Professor of Social Work
Robert H. Nee, Ph.D. ....	Professor of Social Work
Elane M. Nuehring, Ph.D. ....	Associate Professor of Social Work
Peter Pappalardo, Ed.D. ....	Lecturer in Education
Thomas H. Peeler, Ed.D. ....	Lecturer in Education
Gilbert L. Raiford, M.S.W. ....	Associate Professor of Social Work
Paul Redlhammer, Ph.D. ....	Lecturer in Education
William R. Renuart, Ed.D. ....	Lecturer in Education
John M. Riley, Ph.D. ....	Professor of Social Work

Susan C. Roberts, Ph.D. . . . . Associate Professor of Education  
 Harold L. Royer, Ed.D. . . . . Professor of Business  
 John P. Sause, Ph.D. . . . . Associate Professor of Religious Studies  
 Lillian Schanfield, Ph.D. . . . . Associate Professor of English  
 Fred C. Schollmeyer, Ed.D. . . . . Lecturer in Education  
 Dorothy Schroeder, M.S.S. . . . . Adjunct Professor of Social Work  
 Sister Marie Siena, O.P., Ed.D. . . . . Professor of Education  
 Roslyn C. Slater, M.S.W. . . . . Adjunct Assistant Professor of Social Work  
 Leon Stanley, M.S.W. . . . . Lecturer in Social Work  
 Ruth Light Stanley, M.S.W. . . . . Associate Professor of Social Work  
 Edward A. Tomeski, D.P.A. . . . . Professor of Business  
 Mark R. Truitt, M.Ed. . . . . Lecturer in Education  
 Henrietta E. Waters, M.S.W. . . . . Associate Professor of Social Work  
 Ira Wax, Ed.D. . . . . Lecturer in Education  
 Carl J. Zahner, Ph.D. . . . . Assistant Professor of Education  
 Milton Zatinsky, M.A. . . . . Lecturer in Social Work

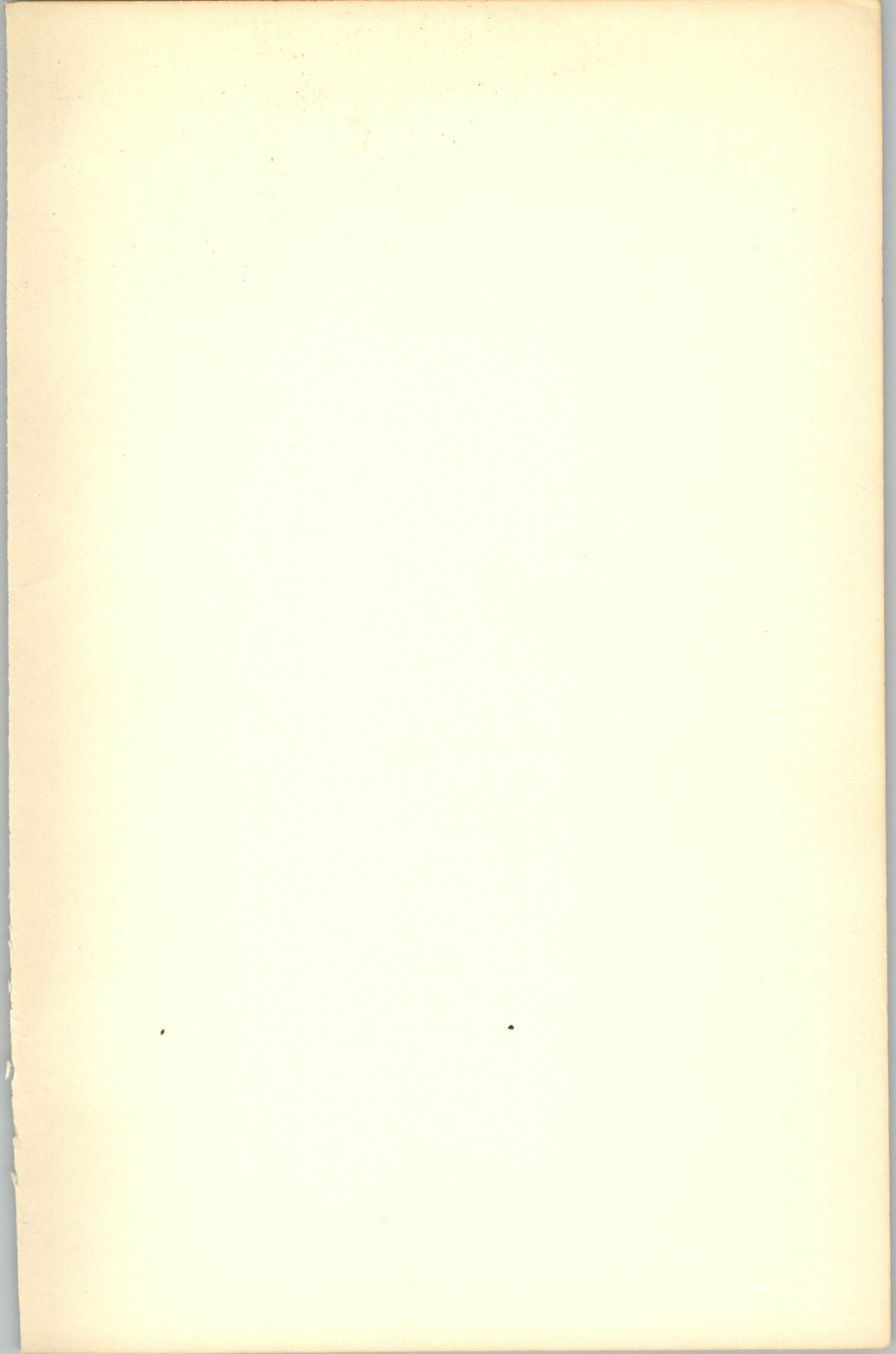


## **BARRY COLLEGE BOARD OF TRUSTEES**

Mrs. Inez Andreas, Chairperson  
Mr. Shepard Broad  
Sister Joanetta Bruene, O.P.  
Mrs. Cy J. Case  
Mr. Patrick L. Connolly  
Mr. Frank Crippen  
Miss Vivian Decker  
Sister Jean Rosaria Fisch, O.P.  
Mrs. Betty C. Fleming  
Sister M. Trinita Flood, O.P.  
Sister Nadine Foley, O.P.  
Mr. John Michael Garner  
Mr. Milton Gaynor  
Dr. James M. Godard  
Sister Ann Bernard Goeddeke, O.P.  
Mr. Paul Gore  
Dr. Lawrence Hastings  
Mrs. Tina S. Hills  
Mr. Harry J. Hollywood  
Mr. Ralph D. Kresge  
Sister Myra Marck, O.P.  
The Most Reverend Edward A. McCarthy  
Mr. John McGeary  
Mr. George Meister  
Sister Jeanne O'Laughlin, O.P.  
Mr. Michael O'Neil  
Mr. Garth Reeves, Sr.  
Mrs. Mary Reinertson  
Dr. Manolo Reyes  
Sister Maria Riley, O.P.  
Mr. David Satin  
Mr. David M. Walters  
Mrs. Joan J. Webb  
Mother Genevieve Weber, O.P.

## INDEX

Academic Calendar .....	1
Accreditations & Memberships .....	4
Administration and/or Supervision .....	27
Administrative Officers .....	71
Admission Prerequisites, Business .....	20
Admission Prerequisites, Education .....	26
Admission Prerequisites, English .....	41
Admission Prerequisites, Religious Studies .....	46
Admission Prerequisites, Social Work .....	58
Admission Requirements and Procedure .....	7
Board of Trustees .....	75
Business, School of .....	19
Campus Store .....	11
Certification .....	7
Class Adjustments .....	11
Community Counseling .....	32
Course Descriptions, Business .....	21
Course Descriptions, Education .....	34
Course Descriptions, English .....	43
Course Descriptions, Religious Studies .....	48
Course Descriptions, Social Work .....	67
Credit by Examination .....	15
Degree Programs .....	6
Education, School of .....	25
English .....	41
Exceptional Child Education .....	29
Financial Aid .....	16
Financial Arrangements .....	14
Food Service .....	12
Grading System .....	10
Graduate Council .....	72
Graduate Faculty .....	73
Grievance & Appeals .....	17
Guidance and Counseling .....	30
Health Insurance .....	14
History .....	5
Housing .....	12
Library .....	11
Non-Degree Programs .....	6
Parking .....	12
Pastoral Ministry .....	46
Placement .....	11
Post-Graduate Admission .....	7/8
Reading .....	31
Refund Policy .....	14
Religious Education Administration .....	46
Religious Studies Department .....	46
Social Work, Part-Time Program .....	64
Social Work, School of .....	55
Tuition and Fees .....	13
Unclassified Admission .....	8
Undergraduate Students .....	9
Withdrawal .....	10/15



# Barry College

11300 N.E. Second Avenue  
Miami, Florida 33161  
(305) 758-3392