

# BARRY UNIVERSITY



## Graduate Catalog

1990-1991

Florida's Catholic International University

BARRY UNIVERSITY

GRADUATE CATALOG

1990-1991

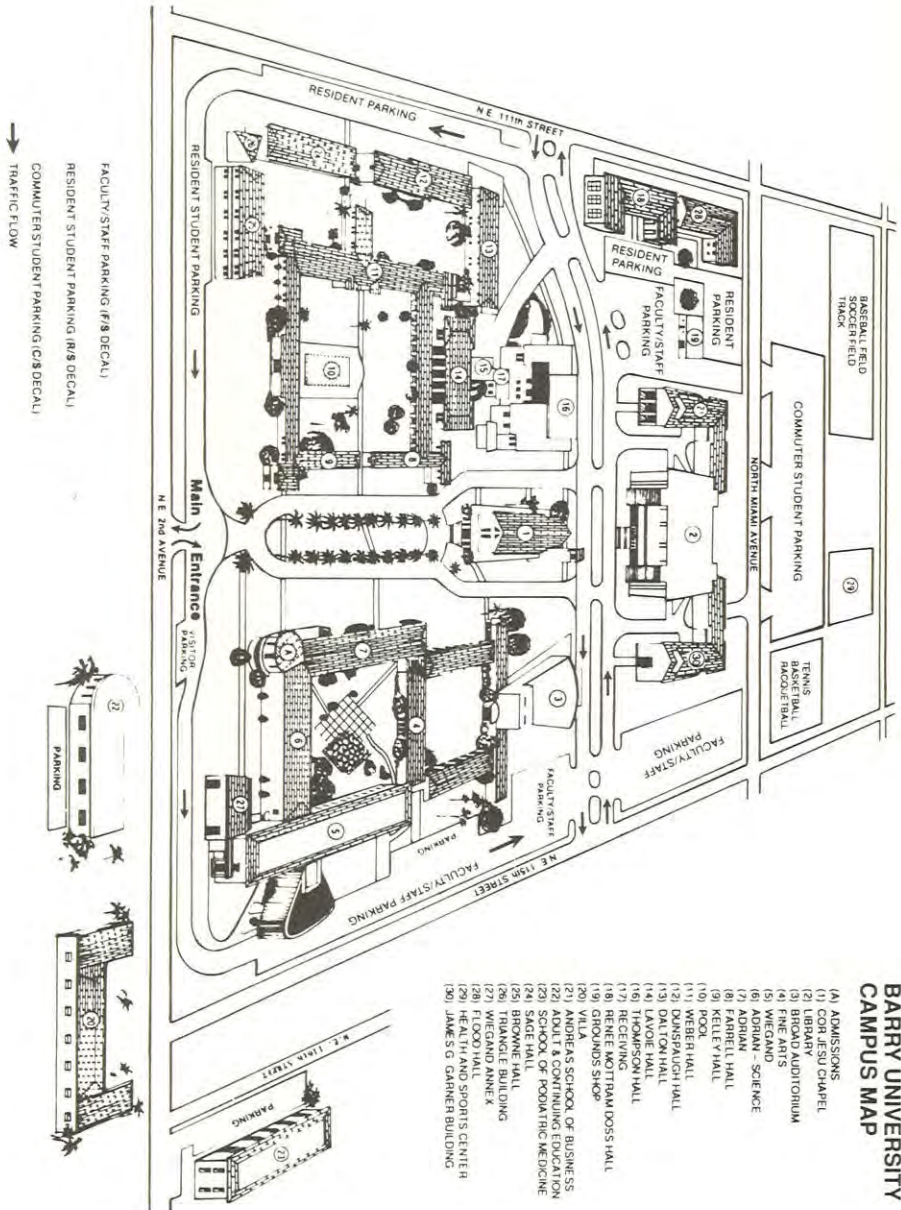
# Barry University

Miami Shores, Florida



## 1991 Graduate Catalog

Barry University accepts all qualified candidates for admission without regard to race, sex, religion, creed, color, national or ethnic origin, age or physical handicap.



## ACCREDITATION

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

## NOTICES

Barry University does not discriminate on the basis of race, religion, 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 institution is authorized to enroll non-immigrant alien students.

While this Catalog is a description of the academic programs and regulations as of the date of publication, it is for information only and its provisions do not constitute an offer for a contract which may be accepted by students through enrollment at the University. The University reserves the right to change any provisions, requirements, or fees at any time during the student's period of study. The University further reserves the right to dismiss a student from the University 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 operations of the University are temporarily suspended as a result of any act of God, strike, riot, disruption, or any other reason beyond its control.

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

Inquiries, applications, and credentials should be addressed to:

Office of Admissions  
Barry University  
11300 NE 2nd Avenue  
Miami Shores, Florida 33161  
Undergraduate Admissions (305) 899-3110  
Graduate Admissions (305) 899-3120  
(800) 551-0586 In State  
(800) 621-3388 Out of State  
Fax: (305) 899-3104  
School of Adult and Continuing Education  
(305) 899-3300 - (800) 842-1000

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# Academic Calendar 1990-91

## Fall 1990

Assembly	Tuesday, August 21
Classes Begin	Tuesday, August 28
Labor Day Holiday	Monday, September 3
Fall Holiday	Friday, October 19
Thanksgiving Holiday	Thursday-Sunday, November 22-25
Classes End	Friday, December 7
Final Exams	Monday-Friday, December 10-14

## Spring 1991

Assembly	Friday, January 11
Classes Begin	Tuesday, January 15
Spring Break	Saturday-Sunday, March 2-10
Easter Holiday	Thursday-Sunday, March 28-31
Classes End	Wednesday, May 1
Study Day	Thursday, May 2
Final Exams	Friday-Thursday, May 3 - May 9
Commencement	Sunday, May 10

## School of Adult and Continuing Education

Fall Term 1990	Oct. 8 - Dec. 15
Winter Term 1991	Jan. 7 - Mar. 16
Spring Term 1991	Apr. 8 - June 15
Summer Term 1991	July 8 - Sept. 14

## South Dade

1990 Fall Term	Sept. 17 - Dec. 1
1990 Winter Term	Jan. 7 - Mar. 16
1991 Spring Term	Mar. 25 - June 1

## Summer School 1991

Summer I	Tuesday, May 14 - Friday June 21
Summer II	Monday, June 24 - Friday August 2

**The School of Education also offers some of its graduate programs in varying cycles.**

# The Mission Continues

## NATURE

Barry University is an independent, coeducational Catholic institution of higher education which fosters academic distinction in the liberal arts and professional studies within the Judeo-Christian and Dominican tradition.

Founded in 1940, the University is sponsored by the Dominican Sisters of Adrian, Michigan, and is governed by an independent, self-perpetuating Board of Trustees.

## ENVIRONMENT

Barry University is a comprehensive university located in Miami Shores, with programs throughout South Florida. We seek to attract a diverse student body, including traditional and non-traditional students, from a variety of geographic, ethnic, religious, and socioeconomic backgrounds. We seek to recruit and retain faculty members who are dedicated to teaching and advising; to the search for and dissemination of truth through scholarship, research, and creative activities; and to service both to the University and to larger community. We seek to maintain a staff that supports institutional needs in order to enhance the quality of university life. We seek to provide a learning environment which challenges students to accept intellectual, personal, ethical, spiritual, and social responsibilities.

## PURPOSE

The general purpose of Barry University, as stated in the Charter, is to offer quality education, to assure a religious dimension, and to provide community service and presence within a more caring environment.

### Barry University Strives

- to help its students to understand that God is experienced and encourage them to seek a fitting response to the presence of God in their lives.
- to afford the opportunity to examine the fundamental questions of human experience and the response to these questions proposed, in the liberal arts

tradition, by theology, philosophy, the humanities, the natural sciences, and the social sciences.

- to provide programs in the liberal arts and professional studies at the undergraduate and graduate levels, giving students a basis for continued personal and professional development.
- to contribute to international understanding, world peace, and community self-awareness by providing an international dimension to its student body and educational curricula.
- to demonstrate concern for the individual in an atmosphere in which students, conscious of their own dignity as persons, become aware of the attendant responsibility toward other persons and toward the environment.
- to encourage its students to assume community leadership in religious, social, economic, and political affairs as a means of effecting needed social change.

# 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. By action of the Board of Trustees, the college became Barry University on November 13, 1981. Today's University community is comprised of approximately 6,000 students, served by well over 500 administrators, faculty members and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

Since Barry first opened its doors in 1940, the faculty and administration have combined efforts to develop high quality academic programs so that needs of both the students and the local community would be served. Examples of this development include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology, and Social Work. Needs of the local community led Barry to begin graduate programs for men and women in 1954, a Continuing Education Program in 1974, a School of Business in 1976, a Division of Biological and Biomedical Sciences in 1983, and a School of Podiatric Medicine in the Fall of 1985.

Barry University has had five Adrian Dominican Sisters serve as president since its inception: Mother Gerald Barry, 1940-1961; Mother Genevieve Weber, 1962-63; Sister M. Dorothy Browne, 1963-1974; Sister M. Trinita Flood, 1974-1981; and Sister Jeanne O'Laughlin, 1981 to the present.

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 26 buildings, spread over 40 of the University's 90-acre campus and adjacent areas. 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.

## BUILDINGS & FACILITIES

**ADRIAN HALL** — Originally named angelicus, Adrian Hall houses classrooms, science labs, the Administrative Data Center, and the Offices of Admissions, Controller, Financial Aid, Human Resources, Purchasing and Registrar. It was constructed in 1940.

**BROWNE HALL** — Built in 1940 as East Hall, Browne is located on the southeast corner of the campus. It houses 90 students in double air-conditioned suites. Browne Hall was named after Sr. M. Dorothy Browne, Barry's third President.

**COR JESU CHAPEL** — Built in 1940 through a donation from Margaret Brady Farrell, the Cor Jesu Chapel is the center of many activities of the campus ministry as well as the office of the Director of Religious Affairs. Masses are celebrated here on a daily basis.

**DALTON-DUNSPAUGH HOUSE** — Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh was built through the Dunspaugh Foundation in 1962. It serves as a female residence hall, housing 144 women in double air-conditioned rooms.

**D. INEZ ANDREAS SCHOOL OF BUSINESS BUILDING** — Constructed in 1984 and named in honor of Barry's Chairman of the Board of Trustees, the D. Inez Andreas Building houses the School of Business. It contains ten traditional classrooms, two of which have been specifically designed to be used for accounting classes, two large executive training classrooms, thirty-eight faculty offices and the administrative offices of the School.

**FARRELL HOUSE** — Farrel House, dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, was built in 1940. Farrell, originally named Maris Stella, houses faculty offices for the Social Science Department and administrative offices for the School of Arts and Sciences.

**FLOOD HALL** — Built in 1987 as West Hall, Flood Hall is located on the southwest corner of the campus. It houses 96 students in double air-conditioned suites. Flood Hall was named after Sr. Trinita Flood, fourth president of Barry.

**GARNER BUILDING** — Funded through a grant from the Federal Aviation Administration, the Garner Building was opened in the Fall of 1989. Designed as a "high-tech" facility, this building houses the Academic Computing Center, the School of Education, the Department of Communication, and the Department of Mathematics and Computer Science.

**FINE ARTS QUADRANGLE** — The Fine Arts Quadrangle contains art and music studios, lecture rooms, theater dressing rooms, an outdoor stage, and the Shepherd & Ruth K. Broad Performing Arts Center, 1,000 seat capacity auditorium. The departmental Office of Fine Arts is located here. Adjacent to the Broad Center is the Pelican Theatre, a 74-seat facility which offers an intimate theatre experience.

**FRANK J. ROONEY SCHOOL OF ADULT AND CONTINUING EDUCATION** — Acquired in 1983 and named in honor of a long-time friend of Barry University, the Frank J. Rooney School of Adult and continuing Education houses departmental offices and a student lounge for adult students.

**INTERCOLLEGIATE ATHLETIC FACILITIES** — The intercollegiate sports complex includes baseball, soccer, softball, track and tennis facilities. Our Health and sports Center, to be open in October, accommodates basketball, volleyball, a weight training room, an athletic training room complete with modalities and hydrotherapy, locker rooms for all sports, and administrative offices.

**KELLEY HOUSE** — Originally named rosa Mystica, it is dedicated to Mabel Kelley for her generous contributions to Barry University. Kelley House houses 30 women in single and double air- and non-air conditioned rooms. Kelley House, built in 1940, contains primarily upper class students.

**LAVOIE HALL** — Originally the site of the Department of Family and Consumer Science and Calaroga dining hall, LaVoie was built in 1940. It now serves as administrative offices for the University.

**LIBRARY** — The Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. Students have access, in open stacks, to a collection which exceeds 500,000 items. This includes over 2000 periodical titles. The Barry Library participates in a number of library networks. The Southeast Florida Library Information Network (SEFLIN) provides by courier service and telefax access to more than nine million items and to 21,000 periodical titles held by the larger academic and public libraries of Dade, Broward and Palm Beach counties. Materials not readily available at this level are obtained through the Florida Library Information Network (FLIN), which provides for the delivery of materials based on the major libraries of the State of Florida including those of the state university system. The resources of the libraries of the southeast and midwest through the Southeastern Library Network (SOLINET) cap the library exchange program. Faculty and students have access to audio and video taping facilities. Bibliographic instruction and reference service, including structured assistance in the use of CD-ROM and manual indexes, are an integral part of the library support of classroom teaching. The library building contains the classrooms and departmental offices.

**PENAFORT POOL** — Built in 1941 through a donation from Margaret Brady Farrell, Penafort Pool serves as both a recreational and educational facility for students of Barry University. The Recreational Diving Management Office and Dive Locker are also located here.

**RENEE MOTTRAM DOSS HALL** — Barry's newest residence hall includes twelve undergraduate residences containing 48 bedrooms for a maximum of 96 students. Limited accommodations are also available for graduate students in this hall.

**THOMPSON HALL** — Built in 1962, Thompson Hall presently houses Student Services and activity areas, including the Rathskellar, cafeteria, dining rooms, administrative offices, post office, campus store and dance/fitness studio.

**SAGE HALL** — Built in 1984 as South Hall, on the south side of campus, this apartment-style hall provides quad air-conditioned rooms with private baths. Named after Robert F. Sage, one of Barry's benefactors, Sage Hall houses 91 students.

**SCHOOL OF PODIATRIC MEDICINE BUILDING** — This building at 11600 NE 2<sup>nd</sup> Avenue, houses classrooms and administrative offices for the School of Podiatric Medicine.

**VILLA** — In 1953 Barry University acquired a motel to be used as a residence. The Villa houses sisters as well as other campus staff personnel.

**WEBER HOUSE** — Named for former Barry University President, Mother Genevieve Weber, Weber hall houses male students. The largest residence hall on campus, it contains both single and double air- and non-air-conditioned rooms as well as the campus infirmary. Weber was built in 1946 and was originally known as Stella Motutina.

**WIEGAND CENTER** — Built in 1970 through a donation from Edwin L. Wiegand, Wiegand Center contains classrooms, science labs, and an auditorium. The administrative offices for the Academic Health Science Center, Department of Physical Sciences, and the School of Nursing are located here. In 1987, a four-classroom wing was added to Wiegand Center.

## **INSTITUTE FOR APPLIED ARCHAEOLOGICAL SCIENCES**

Joseph Davidovits, Ing. ENSCR, Dr. rer. nat., Director

The Institute for Applied Archaeological Sciences (IAPAS) was established to enhance science and technology by reviving ancient technology. There are many examples of practical techniques and technology used by ancient civilizations which have applications in the modern world.

Dr. Davidovits is renowned for discovering that the Great Pyramids of Egypt are comprised of geopolymeric limestone-concrete blocks, cast in-situ, as opposed to natural, quarried limestone. Dr. Davidovits' chemical research is performed at the Geopolymer Institute, in France, while programs pertaining to applied archaeological sciences are carried out by the IAPAS. As a chemical engineer, he specializes in low temperature mineral synthesis, and he is the discoverer of the chemistry of geopolymers. Dr. Davidovits is also a visiting professor at the University of Toronto, Canada.

Projects and findings are documented to provide new historic and technological information to historians, scientists, industry, and the general public. The IAPAS promotes broadest possible application of its findings and publishes books and scientific papers. A popular book written by IAPAS (Davidovits and staff) titled, "The Pyramids: An enigma solved," is scheduled for publication by Hippocrene Books, Inc. (NY).

To foster the program of the IAPAS, the following research projects are underway funded by government agencies or private institutions:

- **Nuclear and toxic Chemical Waste Containment:** The IAPAS and a Canadian government funded research team are stabilizing toxic chemical and low- and high-level nuclear waste within a geopolymeric matrix. So far, geopolymers have been shown to successfully contain heavy metals, arsenic, cyanide, uranium, and toxic organic compounds. Even in early tests, geopolymer is proving to be unprecedented for waste containment. The main properties which make geopolymers ideal for waste storage are exceptional strength, leak resistance, freeze-thaw resistance, and durability. Because geopolymers are comparable to cements surviving from antiquity, the longevity of stabilized waste under specific climatic conditions is predictable under actual conditions.

- **Long-Term Grain Storage:** Archaeologists have documented numerous examples of extremely long-term grain storage. The biblical story of Joseph, son of Jacob (Genesis 41), recounts that grain was stored in ancient Egypt for 7 to 20 years. Ancient Egyptian documents also cite long-term grain storage, and grain has been found in surprisingly good condition after thousands of years of burial in Egyptian tombs. In contrast, the US Department of Agriculture (USDA) can store wheat no longer than 4 years using state-of-the-art technology. The superior grain storage method used in ancient Egypt has been rediscovered by Dr. Davidovits and is being revived by the IAPAS for grain silo construction.

- **Third World Construction Projects:** The IAPAS is planning collaboration with the Department of Chemistry and Applied Chemistry of the University of Toronto to solidify soils for construction purposes. Soils and clays can be geopolymerized at ambient temperatures to take on properties comparable to those of fired brick. The local resources of numerous environments can thus be employed to obtain low-cost building materials.

# Admissions

## Office of Graduate Admissions

Located in Adrian Hall, Room 209. Telephone: (305) 899-3120

## Graduate Admission Requirements and Procedures

Applicants must apply for and be accepted to graduate status (non degree-seeking or degree-seeking) through the Office of Admissions before they are permitted to register as graduate students. The chief criterion for acceptance is evidence of having received a bachelor's degree.

### DEGREE-SEEKING APPLICANTS

- To be considered for admission to a degree program, an applicant must:
- (1) submit an application form with a non-refundable application fee;
  - (2) provide reference letters in support of application for graduate study;
  - (3) provide two 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 Office of Admissions continually reviews applications in process and notifies applicants of missing credentials, but the responsibility for obtaining all admission credentials rests with 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 Office of Admissions of the school's decision within ten days after a decision has been made. Any concealment by a graduate applicant of previous college registration or previous academic or disciplinary record in college will immediately cancel and nullify the admissions process at Barry University. International applicants must meet the requirements of undergraduate international applicants as well as specific program requirements.



## NON-DEGREE SEEKING APPLICANTS

Graduate students who wish to take courses for purposes of personal enrichment, teacher certification or to secure credits to transfer to another institution (guest student) may enroll on a non-degree seeking basis. Graduate students must present evidence of a bachelor's degree and are limited to 6 graduate credits and 30 undergraduate credits. In the School of Podiatric Medicine a maximum of 16 graduate credits may be taken as a non-degree seeking student. Post-graduate students must present evidence of a Master or Doctoral degree and are permitted to take an unlimited number of graduate or undergraduate credits. Guest students must present a letter from the dean of the institution in which they are enrolled for a degree stating that they are in good standing.

Students who wish to change their status to degree-seeking must meet all the requirements for degree-seeking applicants of the School in which they wish to enroll.

## RE-ADMISSION AND CHANGE OF STATUS

The process of re-admission must be completed by students who were once enrolled at Barry University, but whose schedules have been inactive for at least a calendar year. The **Request for Change of Status or Re-Admission Form** must be completed by the student and returned to the Office of Admissions at least 30 days prior to the expected date of matriculation. This same procedure is also to be completed by students who were enrolled on a non-degree-seeking basis, and who now wish to enter an undergraduate or graduate degree program at Barry. Graduate students who are readmitted to Barry will be required to abide by the regulations in place at the time of readmission.

## ALL APPLICANTS FOR ADMISSION

It is the responsibility of the applicant to take required tests and have the results forwarded to Barry University, and to make sure all credentials required are supplied to the Office of Admissions. No action will be taken by the Admissions Committee on any application until all application credentials have been received by the Office of Admissions. Applications must be processed and acceptance verified no later than 10 days prior to the published date of registration for the semester in which the student wishes to matriculate.

The University reserves the right of final decision. All credentials submitted in support of an application become the property of the University and will not be returned.

## TRANSFER STUDENTS

The number of credits and types of courses acceptable for transfer into a graduate program is limited. The final determination is made within each program. Only graduate courses for which an A or B was earned will be accepted in transfer.

## INTERNATIONAL STUDENTS

As an international university, Barry has always welcomed students, faculty, and visitors from other countries.

### Eligibility for Admission

International students may be admitted to Barry University if they meet the University's admission requirements. For the purpose of admission to Barry University, an international student is: a student who has received university level education outside of the United States and/or a student who requires a Student Visa. The basic admission requirement for students from other countries is determined by the University and varies with the experience and background of the applicant. The minimum academic requirements for students from some countries are given below. These requirements are intended only as a guide to applicants; they are subject to further qualitative evaluation. All applicants must provide official transcripts with English translation.

### Graduate Applicants

Argentina-Licenciatura  
Bahamas-Honors Bachelor's Degree  
Barbados-Honors Bachelor's Degree  
Bolivia-Licenciatura  
Brazil-Bacharel or Licenciado  
Canada-Honors Bachelor's Degree or the equivalent  
Chile-Bachillerato, Licenciatura, or Titulo of at least 4 year duration  
China-Bachelor's Degree  
Colombia-Licenciatura or Titulo  
Dominican Republic-Licenciatura of at least 4 year duration  
Ecuador-Licenciatura or Titulo  
Egypt-Bachelor's Degree  
El Salvador-Licenciatura  
France-Maitrise or equivalent  
Germany-Diplomgrad, Staatsexamen, or Magister Artium  
Greece-Ptychion  
Guatemala-Licenciatura  
Haiti-Diplome d'Etudes Superieures or Licence of at least 4 year duration  
Honduras-Licenciatura of at least 4 year duration  
Hong Kong-Honors Bachelor's degree  
India-Bachelor's Degree in Engineering or Architecture, Master's degree in other subjects  
Indonesia-Sarjana or Insinyur  
Iraq-Bachelor's Degree  
Israel-Bachelor's Degree  
Italy-Laurea  
Jamaica-Honors Bachelor's Degree  
Japan-Bachelor's Degree

Jordan-Bachelor's Degree  
 Korea-Bachelor's Degree (Taehak Taehakkyo)  
 Kuwait-Bachelor's Degree  
 Lebanon-Bachelor's Degree, Licence of at least 4 year duration, or  
 Maitrise  
 Libya-Bachelor's Degree  
 Malaysia-Bachelor's Degree  
 Mexico-Licenciatura of at least 4 year duration  
 Morocco-Licence or Ingenieur d'Etat  
 Netherlands-Doctorandus, Ingenieur or Meester  
 Nicaragua-Licenciatura  
 Nigeria-Honors Bachelor's Degree  
 Norway-Cand. Mag.  
 Pakistan-Bachelor's Degree in Engineering or other 4 year Bachelor's  
 Degree or Master's Degree  
 Panama-Licenciatura  
 Paraguay-Licenciatura of at least 4 year duration  
 Peru-Bachillerato, Licenciatura, or Professor from a 4 year university  
 program  
 Philippines-Bachelor's Degree  
 Saudi Arabia-Bachelor's Degree  
 Singapore-Honors Bachelor's Degree  
 Sweden-Filosofie Kandidatexamen or Ekonoexamen  
 Switzerland-Licence or Diploma of at least 4 year duration  
 Syria-Licentiate or Bachelor's Degree  
 Thailand-Bachelor's Degree  
 Trinidad-Honors Bachelor's Degree  
 Turkey-Lisans or Bachelor's Degree  
 United Kingdom-Honors Bachelor's Degree  
 Uruguay-Licenciatura of at least 4 year duration  
 Venezuela-Licenciatura or equivalent

**Certification of Eligibility (Form I-20 A)** — United States Department of Justice Immigration and Naturalization Service Certificate of Eligibility (Non-Immigrant "F-1" Student Status) will be provided to admitted students upon student request following completion of all admission requirements and receipt of verification deposit. A financial statement (needed prior to issuing an I-20 Form) must also be submitted. The University does not award financial assistance to international students. Payment of tuition and fees is required at the beginning of each term. All checks should be made payable to: Barry University. The financial statement should include:

1. A notarized letter of support or government sponsorship letter guaranteeing payment of tuition and fees, books, room and board, medical insurance and personal expenses for an academic year.
2. A bank letter stating that the student or his sponsor has the funds available to pay the total cost associated with attending Barry.

International students should be familiar with the regulations of their governments about sending money to the United States and should make arrangements to have the necessary funds available at the designated times of enrollment. Documentary evidence of means of financial support must be attached to the Certificate of Eligibility when applying for the student visa at the United States Embassy or Consular Office.

Students must fulfill the following conditions:

- Pursue a degree course of study as a full-time student. International students may not enroll as non-degree students.
- May not transfer schools or work off-campus without Immigration and Naturalization Service permission. Normally employment is not permitted by Immigration Services.
- Keep a current passport that is valid for at least six months into the future.

**Arrival-Departure/School Transfer** — Non-Immigrant alien visa students are required to attend Barry University as indicated on the Arrival-Departure Record (Form I-94) by immigration officials at the U.S. port of entry. They are expected to complete at least one semester at this institution prior to requesting transfer to any other educational institution.

**Permanent Resident Status** — When a student has permanent resident status the "Alien Registration Receipt Card" ("green card") must be presented to the International Student Office at the time of registration.

#### Admission Procedures

1. Application for Admission must be filled out completely and accurately.
2. Non-refundable application fee of U.S. \$30 must accompany application.
3. Educational Documents
  - a. Diplomas, Certificates  
 Copies should be enclosed with the application. Students from countries following the British educational system must submit the originals along with photocopies, and a stamped, self-addressed envelope for their return, or ask the examinations council to mail confidential results to Barry University.  
 Reports of scores in school-leaving examinations (e.g. Baccalaureat) must also be submitted.
  - b. Transcripts, Statements of Marks  
 A transcript must contain the following information: subjects studied; marks (grades) awarded; length of class periods; number of periods per week for each subject; grading scale with minimum passing mark. Year-by-year records of marks should be sent to Barry University directly from U.S. institutions. Certified and notarized records from foreign institutions may be submitted by applicants, but the University sometimes insists that such transcripts be sent directly to Barry University from the issuing institutions.

#### 4. English Translations

Documents in language other than English must be accompanied by certified English translations. Translations supplement but do not replace original documents. Please remember to send both.

#### 5. Syllabus of university study (description of each course or subject studied, grading scale showing the minimum passing mark, length of class periods and number of periods per week for each subject, accompanied by certified English translations.)

#### 6. A current (within the past six months) bank or government sponsorship letter (declaration of finance) guaranteeing payment for tuition and fees, books, room and board, medical insurance and personal expenses of one calendar year (two semesters and two summer sessions) is required.

### Examinations

All international applicants whose native language is not English, including those applying for transfer from U.S. institutions, are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants must submit a TOEFL score of at least 550.

Also accepted as satisfactory proof of English proficiency is the College-Level Academic Skills Test (CLAST) reflecting a passing score in the English portion. **For TOEFL application write to: The TOEFL Program, Box 899, Princeton NJ 08540, U.S.A.**

Most international students applying for admission to graduate programs are required to submit scores of a standardized aptitude test such as the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). The specific test depends on the program. The Office of Admissions will notify students which examination is required at the time of application to the University. Please refer to the appropriate school's admission requirements to determine the necessary examination.

# Student Life

## STUDENT LIFE POLICIES

The University, in recognizing that each member of the campus community possesses certain rights and responsibilities, seeks to aid in the development of an atmosphere of respect and responsibility.

In order to coordinate the needs of the individual and the goals of the University, a committee of students, faculty and administrators has established Student Life Policies. These policies are viewed as directives, guidelines and limits set to assure equality, respect and concern for individual rights and community living. These policies are published in the University's *Student Handbook*.

## HOUSING

Limited on-campus accommodations within the residence halls are available to full-time degree-seeking, graduate students.

All students desiring to live on campus must request housing applications from either Admissions or the Residential Life Office. Acceptance by the University does not assure a student of on-campus housing.

Before being assigned a room, each resident must pay a \$200.00 room/security deposit. This payment reserves the room for the length of the housing agreement. It may also be used as restitution for damages assessed, should any occur during the student's stay in the residence halls. This deposit will remain in a separate account and carry over from year to year while the student is residing on campus. If no damage has been assessed after a room has been properly checked out, the \$200.00 deposit will be returned.

A resident, moving out of the residence halls during his/her agreement period, will forfeit his/her deposit.

Housing applications must also be accompanied with a proof of health insurance or an indication of a desire to purchase university health insurance.

The residence hall and dining facilities are closed during the Christmas holidays and during the periods between the end of the summer session and the opening of the fall semester.

Off-campus housing listings are available through the Office of Residential Life for students interested in pursuing living accommodations in the community.

## **COUNSELING SERVICES**

The Student Development Center provides confidential, personal, social, academic, and career counseling to all students. Assertiveness training and other developmental workshops are offered. Students are encouraged to visit a counselor and are assured that confidentiality is maintained. When requested, or when appropriate, referrals are made to the University consulting psychiatrist, physicians, and/or community agencies.

## **TESTING SERVICES**

Testing is offered to assist students with academic, vocational, or personal problems. The student may be self-referred simply by request, or may be referred by faculty advisors and/or counselors.

Reliable, valid, and current interest, personality, and aptitude tests are provided. The service is available to all Barry students free of charge, with the exception of a minimal fee for the computerized scoring of the Strong Campbell Interest Inventory and the Myers-Briggs Test.

The results of all tests are interpreted to the student, and the final report becomes the property of the student.

Institutional examinations such as the Miller Analogies Test are also administered as a service to those wishing to pursue graduate study.

## **CAMPUS STORE**

The Campus Store is open for the services and needs of the students of Barry University. Books, supplies, and other sundries are available for purchase. The bookstore is located in Thompson Hall, first floor.

## **FOOD SERVICE**

Food service is available to all students in Thompson Hall, second floor, on a cash basis. Meals are served cafeteria-style seven days per week and include, Monday—Friday, breakfast from 7:00 am to 8:30 am, continental breakfast at 8:30 am—9:30 am, lunch from 11:30—1:15 pm, and dinner from 4:45—6:15 pm. On Saturday, breakfast is served from 8:30 am—9:30 am, and the Sunday brunch is served from 10:00 am—12 am.

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

## **HEALTH SERVICES**

Students have access to a health program offered through the campus clinic, where a registered nurse is on duty. An infirmary, adjacent to the clinic, provides for the needs of those students who are ill and require special care. The services of a psychiatrist are available to all students. The University offers a group insurance program to which students must subscribe if they do not have similar coverage.

## **INTERNATIONAL STUDENT SERVICES**

Barry University recognizes that a great university ideally builds and extends its services, its potential, its scholarly standing by providing an international dimension through its curriculum and the composition of its student body. It actively promotes international cultural/educational interchange.

The services of the International Student Advisor are available in matters related to government regulations, Immigration and Naturalization Services (INS), housing, employment, academic, athletic and personal matters. This attempts to participate in the process of adjustment which faces international students as they experience new cultural and academic phenomena. The University wishes to provide sensitive and understanding support for those who are in need of assistance.

## **SPORTS ACTIVITIES**

Barry offers a comprehensive sports program at both the intercollegiate and intramural levels.

### **Intercollegiate Athletics**

At the intercollegiate undergraduate level, Barry University competes as an active member school in the National Collegiate Athletic Association (NCAA), Division II and the Sunshine State Conference. Graduate students are welcome to back the Buccaneers. Planned intercollegiate sports for academic year 1990-91 include: men's baseball, basketball, cross country, golf, soccer and tennis; women's basketball, cross country, soccer, softball, tennis, and volleyball. Seasonal schedules are available in the Student Services Office.

### **Intramural Sports**

The general purpose of the Intramural Sports Program at Barry is to provide students, faculty, and staff with opportunities to participate and compete in various sports and recreational activities for personal enjoyment, social fulfillment, and lifetime fitness.

Available team and individual sports and recreation activities will be primarily determined by student interest. On campus facilities accommodate all intramural sports activities. Planned activities include: men's flag football, men's basketball, women's basketball, co-ed softball, tennis, billiards, ping pong and racquetball tournaments.

## **THEATRE**

The University Theatre Department produces a diversified program of dramatic presentations. Throughout the year, theatre majors produce plays in traditional mime, experimental and puppet theatre. Students have the advantage of two performance areas, including the main auditorium and the Pelican theatre. Barry's theatre companies are frequently called upon to perform for outside local organizations.

## BARRY UNIVERSITY CHORALE AND BARRYTONES

The Barrytones is a performing group comprised of students who qualify for membership through auditions. The University Chorale is an organization dedicated to singing all styles and periods of music. It is open to students and interested community participants. No audition is required.

## RECITALS AND EXHIBITS

Students specializing in instrumental and vocal music, as well as members of the faculty, present studio recitals and public concerts. The Art faculty schedules exhibitions by contemporary artists throughout the year, in addition to student exhibitions and faculty exhibitions. Barry University points with pride to art objects executed by senior art majors and displayed throughout campus buildings.

## CAMPUS MINISTRY

Campus Ministry is a service of faith and love offered by priests, religious, ministers of many faiths, faculty, staff and students who strive to build and support a vital, caring community, open to God in worship and prayer, alive to the human and spiritual needs of our own academic community and to the needs of society at large. It does this by enabling personal growth and development within our community by care and concern for persons; by celebrating the life of the community, by proclaiming the gospel and its values: by building and strengthening a community of faith; by promoting participation and education in the work of social justice; and finally, by loving concern for students of all faiths, respecting their freedom to maintain and express their own religious convictions and facilitating access to and encouraging the availability of their own ministers or rabbis for worship, study or counsel.

## PUBLICATIONS

University publications include the BARRY BUCCANEER, the university student newspaper; THE TORCH AND SHIELD, the university yearbook; and THE FLAME, published four times a year; the BARRY BULLETIN; and the CALENDAR OF WEEKLY EVENTS, all published by the Office of University Relations.

## ALUMNI ASSOCIATION

The Board of Directors of the Alumni Association is a national Board representing seven geographic regions which meets annually on the Barry campus to plan the yearly business of the Association. The Association and its regional chapters help with student recruitment, reunions, receptions for new students, and special alumni events.

The Alumni Office and director of Alumni Relations are located in LaVoie Hall. With the support of the Association, the Office conducts an annual Alumni Fund Drive, including a phonothon, and coordinates a variety of alumni programs such as dinner/theatre parties, reunions, picnics, lectures.

# Tuition, Fees, and Financial Aid

The estimated cost of a student is listed below, covering both the fixed charges and the standard fees. All students are assessed tuition and fees on a semester basis. All rates given are subject to change without notice.

1990-91  
Per Semester

TUITION:	Graduate, per credit .....	275.00
	*Graduate, Computer Education, per credit .....	150.00
	Graduate, Social Work, M.S.W., per credit .....	300.00
	Graduate, Social Work, Ph.D., per credit .....	360.00
	*Graduate, School of Education, Certificate Programs .....	150.00
	*Human Resources Development per credit .....	200.00
	Podiatry, per year .....	15,740.00
	Podiatry, part-time, per credit .....	500.00
	Executive Master of Business Administration (inclusive of books) .....	3600.00
	*South Dade, Graduate, per credit .....	165.00
	Graduate, Biological & Biomedical Sciences .....	425.00
FEES:	Application fee, payable once .....	30.00
	Registration fee, payable each semester .....	10.00
	Special Course fee .....	Variable
	Graduation fee .....	40.00
	Parking fee .....	10.00
	Student Activities fee, part-time students, per credit .....	7.00
	Student Activities fee, Podiatry students .....	140.00
	Health Insurance (8/15/90 to 8/15/91) .....	TBA
	Room and Board, per semester 20 meal plan — 14 meal plan \$25 less	
	TripleQuad Non-Air Conditioned Room .....	1,670.00
	Triple/Quad Air-Conditioned Room .....	2,180.00
	Double Non-Air-Conditioned Room .....	1,770.00
	Double Air Conditioned Room .....	2,340.00

Private Non-Air-Conditioned Room .....	1,865.00
Private Air Conditioned Room .....	2,525.00
Drop/Add fee .....	10.00

\*Discounted tuition. No further discount applies.

TOTAL EXPENSES ARE TO BE PAID PRIOR TO THE COMPLETION OF REGISTRATION.

DISCOUNT POLICIES DO NOT APPLY TO ALREADY DISCOUNTED COURSES.

STUDENTS WHO APPLY FOR GRADUATION AFTER THE GRADUATION REGISTRATION DATE WILL PAY A LATE FEE OF \$10.00

### REFUND POLICY

#### Total Withdrawal From The University

Students who register but do not attend classes, or who withdraw for any reason after attending classes, will not receive credit unless they withdraw officially by submitting a written notice of withdrawal to the Office of the Dean of their respective School. The effective date of withdrawal will be the date on which the notice is received by the respective Dean and the percentage of credit will be determined by this date.

**Tuition, Room and Board Fees will be Credited on this basis:** If the student leaves within the first two weeks of the semester, 80% of the full semester charge is credited; within the first three weeks, 60% is credited; within the first four weeks, 40% is credited; within the first five weeks, 20% is credited. After the fifth week there is no credit. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester and upon which credits will be based. The above percentages apply to students who have paid their tuition and fees in full prior to the day of withdrawal.

**Summer School Refunds.** If the student leaves within the first week of the summer session, 60% of tuition, room and board is credited; within the second week, 20% is credited. After the second week, there is no credit. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the Summer Session and upon which credits will be based.

The above percentages apply to students who have paid their tuition and fees in full prior to the day of withdrawal.

**All fees, Outside of Tuition and Room and Board, are Non-Refundable.**

### TUITION PAYMENT PLAN

Barry University offers the services of several private companies to provide an alternative method of paying for tuition and fees. Briefly, each company will assist students in budgeting monthly payments for tuition and fees. For more information, contact the Business Office.

### WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

Students who drop individual courses after the Period of Schedule Adjustment and are still enrolled in the University are NOT ENTITLED to any refund or credit.

### CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

Students dropping courses during the Period of Schedule Adjustment will receive total credit for the course and special course fee, if applicable, as long as the student remains enrolled in the University.

### STUDENT DISMISSAL

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

### GRADES, TRANSCRIPTS AND DIPLOMAS

No student may receive a diploma, transcript of credits or final grade report until his/her financial account has been settled. This also includes delinquent amounts of loans.

### PARKING

Parking on campus is available only with permit. Barry University Parking Permit may be purchased at the time of registration.

### HEALTH INSURANCE

Health insurance coverage is required for all resident students, intercollegiate athletes and international students. The insurance is also available for students taking six or more hours. The insurance fee will be charged at time of registration if the student is not covered by a similar health insurance plan. It is the responsibility of the student to make sure insurance has been charged.

### Financial Aid

#### Discounts

**SOCIAL WORK DISCOUNTS.** Part-time students enrolled in the Graduate 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.

**TEACHERS DISCOUNT.** 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. The discount does not apply to undergraduate courses during the summer session.

**RELIGIOUS DISCOUNT.** Students who are members of a religious community are entitled to a 30% discount on tuition. The discount does not apply to undergraduate courses during the summer session.

**NURSING DISCOUNT.** Students enrolled in the Nursing program are entitled to a 30% discount on tuition if they are employed as full-time registered nurses, unless tuition is paid through some type of grant or subsidy. Students must show proof of full-time employment by presenting a letter from their personnel director.

#### **UNIVERSITY STUDIES DISCOUNT**

All students enrolled in the University Studies program are entitled to a 30% discount except for already-discounted courses.

#### **SUMMER SCHOOL**

Discounted tuition rates are in effect during the summer sessions, thus affording the student the opportunity for earlier graduation while taking summer classes at a discounted rate.

## **Loans**

Loans differ greatly from scholarships and grants and mean just what the name implies. It is money that is loaned to a student and must be paid back. Repayment begins six months after one leaves school. Approval of loans is based upon the student's need and the student's academic ability.

We offer the Stafford Loan Program (formerly Guaranteed Student Loan). This program offers the student a low-interest loan made by a lender such as a bank, credit union, or savings and loan association. These loans are insured by the guarantee agency of the student's State and reinsured by the Federal Government.

For new borrowers, the interest rate is 8 percent. For students who currently have a 7 or 9 percent Stafford Loan, the interest rate on additional Stafford Loans will continue to be 7 or 9. Applications may be obtained from Barry University, a lender, or from your State guarantee office. To qualify, students must demonstrate financial need.

The PLUS and SLS programs provide additional funds for educational expenses. They are made by a lender such as a bank, credit union, or savings and loan. The interest rate is variable and while borrowers are not required to demonstrate financial need, they must complete a need analysis form. Repayment begins within 60 days of the disbursement of the loan.

Many alternative loans are also available for students who do not qualify for federally subsidized loans. These loans are offered by private agencies, and vary in interest rates and terms. They are not need based, but students must be credit-worthy to borrow. Many of these loans are tailored specifically to graduate students. Podiatry students are eligible to borrow as well. The Financial Aid Office maintains all the necessary materials and applications.

#### **Scholarships Subsidized by Friends of the University.**

**NINA FOX SCHOLARSHIP FUND.** This memorial fund, established by the friends and relatives of Mrs. Nina Fox, M.S.W., provides an annual scholarship to graduate social work students. Applicants must have financial need and priority will be given to students who have an interest in social work practice with homeless and/or migrant clients. For application information, contact the School of Social Work.

**ISABEL AND SAM MAY TRAINEESHIPS IN GERONTOLOGICAL SOCIAL WORK.** These traineeships, awarded by the Department of Social Work, Mount Sinai Hospital, are for graduate social work students who are preparing for a career in services to the elderly. For application information, contact the School of Social Work.

#### **School of Nursing**

**ONCOLOGY NURSING FOUNDATION** - To be eligible the student must be a Registered Nurse pursuing the BSN or MSN degree and have an interest in oncology nursing. The award ranges from \$1,000 up to \$2,500 for graduate studies.

**AMERICAN LEGION EDUCATION AND SCHOLARSHIP PROGRAM** - The Registered Nurse pursuing the MSN degree in Administration or Education is eligible for this \$2,000 award. In return, the nurse agrees to employment full-time in the lung and respiratory health care area after graduation.

#### **Nursing Loans:**

**DADE COUNTY MEDICAL ASSOCIATION AUXILIARY** - Students enrolled in the School of Nursing for this \$1,500 to \$2,000 loan which considers need and academic achievement. The student agrees to practice in Dade County for one year after graduation. The loan is interest free if paid back within two years of graduation.

**HANSEL FUND** - Provides monies for students in financial need while enrolled in School of Nursing. Loans from both the Handsel and Treadway funds are repayable at 3% interest at the time of graduation or upon leaving school for other reasons.

**LOAN REPAYMENT PROGRAM** - Graduates who have unpaid educational loans and who work 3 years in a Qualified Health Facility may qualify to have 85% of their loans forgiven. Qualified Health Facilities include, for example, federal, state, regional or county hospitals and community health centers.

In addition to the financial aid sources, there are smaller scholarships and loans available from various sources. Many hospitals offer programs which provide money for tuition (usually at the senior level) in return for agreement to employment at the hospital, usually one year for each year of tuition support. Hospitals often provide tuition support for employees pursuing the BSN or MSN degree. Students should contact the Financial Aid Office. A Financial Aid advisor is available in the School of Nursing.

NO FINANCIAL AID IS AVAILABLE TO INTERNATIONAL STUDENTS. (Non U.S. citizens)

### **School of Podiatric Medicine.**

#### **Qualified podiatry students are eligible for three scholarships.**

**DR. MARVIN STEINBERG MEMORIAL SCHOLARSHIP FUND.** This fund established by the family of Dr. Marvin Steinberg, noted podiatric educator, will provide an annual scholarship to an academically qualified Podiatry student. For further information, call the School of Podiatric Medicine.

**DR. HERBERT FEINBERG MEMORIAL SCHOLARSHIP FUND.** This fund was established by the family of Dr. Herbert Feinberg, one of the original members of the Executive Advisory Council to the School of Podiatric Medicine. The award is made annually to academically qualified Podiatry students. For information call the School of Podiatric Medicine.

#### **EXCEPTIONAL FINANCIAL NEED SCHOLARSHIP**

This scholarship is available for students enrolled or accepted for enrollment as full-time students in the School of Podiatric Medicine. Due to limited funds, only students identified as having zero financial resources may be considered for this scholarship program. To apply, students must submit information regarding their personal income, spouses and/or parents' income, as well as any financial support expected from other family members.

#### **Podiatry Loans:**

##### **H.E.A.L. PROGRAM**

The Health Education Assistance Loan Program is a federally insured loan program for eligible graduate students in the School of Podiatric Medicine. To be eligible, a student must demonstrate financial need, be a U.S. citizen or permanent resident, accepted as a full-time student, or already in full-time attendance and in good academic standing at an eligible school.

#### **School of Social Work**

**SOCIAL WORK GRANTS.** The School of Social Work has a separate application process for a very limited number of grants, scholarships and tuition reductions for graduate students. After an official admission 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 there are always more applications than the School can accommodate with awards. Awards are made on the basis of need, minority status, academic ability and potential for professional practice.

**SOCIAL WORK TUITION REDUCTION.** A tuition reduction plan, supported by the Florida Department of Education allows a limited number of Florida residents to enroll at the tuition rate of the State University System. Additional information is available from the School of Social Work.

**No discount policy will apply to courses with already discounted tuitions below the regular graduate or undergraduate rates.**

#### **Veterans and Dependents**

The Federal Government has programs which provide some financial assistance for veterans and their dependents. Information may be obtained from Veterans Administration Offices or from the Office of Financial Aid.

**STANDARDS OF PROGRESS POLICY FOR VETERANS.** Satisfactory progress for veteran students will be indicated by a Satisfactory Progress Average (SPA), which is a variation of Quality Point Average (QPA). An SPA of 3.0 or greater for graduate students is satisfactory. An SPA of 2.0 or greater for undergraduate students is satisfactory; less than 2.0 for undergraduate students is not satisfactory. Any time a student's SPA is not satisfactory, he or she will be certified, in a probationary status, for only one additional semester. If, at the end of this additional semester, his or her SPA for that semester is still below the satisfactory level, the VA will be notified of the unsatisfactory progress. A veteran student who has been terminated with the Veterans Administration (VA) for unsatisfactory progress may petition the Registrar for readmission. The school will discuss with the student the problems relating to the unsatisfactory progress and recertify to the VA the student's enrollment if the cause of the unsatisfactory progress has been removed.

**CREDIT FOR PREVIOUS TRAINING.** Students eligible to receive educational benefits from the U.S. Department of Veterans Affairs with previous post-secondary training/experience must request official transcript(s) be sent to Barry University. If the transcript(s) is not received by the end of the first semester, the educational benefits will be terminated until the transcript(s) is received. Should credit(s) be accepted, the VA student's training time and total tuition costs\* will be reduced proportionately. The VA and the student will receive a written notice of credits allowed.

\*This reduction refers to total costs involved in obtaining the degree. Costs are reduced since credits earned at another institution are applied toward this degree. This does not imply a credit reduction allowance for veterans or eligible dependents.



# Academic Information

## GENERAL

### Knowledge of Regulations

Students are responsible for compliance with the regulations of the University and should familiarize themselves with the provisions of this catalog distributed by the Office of Admissions; the Student Handbook, distributed by the Office of Student Affairs; posted official notes, and official instructions given to students.

### Policy on Release of Information

Barry makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff respect confidential information about students which they acquire in the course of their work. At the same time, Barry tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for the student in support of his application for admission or for transfer credit cannot be returned to the student, nor sent elsewhere at his request. In exceptional cases, however, where another transcript is unobtainable, or can be secured only with the greatest difficulty (as is sometimes true with foreign records), copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released. In rare instances the original may be released and the copy retained, with a notation to this effect being placed in the file.

### Advisors

Prior to registration, students are assigned faculty advisors. Students and advisors meet periodically to plan programs and evaluate progress. Each semester the registration form with the choice of courses must be approved and signed by the faculty advisor. The School Deans and Department Chairs supervise the academic advising program and are available for consultation with students.

## Summer Sessions

Summer sessions are held every year, one during May and June, the other in June and July. A student may earn six credits each session. Requirements for admission to the summer sessions are the same as for the regular academic year. Students matriculated at another college must have written permission from their Dean to take specific courses at Barry. No other academic credentials are needed for guest students.

## Withdrawals

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

## Class Adjustments

After registration, any changes in schedule (adding, dropping, or changing a section of a class) must be authorized by the student's advisor.

## Grade Reports

Grade reports are issued at the end of each term. Any error in designation or omission of course should be reported to the Registrar within two weeks of receipt. No student may receive a transcript of credits or final grade report until his or her financial account has been settled.

## Academic 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 an agreement cannot be reached, the student may then see 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 any administrator. A charge of bias or capriciousness in grading must be in writing and must be substantiated by reasonable evidence.

## DEPARTMENTAL PROFICIENCY EXAMINATIONS

Students who believe that they are qualified in any course offered by the University and are interested in placement and/or credit may petition to take a departmental examination covering the course, with the approval of the Dean, providing such an examination is offered. These examinations do not satisfy residency requirements. A fee of \$20.00 per credit must be paid to cover administrative costs.

## INDEPENDENT STUDY

Independent study may be an option for degree-seeking students in certain academic areas. Students must have plans for the research project approved by the academic advisor, the faculty member who will supervise the project, and the Dean. Students may register for no more than one such project each semester. Regular tuition charges are applied to independent studies.

## TUTORIAL

In unusual circumstances, an academic Dean may approve the offering of a course listed in the catalog on a one-to-one (tutorial) basis. Regular tuition charges apply to coursework taken as a tutorial.

## REPEAT COURSES

With prior written authorization from the appropriate Advisor and Dean, a student may repeat a course to improve the cumulative grade point average.

If a student has an F and repeats the course and receives an A, only the A counts. Quality points and credits attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt. Though both attempts remain part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. The Credit/No Credit Option cannot be exercised during the second attempt to remove a previous letter grade.

## Graduate Degree Programs

The Academic Health Science Center offers the Master of Science (M.S.) degree in Biology and Biomedical Sciences through its Division of Biological and Biomedical Sciences; The Doctor of Podiatric Medicine (D.P.M.) degree is offered through the School of Podiatric Medicine.

The School of Arts and Sciences offers the Master of Arts (M.A.) degree in Communication Media, English, Health Care Ministry, Pastoral Ministry for Hispanics, Theology, and University Studies; the M.S. degree is offered in Clinical Psychology and Telecommunication Management.

The School of Business offers the Master of Business Administration (M.B.A.) degree, the Executive Master of Business Administration (M.B.A.) degree, the Master of Professional Accountancy (M.P.A.) degree, and the Master of Science degree in Management Information Systems.

The School of Education offers the Master of Science (M.S.) degree in: Computer Education, Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling, Human Resources Development and Administration, Mental Health Counseling, Primary Education, Reading, and Rehabilitation Counseling. Also, the Specialist in Education Degree (Ed.S.) is granted in Reading and in Counseling.

The School of Nursing offers the Master of Science in Nursing (M.S.N.) degree in Nursing Administration, Nursing Education, and Primary Care, Nurse Practitioner, and a dual degree option, M.S.N.-M.B.A.

The School of Social Work offers the Master of Social Work (M.S.W.) degree and the Doctor of Philosophy in Social Work (Ph.D.)

## CHANGE OF MAJOR

Since admission requirements vary from school to school, graduate students are asked to initiate a change of major through the Office of Graduate Admissions.

## CLASS LOAD

Full-time — 9 credit hours

Part-time — 1-8 credit hours

## REQUIREMENTS FOR GRADUATION

Students expecting to graduate at the end of any semester must:

- 1) File an "Application for Degree" form with the Office of the Registrar no later than the date specified in the Academic Calendar for the semester in which they expect to graduate.
- 2) Complete all degree requirements specified for the appropriate degree program.

## GRADUATE GRADING SYSTEM

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 points per credit
Failure .....	F	No credit
Credit .....	CR	Credit but no honor points awarded
Progress .....	PR	No credit awarded; it indicates progress but does not mean satisfactory completion; not computed in GPA.
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.

\*To be in good academic standing a cumulative GPA of at least 3.0 is required.

\*\*The grade of "D" is not used in the School of Social Work or Podiatric Medicine.

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

#### **SCHOOL OF PODIATRIC MEDICINE**

The official grading policy of the School of Podiatric Medicine differs from the above and may be found in its entirety under that heading.

# **Academic Health Science Center**

Sister John Karen Frei, O.P., Ph.D.  
Associate Vice President for Academic Health Science Center;  
Dean, Division of Biological and Biomedical Sciences

## **Division of Biological and Biomedical Sciences**

Master of Science in Biology  
Master of Science in Biomedical Sciences

The Academic Health Science Center was established in the Spring of 1985 in order to integrate the undergraduate and graduate life and health science programs into a cohesive academic unit. The academic programs within the Center respond to the demanding needs of society which we interpret are to prepare professionally competent scientists/health practitioners whose values are congruent with the purpose and objectives of the University.

The graduate programs include: the Master of Science in Biology for the science teacher and the Master of Science in Biomedical Science for the student who wishes to pursue biomedical studies.

# Master of Science Biology

Sister John Karen Frei, O.P., Ph.D., Dean

## PROGRAM

This master's program in biology at Barry University has been designed to provide educational opportunities for secondary school teachers of biology. The group targeted by this program include:

- The certified teacher with a B.S. degree in biology. (The program will satisfy Florida State requirements for a Master's degree in field.)
- The teacher being reassigned to teach biology and who has been trained out-of-field.
- Currently certified biology teachers being updated.
- Continuing education needs of teachers.

In order to prepare the teacher being reassigned to biology and who was prepared out-of-field, this person would be asked to demonstrate competency of subject matter in certain core areas (Genetics, Cellular Structure and Function, Anatomy and Physiology) using programmed materials to attain the competency.

## ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited college or university with appropriate undergraduate/graduate credits in biology.
- Undergraduate grade point average 3.0 (B).
- Acceptable score on the Graduate Record Examination.
- Two letters of recommendation in support of graduate work.

All requirements for State Regular Certification which the applicant lacks and which are not achieved in the Master of Science degree must be met before the University recommends the student for Master's level certification. The usual policies on transfer credit (6) and on time limitation (7 years) will apply. Minimal transfer grades of B will be accepted for courses not older than 5 years. The program is designed for the student who wishes to advance his or her education on a part-time basis with courses scheduled in the evenings and/or on Saturdays.

## DEGREE REQUIREMENTS

Completion of thirty graduate credits. No comprehensive will be required.

## CURRICULUM

The instructional objectives of the master's program are:

- Depth and breadth of information across core areas in biology.
- Practical application of this information in the high school setting.
- Relationship of biology and technology attained through the summer internship program.

To facilitate these objectives the program was designed so that in each core course taught the Barry University professor team teaches with a "Master" high school teacher designated by the science supervisor's office in participating counties within Florida. The purpose of this approach is to guarantee that the latest scientific information provided by the Barry University professor will have a practical application in the high school classrooms.

The "Master" high school teacher's role in the course is to supply the appropriate methodology so that the teacher/students understand how to incorporate the latest scientific information provided by the University professor back into their high school classroom on a day-to-day basis.

Additionally, many of the core courses are lecture/laboratory courses in which the emphasis in the laboratory will be practical application of content to the classroom.

## Course Descriptions — Biology Prefix: BIO

### 500 Natural History & Ecology (5)

A lecture-lab course that examines the biogeographical distributions of species through time, including current ecological and evolutionary theories, with field trips to the South Florida coral reefs, coastal mangrove forest, and the Everglades National Park. (\$60.00 fee)

### 507 Basic Research Methodology (2,3)

Introduction to experimental design and statistical analysis. Same as BMS 507 & PDY 507.

### 510 Pathophysiology (3)

A study of the alterations in biological processes that affect homeostasis in the human. Includes the dynamic aspects of disease, mechanisms involved, signs and symptoms. Physical and laboratory findings are emphasized.

### 525 Molecular Biology (5)

Integrated study of procaryotic and eucaryotic cells including structures, ultra structure, functions, and metabolism. (\$60.00 fee)

### 545, 665 Advanced Study (Credit not to exceed 6 s.h.)

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports. Weekly discussion and examinations by arrangement with instructor. Same as BMS 545, 665.

### 550 Reproductive/Developmental Biology (5)

Survey of the various aspects of reproduction and development beginning at the molecular level and continuing through the gross aspects of biological organisms. (\$60.00 fee)

### 558 Infectious Diseases (4)

Major human bacterial, viral, fungal and parasitic diseases, identification, pathogenicity, mode of transmission, treatment, methods of control. 3 hours of lecture, 3 hours of lab weekly. Prerequisite: BMS 530 and/or permission of instructor. Same as BMS 558 & PDY 558.

### 570, 572 Biochemistry (3,3)

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BMS 570, 572 and PDY 570, 572.

**595 Physiology (3)**

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion and fluid electrolyte balance. Prerequisites: BIO 570, 572.

**600 Organismal Physiology (4)**

Interactions of organs and systems at the functional levels. Examples will include plants, invertebrate and vertebrate systems. (\$60.00 fee) Prerequisites: BIO 525, 550

**630 Internship (6)**

Supervised experience relating biology and technology attained in an industrial and/or academic research setting.

**635 Nutrition (2)**

Biochemistry of nutrition, the assessment of nutriture, and the biological effects of excess or deficiency of nutrients. It will examine the identification and quantitation of requirements for calories, macronutrients and certain micronutrients. Same as BMS 635 & PDY 635.

**637 Biostatistics (3)**

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to Biological and Biomedical health issues. Prerequisite: Algebra. Same as BMS 637.

**650 Computers in Biology (3)**

A laboratory oriented course designed to introduce the student to the integration, storage and retrieval of biological information to which the student has already been exposed in previous courses. (\$25.00 fee) Prerequisites: 25 s.h.; Computer Course or equivalent.

**670 Seminar (2)**

A course designed to expose the student to selected topics in biology.

**\*476/576 Teaching of Biology in Secondary School (2)**

Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, method of teaching. Prerequisite: Divisional approval and Candidacy in the School of Education.

\*Those students lacking a methods course may take BIO 476/576 for 2 s.h. These students will graduate with 32 semester hours of graduate credit.

# Master of Science Biomedical Sciences

Sister John Karen Frei, O.P., Ph.D., Dean

## PROGRAM

The Masters program in biomedical sciences at Barry University has been designed to prepare students for rewarding professional careers as creative biomedical scientists. It is anticipated that students completing this program will enter into medical, academic, government, health, or industrial positions in biomedical sciences or closely related areas and be committed to working toward solutions for the many unresolved problems of biomedical science which face mankind.

The Biomedical curriculum is composed of a core of basic science courses many of which also serve as the first year coursework of the basic science component in the DPM degree program at Barry University.

Some of the core courses may serve as post-baccalaureate preparation for students who completed a premedical preparation as an undergraduate and who have demonstrated superior academic achievement in their coursework and who wish to study in the basic sciences on a graduate level for a period of time before attempting full-time medical studies.

Other core courses serve the needs of those currently employed in the health care industry who seek advancement in their chosen professions. These same core courses also serve the need to "cross-train" those scientists with chemistry/physics backgrounds who wish to enter the biomedical field in industry.

## CURRICULUM

The program of study is divided into three tracks. Students in the Track 1 Program (those who wish to pursue medical studies) are required to take BMS 558, Infectious Diseases; BMS 530, Bacteriology; BMS 550, Histology; BMS 653, Bio-Medical Ethics; BMS 547, Neuroanatomy; BMS 570-572, Biochemistry and Lab; BMS 655, Immunology; BMS 590, Gross Anatomy; BMS 595, Physiology.

Students in the Track 2 Program would be required to take BMS 653, Bio-Medical Ethics; BMS 570-572, Biochemistry and Lab; BMS 530, Bacteriology; or BMS 655, Immunology. The remaining hours will be determined

in consultation with an advisor based on the career goals of the student and selected from the other BMS course offerings.

Students in the third track, i.e., the industrial track, would be required to take BMS 507, Basic Research Methodology; BMS 653a, 653b, Biomedical Ethics; BMS 570 and 572, Biochemistry; BMS 575 or 655, Immunology; BMS 637 Biostatistics; BMS 675, Research.

The remaining hours may be selected from: BMS 558, Infectious Diseases; BMS 595 Physiology; BMS 620 Pharmacology; BMS 635 Nutrition; BMS 665, Advanced Study.

### Course Descriptions — Biomedical Sciences Prefix: BMS

#### **507 Basic Research Methodology (2,3)**

Introduction to experimental design and statistical analysis. Same as BIO 507 and PDY 507.

#### **530 Bacteriology (3)**

Physical and chemical structure of bacteria, their growth and metabolism, including modes of action of physical agents, bactericidal substances and chemotherapeutic drugs. 3 hours lecture, 2 hours laboratory weekly. Same as PDY 530.

#### **547 Neuroanatomy (3)**

Presentation of the morphologic and physiologic aspects of the nervous system. Clinical correlations are incorporated to emphasize the important anatomic structures and pathways. Lecture and lab. Prerequisite: PDY 590 and 570. Same as PDY 547.

#### **550 Histology (5)**

Presentation of the normal microscopic structure of the human body. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic processes of the body. Lecture and laboratory. Same as PDY 550.

#### **558 Infectious Diseases (4)**

Major human bacterial, viral, fungal and parasitic diseases, identification, pathogenicity, mode of transmission, treatment, methods of control. 3 hours of lecture, 3 hours of lab weekly. Prerequisite: BMS 530 and/or permission of instructor. Same as BIO 558 and PDY 558.

#### **570, 572 Biochemistry (3,3)**

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BIO 570, 572 and PDY 570, 572.

#### **571 Biochemistry Laboratory (1)**

Isolation and characterization of the major classes of macromolecules. Application of techniques such as centrifugation, gel filtration, electrophoresis and spectroscopy to characterize biological molecules. Two hours per week. Same as PDY 571.

#### **580 Medical Jurisprudence (1)**

Relationship between the biomedical scientist and the legal world is explored. Explanation of the practical and ethical aspects of this relationship as it relates to the medical and non-medical world will be achieved through case studies.

#### **590 Gross Anatomy (6)**

Study designed to expose the student to the macroscopic aspects of human morphology. Complete dissection of a cadaver will be correlated with surface anatomy, radiology and other clinical information provided in part by qualified local clinicians. Lecture and lab. Same as PDY 590.

#### **595 Physiology (3,5)**

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and laboratory. Prerequisites: PDY 550 and PDY 570; Prerequisite or Corequisite: PDY 555 and PDY 572. Same as PDY 595.

#### **600, 601 Pathology (4,2)**

Fundamental principles of disease processes such as tissue injury and repair, inflammation, the immune response, and neoplasia, as well as mechanisms of hemodynamic and metabolic

derangement; illustrated in laboratory by means of clinical material and case studies. Lecture and lab. Prerequisite: BMS 550 for BMS 600 and BMS 600 for BMS 601. Same as PDY 600, 601.

#### **602, 603 Histopathology (4,3)**

A microscopic study of the human body, emphasizing integration of morphology with biochemical and physiologic processes. Basic principles of disease processes and mechanisms of healing. Prerequisite: BMS 570-572.

#### **605 Physical Diagnosis (2)**

Introduction to and development of techniques in the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and the care of the patient in all fields of medicine. Lecture and lab. Same as PDY 605.

#### **620 Pharmacology (3,5)**

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors; their absorption, distribution metabolism and excretion. Drugs are covered on a systems basis. Same as PDY 620. Prerequisites: BMS 570, 572, and 595.

#### **635 Nutrition (2)**

Biochemistry of nutrition, the assessment of nutriture, and the biological effects of excess or deficiency of nutrients. It will examine the identification and quantitation of requirements for calories, macronutrients and certain micronutrients. Same as PDY 635.

#### **637 Biostatistics (3)**

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to health issues. Prerequisite: Algebra.

#### **653a Biomedical Ethics (1-10)**

Interdisciplinary investigation of current ethical issues in health care and the medical, biological and behavioral sciences; organized according to modules which may change each year. Same as PDY 653.

#### **653b Health Care Delivery (1)**

An analysis of the economic, structural and ideological interests that lead to numerous value conflicts within the health care system in the United States: prospective payment system and quality control, for-profit v. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 653a. Same as PDY 653b.

#### **655 Immunology (3)**

Major topics considered in this course are antibody formation, antigen antibody interactions, biological effects of immunologic reactions, immunological specificity of normal and diseased cells and tissues. Same as PDY 655.

#### **545, 665 Advanced Study (Credit not to exceed 6 s.h.)**

Tutorial study with a faculty member in an area in which formal course work is not offered. Assigned reading, reports. Weekly discussion and examinations by arrangement with instructor.

#### **560, 675 Research (Credit not to exceed 6 s.h.)**

Research under the guidance of a faculty advisor.

#### **736 Biostatistics and Public Health (1)**

Introduction to biostatistical methods and theoretical distributions of data. Epidemiological concepts include population dynamics, trends in diseases and disorders, rates, screening, and public health programs. Same as PDY 736.

### ADMISSION PREREQUISITES

- Requirements for admission include a degree from an accredited college or university with a record of satisfactory academic work at the baccalaureate and/or graduate level.
- 8 semester hours of study each in General Biology, General Chemistry, Organic Chemistry, and Physics, and 6 semester hours in English.
- Applicants are expected to submit credible and current scores on the Medical College Admission Test or on the Graduate Record Examination

- Two letters of recommendation or a Health Professions Advisory report are required. A personal interview is strongly recommended.
- Foreign students must submit their scores on the Test of English as a Foreign Language (TOEFL).
- Advanced Placement is at the discretion of the Dean of the Biomedical Sciences Division. Only course work taken in accredited universities or medical colleges listed with the World Health Organization will be considered for advanced standing.
- The usual policies on transfer credit (6 s.h.) and on degree time limitation (7 years) will apply; minimal transfer grades of B will be accepted for courses not older than 5 years.  
Under special circumstances students may be admitted as provisional or non-degree seeking students. A maximum of 6 credits may be taken on a non-degree seeking basis. Full acceptance into the Division of a provisionally accepted student is required before the student can be admitted to candidacy. Once a student has completed 12 credit hours, an admission to candidacy form must be filed.

#### **GRADUATION REQUIREMENTS**

A student must have completed 36 semester hours of coursework with a minimum grade point average of 3.0 (B) with no more than 8 semester hours of C grade. Track I and II students must pass a qualifying examination. Students who have satisfied those requirements must pass a qualifying examination at the completion of course work.

#### **CANDIDACY**

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

#### **TIME LIMITATION**

A student will be allowed no more than a seven-year maximum to complete the program.

## **School of Podiatric Medicine**

Chester A. Evans, D.P.M., F.A.C.F.S., Dean  
John P. Nelson, D.P.M., Assistant Dean

#### **Program**

A Doctor of Podiatric Medicine specializes in the prevention, diagnosis, and treatment through both medical and surgical means, of diseases and disorders affecting the human foot, ankle, and leg. A D.P.M. makes independent judgments, administers treatment, prescribes medications, and when necessary, performs surgery.

The purpose of the Doctor of Podiatric Medicine (D.P.M.) program is to academically prepare students so that when they receive their D.P.M. degree they are certified to the public as capable and trustworthy practitioners of Podiatric Medicine.

#### **M.S. DEGREE OPTION**

Students have the option of obtaining a Master of Science in Biomedical Sciences degree at the conclusion of their basic science study. The graduation requirements include 36 semester hours with a minimum grade point average of 3.0 (B) with no more than 8 semester hours of C grade. Students must pass a qualifying examination. A student will be allowed no more than a seven-year maximum time period to complete the requirements for the M.S. Program.

#### **B.S. DEGREE OPTION**

Students who enter with a minimum of 90 semester hours of undergraduate credit have the option of obtaining a Bachelor of Science in Biology degree at the conclusion of their basic science study. They must satisfy distribution course requirements.

Students who enter the program with a high school degree, and who are academically very well qualified, have the option of entering a 7-year BS/MS/DPM program.

#### **NON-DEGREE OPTION**

For those interested in taking courses for enrichment, a maximum of 16 graduate credits may be taken as a non-degree-seeking student.

## ADMISSION REQUIREMENTS

- Each student's credentials must include:
  - Biology — 8 semester hours
  - General Chemistry or Inorganic — 8 semester hours
  - Organic Chemistry — 8 semester hours
  - Physics — 8 semester hours
  - English — 6 semester hours

All candidates are recommended to take courses in Genetics, Physiology and Biochemistry to strengthen their pre-medical background.

- A minimum of 90 semester hours of undergraduate study at an accredited undergraduate institution is required for admission. The most satisfactory preparation for admission is the successful completion of a baccalaureate degree from an accredited college of arts and sciences in the United States.
- Students must submit credible and current scores on the Medical College Admission Test prior to matriculation.
- Three letters of recommendation or a Health Professions Advisory Report are required.
- A personal interview is required and arranged only by invitation of the Admissions Committee.
- Foreign students must submit their scores on the Test of English as a Foreign Language (TOEFL).
- Transfer or advanced standing is considered on an individual basis and at the discretion of the Dean.

In addition to the education requirements, all students must display the mental, psychological and moral character that will enable them to successfully complete the educational program, and will prepare them for the professional responsibilities and privileges of a licensed Doctor of Podiatric Medicine. Applicants are encouraged to visit the office of a practicing podiatrist to discuss and observe the practice of modern podiatric medical care.

## APPLICATION PROCEDURE

The Barry University School of Podiatric Medicine and the other colleges of podiatric medicine are participants in the American Association of Colleges of Podiatric Medicine Application Service (AACPMAS).

This service allows a student to complete a single set of AACPMAS forms for any of the colleges of podiatric medicine. The service collects and collates data, computes grade point averages, and transmits copies of the application to the college/school selected on the application. Applications are secured by writing to:

American Association of Colleges of Podiatric Medicine  
6110 Executive Boulevard  
Suite 204 Rockville, Maryland 20852

Phone: (301) 984-9350 or toll free 1-800-922-9266  
(outside Maryland)

All inquiries or communications concerning admissions should be addressed to the Office of Admissions, Barry University, 11300 N.E. Second Avenue, Miami Shores, Florida 33161. Phone: (305) 899-3130 or toll free inside Florida 1-800-551-0586, outside Florida 1-800-621-3388.

## ADMINISTRATIVE POLICIES AND PROCEDURES

Students are responsible for compliance with the policies of the Barry University School of Podiatric Medicine (BUSPM). Since these policies are under constant scrutiny, the BUSPM reserves the right to change any provisions or requirements in this document at any time within the students' term of enrollment.

### Registration

All students must complete the appropriate registration forms at the beginning of each semester. Students must consult with their advisor and obtain his/her signature (i.e. approval) on the form **BEFORE** it is turned into the Registrar/Business Office.

Students who fail to complete registration requirements within 21 working days of the first day of class, including appropriate financial arrangements with the Business Office, will **NOT** be permitted to attend classes, laboratories or clinical rotations/programs, take examinations or participate in any other activities of the School. The BUSPM will notify scholarship programs, banks providing government-subsidized loans, etc., when students cease to be appropriately registered.

### Drop-Add And Course Withdrawal

A period of schedule adjustment (i.e. drop-add) is provided to students at the beginning of each semester. During this time, students may change their schedules with the **written approval of their advisor**. Students should realize that the Podiatry curriculum is intense, structured, and allows that only minor modifications may be made.

The published withdrawal deadline occurs approximately halfway into each semester. Students may withdraw from a course until this time without penalty. The student's transcript will show a "W" beside the course from which he/she has withdrawn. Consultation with the student's advisor and his/her signature is required for withdrawal. The future ramifications of withdrawal from a course are such that they may severely limit the number of courses a student may take in future semesters; many courses require "prerequisites." A student who withdraws from a class **AFTER** the graduate withdrawal deadline receives an F grade. Advisor's approval and signature are required in **any** case.

### Transcripts

Transcript request forms must be completed and signed by the student before official transcripts may be issued. These forms are available in the Registrar's Office. Copies of student transcripts are never released without written



authorization from the student or, in the case of a governmental investigative agency, without a court order or subpoena. Students will be informed by the Registrar's Office should this occur. At the request of the Business Office, official transcripts will not be released to students (or other institutions) who have outstanding balances (i.e. a "hold" will be placed on transcripts/grades).

### Incomplete ("I") Grades

A grade of Incomplete ("I") indicates a failure to complete required work within the semester and implies the instructor's consent that the student may make up the work which is deficient. Before an I grade is issued, the I grade form should be completed and forwarded to the Dean. When the work is completed to the satisfaction of the instructor, the "I" grade will be changed to a letter grade. The instructor will forward the appropriate form for the grade change to the Dean for signature and then to the Registrar. Students, under special extenuating circumstances, (e.g. illness, leave of absence, etc.) may be granted an "Incomplete" in a course. A grade not reported as completed within the time required by the school becomes an F.

### Reporting and Recording of Grades

Semester grade reports are mailed by the Registrar to the address given by the student at the time of registration. A "hold" will be placed on the grades/transcripts of a student who has an outstanding balance owed to the University, as indicated by the Business Office. No grades/transcripts will be released by the BUSPM until such balances have been paid. Change of address notification is the responsibility of the student. Appropriate change of address forms are available from the Registrar's Office. The Registrar's Office does not record percentage scores for any course or test; it does, however, permanently record the letter grade earned by the student in every course he/she takes while in the BUSPM. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

## ACADEMIC POLICIES AND PROCEDURES

### Attendance

Attendance is **required** (i.e. mandatory) in **all** courses taken in the BUSPM, including lectures, laboratory sessions, clinical rotations and demonstrations. An instructor may, at his/her discretion include attendance (or the lack of it) as part of the grade a student receives while enrolled in a course. Students are responsible for all material and assignments covered in that particular course and all examinations including unannounced quizzes. Attendance at scheduled examinations is mandatory.

Attendance is mandatory for stated clinic hours when applicable. No student will be permitted to leave the clinic/hospital or arrive late. Attendance at **all** clinical rotations is mandatory and all absences **must** be made up (see Clinical Rotations). Requests for absences from a clinical rotation must be

presented at least two weeks prior to the requested dates of the absence and it is the responsibility of the **student** to find someone willing to "cover" for him/her during the absence. Last minute requests will not be routinely honored. Students may be required to repeat an entire rotation if excessive absences occur.

### Dishonesty Policy

Cheating or plagiarism will not be tolerated within the School of Podiatric Medicine. A student who is caught either giving or receiving information or assistance during a testing session or examination will **automatically** receive the "F" grade and 0% on either the quiz or examination. The same consequence will apply on any proven case of plagiarism. Further, that individual(s) will be referred to the Dean for appropriate disciplinary action. Any student who is referred to the Dean for violation of this policy on two occasions will be dismissed from the University.

### Professional Conduct Code (See Student Handbook)

### Transfer Policy

Candidates for advanced standing may transfer to the BUSPM from another School of Podiatry, after the first or second year. Students who were previously accepted into BUSPM need **not** reapply. All candidates must be in good academic standing at the previously attended College of Podiatric Medicine with a GPA of at least 3.00 (80%) with no failing grades except when the **entire** course has been successfully repeated. An application, current transcripts, (i.e., undergraduate, graduate, and MCAT scores) and a letter from the Academic Dean and/or Dean of Student Affairs should be included. Based on the candidate's qualifications, the Admissions Committee may require additional credentials.

Transfer of students from health Professional schools **other** than Colleges of Podiatric Medicine will be handled on an individual basis. A current official transcript, along with appropriate letters of recommendation, must be provided. In order to achieve advanced standing, students must have earned "B" or better in the transferred course. Students with "C" grades may transfer credit upon successful completion of a challenge exam. Junior and senior years (Clinical Experience) must be completed at BUSPM.

### Financial Aid

Loans, scholarships and other financial aid information is available through the Office of Financial Aid. It is the student's responsibility to seek out that information.

### Academic Advising

Every student matriculating at BUSPM is assigned an academic advisor by the Dean. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Dean at the request

of the student or faculty member. In the advising process at BUSPM students have certain responsibilities. They are:

1. To be aware of the educational objectives of the institution and observe them.
2. To comprehend the institution's criteria for evaluating student progress in all academic programs.
3. To fulfill the institution's standards for academic success and continuance in programs for graduation. The institution is under no obligation to grant a degree or keep the student enrolled in the program if he/she fails to maintain satisfactory academic progress.
4. To understand and complete all degree requirements for graduation that were published at the time the student matriculated.
5. To make his/her own academic decisions **after** consultation with the advisor. The advisor's role is to advise the student; the final decision must be made by the student.

### Dress Code

Professional attire and appearance are **required** in **both** the basic science courses and clinical rotations. Such attire consists of tailored slacks, shirt and tie for men and tailored slacks/skirt (knee length) for women. This includes appropriate shoe gear, as well. White lab coats must be worn by both men and women. Adherence to and compliance with the dress code will be monitored by the faculty and will comprise a portion of the instructor's evaluation of the student. Students **NOT** appropriately attired may be asked to leave the classroom, laboratory or clinical rotation. Repeated violations of the dress code will be noted in the student's permanent file. In certain courses (e.g. Gross Anatomy, Lower Extremity Anatomy) dress code requirements may be waived at the instructor's discretion. Students should consult their instructor if any questions arise pertaining to appropriateness of attire.

### GRADING SCALE AND EXAMINATION POLICY

The official grading policy (exclusive of clinical rotations) of Barry University School of Podiatric Medicine is as follows:

A .....	90% - 100%
B .....	80% - 89%
C .....	70% - 79%
F .....	69% and below

Clinical rotations for these students will be graded according to the following scale:

A .....	3.5 and above
B .....	2.5 to 3.4
C .....	1.0 to 2.4
F .....	0.99 and below

Satisfactory completion of **ALL** courses, rotations, exit examinations, and clinical requirements (see Clinical Rotations) are necessary for the student to graduate.

The type, content, and frequency of examinations will be determined prior to the beginning of each course by the faculty member directing the course. This information will be presented in writing to the students at the beginning of the course. In keeping with the policy of academic freedom, each faculty member reserves the right to determine the percentage of the final grade that is comprised of attendance, dress, attitude, professional behavior, examinations, quizzes, laboratory assignments, etc.

A test may be administered outside the scheduled examination period only when extenuating circumstances warrant it. The student must make **every possible** effort to notify the instructor **prior** to an examination for permission to reschedule the test. Failure to follow this policy will result in a F grade being assigned to the examination.

BUSPM does **NOT** provide any re-evaluation mechanisms for failures on either an examination **OR** an entire course. Failed courses must be repeated in their entirety. Failure of any course that is repeated will lead to automatic suspension from the University.

### Academic Good Standing

For a podiatry student to be considered to be in good standing academically, he/she must maintain both a semester average **and** a cumulative GPA of 2.00 with no unresolved "F" grades, and have no outstanding financial obligations to the BUSPM.

### Graduation Requirements

All candidates for the degree of Doctor of Podiatric Medicine shall have:

- 1) Satisfactorily completed **ALL** basic science courses, clinical rotations/requirements, and externships/clerkship program requirements. Any grade deficiencies must have been removed.
- 2) Maintained acceptable professional standards (see Professional Conduct Code).
- 3) Fulfilled all responsibilities and financial obligations to the BUSPM.
- 4) Taken Part I and Part II of the examination of the National Board of Podiatric Medical Examiners.
- 5) During the fourth year each student must be an active participant in and/or present at a minimum of one Grand Round. **ALL** third year and (on-campus) fourth year students must attend all Grand Round presentations.
- 6) Been recommended by the faculty to the Board of Trustees for graduation.

Recommendation for the D.P.M. degree is a discretionary right residing with the faculty/administration, but shall not be withheld arbitrarily. There is no contract, stated or implied, between the BUSPM and the students, guaranteeing that a degree will be conferred at any stated time, or at all.

## Academic Probation - Suspension

Podiatry students with a semester **OR** cumulative grade point average below 2.00 (calculated utilizing a 0.0 to 4.0 scale) will be placed on academic probation. Students not in good standing will be periodically reviewed by the faculty student evaluation committee to determine eligibility to remain in the program. The Dean of the BUSPM may require a student on probation to register for a limited course load.

Probation will be lifted the following semester:

1. IF the student achieves a cumulative GPA of 2.00 or more

**OR**

2. IF the student has no grade below a C in subsequent courses taken.

If the above conditions are not met, the student will remain on probation.

A podiatry student will be **suspended** who does not achieve a minimal GPA of at least 1.0 in any one semester or a minimal GPA of 2.0 for two consecutive semesters.

A student on probation or with a cumulative GPA below 2.00 may not proceed into the clinical rotations of the third year.

Any podiatry student who fails one or more courses in a semester is eligible to repeat the course(s) the next semester that the course(s) is(are) offered. Failure of any course that is repeated will lead to automatic suspension from the University.

A student who has been suspended for academic reasons generally may not petition the Registrar for readmission until one year has lapsed. The Registrar's Office must have the approval of the Dean of the BUSPM to readmit a student following suspension.

Any podiatry student who withdraws from one or more courses in a semester is eligible to register for the withdrawn course(s) in the next semester it (they) is (are) offered. They may not register for any advanced course which explicitly requires the withdrawn course as a **pre-requisite**.

All first and second year course work must be successfully completed before entering the third year clinicals.

## ACADEMIC GRIEVANCE AND APPEALS PROCEDURE

Students have the right to appeal any grade which they feel was unfairly arrived at with the appropriate faculty members. If informal discussions with the faculty members who issued the grade do not resolve the grievance/appeal, then the student should present his or her grievance in writing to the Dean of BUSPM. The procedure for the final appeal is outlined in the Barry University Catalog and should be followed by the student.

## ACADEMIC CURRICULUM

The curriculum at BUSPM leading to the D.P.M. degree normally takes four years to complete. The first two years involve didactic classroom courses (many with laboratories) in the basic sciences (see below). The third and

fourth years involve primarily, but not exclusively, clinical rotations through several local hospitals and the Barry Foot Care Centers (see clinical rotations). Students must complete all requirements for the D.P.M. degree with seven (7) years of initial matriculation into the School of Podiatric Medicine. In general, 177 semester hours are required for graduation.

## BARRY UNIVERSITY SCHOOL OF PODIATRIC MEDICINE FOUR YEAR CURRICULUM

### FIRST YEAR

FALL		SPRING	
*PDY 507 Basic Research Meth.	2 s.h.	PDY 558 Infectious Disease	4 s.h.
PDY 525 Intro. to Podiatry	1 s.h.	PDY 547 Neuroanatomy	3 s.h.
PDY 530 Bacteriology	3 s.h.	PDY 557 Lower Ext. Anat.	3 s.h.
PDY 550 Histology	5 s.h.	PDY 572 Biochemistry	3 s.h.
PDY 570 Biochemistry	3 s.h.	PDY 595 Physiology	5 s.h.
PDY 590 Gross Anatomy	6 s.h.	*PDY 571 Biochemistry Lab	1 s.h.

\*Elective (May be taken during any first year semester.)

### SECOND YEAR

SUMMER	
PDY 606 Functional Orthopedic I	2 s.h.
PDY 610 Clinical Neurology	2 s.h.
PDY 625 Lower Extremity Anatomy	3 s.h.
PDY 653a Bioethics	1 s.h.
PDY 653b Bioethics	1 s.h.
PDY 655 Immunology	3 s.h.
*PDY 665 Independent Study	1-3 s.h.
*PDY 675 Research	1-12 s.h.

FALL		SPRING	
PDY 600 Pathology	4 s.h.	PDY 602 Pathology	2 s.h.
PDY 605 Physical Diagnosis	2 s.h.	PDY 621 Clinical Pharm.	2 s.h.
PDY 620 Pharmacology	3 s.h.	PDY 629 Functional Orthopedics III	2 s.h.
PDY 627 Functional Orthopedics II	2 s.h.	PDY 634 Podiatric Medicine II	3 s.h.
PDY 632 Podiatric Med. I	2 s.h.	PDY 640 Surgical Principles	2 s.h.
PDY 635 Nutrition	2 s.h.	PDY 642 General Skeletal Radiology	2 s.h.
PDY 648 Introduction to Roentgenology	2 s.h.	PDY 644 Dermatology	2 s.h.
		PDY 650 Internal Medicine	2 s.h.
		*PDY 665 Independent Study	1-3 s.h.
		*PDY 675 Research	1-12 s.h.
		*Elective (May be taken during any second year semester.)	

### THIRD YEAR

#### SUMMER

PDY 700 Physical Medicine	1 s.h.
PDY 703 Anesthesiology	1 s.h.
PDY 705 Emergency & Traumatology I	2 s.h.
PDY 708 O.R. Protocol	1 s.h.
PDY 711 Podiatric Radiology	2 s.h.
PDY 718 Rotating Clinical Externships	7 s.h.

#### FALL

PDY 706 Emergency & Traumatology II	2 s.h.
PDY 713 Podiatric Surgery I	4 s.h.
PDY 715 Podiatric Medicine III	2 s.h.
PDY 717 Biomechanics of Foot Function	2 s.h.
PDY 719 Rotating Clinical Externships	7 s.h.

#### SPRING

PDY 707 Emergency & Traumatology III	2 s.h.
PDY 714 Podiatric Surgery II	4 s.h.
PDY 716 Podiatric Medicine IV	2 s.h.
*PDY 722 Cadaver Surgery	2 s.h.
PDY 736 Biostatistics and Public Health	1 s.h.
PDY 738 Podopediatrics	3 s.h.
PDY 720 Rotating Clinical Externships	7 s.h.
*PDY 765 Independent Study	1-3 s.h.
*PDY 775 Research	1-12 s.h.
*Elective (may be taken during any third year semester.)	

### FOURTH YEAR

#### SUMMER

PDY 820 Hospital Rotation I	4 s.h.
PDY 832 Externship I	4 s.h.
PDY 833 Externship II	4 s.h.

#### FALL

PDY 821 Hospital Rotation II	4 s.h.
PDY 822 Hospital Rotation III	4 s.h.
PDY 834 Externship III	4 s.h.

#### SPRING

PDY 802 Podiatric Medicine Seminar	1 s.h.
PDY 806 Library Research Paper	1 s.h.
PDY 813 Risk Management	1 s.h.
PDY 815 Orthopedic Seminar	1 s.h.
PDY 823 Surgical Seminar	1 s.h.
PDY 825 Practice Management	1 s.h.
PDY 826 Sports Med.	2 s.h.
PDY 829 Clinical and Geriatric Ethics	2 s.h.
PDY 831 Community and Minority Med.	1 s.h.
PDY 809 Rotating Clinical Externships	7 s.h.
*PDY 865 Independent Study	1-3 s.h.
*PDY 875 Research	1-12 s.h.
*PDY 819 Communication Skills	1 s.h.

\*Elective (may be taken during any fourth year block)

### BUSPM FIVE YEAR CURRICULUM

Certain students, at the discretion of the BUSPM Admissions Committee may be required and/or may personally choose to matriculate directly into the 5 year program. In addition, four year students (due to withdrawals or failure(s) in their first or second years or other extenuating circumstances) may choose **OR** be required by the Dean to take a reduced number of courses during their first and second years.

Please realize that the particular five year curriculum listed below is **illustrative**; intended to serve as a typical example. Each student enrolled in the 5 year program will, with the advice and approval of his/her advisor, develop a custom-tailored program designed to meet that particular individual's needs and abilities.

Students enrolled in this "Five Year Program" (either by choice or necessity) will ultimately pay the same amount of tuition as four year students, although additional tuition payments for repeated or withdrawn courses will be required. In **BOTH** cases (i.e. four **and** five year programs) every effort will be made so that students will be enrolled in sufficient courses to be considered full-time students for financial aid purposes (i.e. student loans).

#### BARRY UNIVERSITY SCHOOL OF PODIATRIC MEDICINE SAMPLE FIVE YEAR CURRICULUM

### FIRST YEAR

#### FALL

PDY 570 Biochemistry	3 s.h.
PDY 590 Gross Anatomy	6 s.h.

#### SPRING

PDY 547 Neuroanatomy	3 s.h.
PDY 572 Biochemistry	3 s.h.
PDY 557 Lower Ext. Anat.	3 s.h.

#### SUMMER

PDY 610 Clinical Neurology	2 s.h.
PDY 625 Lower Extremity Anatomy	3 s.h.
PDY 653a Bioethics	1 s.h.
PDY 653b Bioethics	1 s.h.

### SECOND YEAR

#### FALL

PDY 525 Intro. to Podiatry	1 s.h.
PDY 530 Bacteriology	3 s.h.
PDY 550 Histology	5 s.h.

#### SPRING

PDY 558 Infectious Disease	4 s.h.
PDY 595 Physiology	5 s.h.

### THIRD YEAR

#### SUMMER

PDY 606 Functional Orthopedics I	2 s.h.
PDY 655 Immunology	3 s.h.

FALL		SPRING	
PDY 600 Pathology	4 s.h.	PDY 602 Pathology	2 s.h.
PDY 605 Physical Diagnosis	2 s.h.	PDY 621 Clinical Pharm.	2 s.h.
PDY 620 Pharmacology	3 s.h.	PDY 629 Functional	
PDY 627 Functional		Orthopedics III	2 s.h.
Orthopedics II	2 s.h.	PDY 634 Podiatric Medicine II	3 s.h.
PDY 635 Nutrition	2 s.h.	PDY 640 Surgical Principles	2 s.h.
PDY 632 Pod. Med. I	2 s.h.	PDY 642 General Skeletal	
PDY 648 Introduction to		Radiology	2 s.h.
Roentgenology	2 s.h.	PDY 644 Dermatology	2 s.h.
		PDY 650 Internal Medicine	2 s.h.

#### FOURTH YEAR

##### SUMMER

PDY 700 Physical Medicine	1 s.h.
PDY 703 Anesthesiology	1 s.h.
PDY 705 Emergency & Traumatology I	2 s.h.
PDY 708 O.R. Protocol	1 s.h.
PDY 711 Podiatric Radiology	2 s.h.
PDY 718 Rotating Clinical Externships	7 s.h.

##### FALL

PDY 706 Emergency & Traumatology II	2 s.h.
PDY 713 Podiatric Surgery I	4 s.h.
PDY 715 Podiatric Med. III	2 s.h.
PDY 717 Biomechanics of Foot Function	2 s.h.
PDY 719 Rotating Clinical Externships	7 s.h.

##### SPRING

PDY 707 Emergency & Traumatology III	2 s.h.
PDY 714 Podiatric Surgery II	4 s.h.
PDY 716 Podiatric Medicine IV	2 s.h.
*PDY 722 Cadaver Surgery	2 s.h.
PDY 736 Biostatistics/ Public Health	1 s.h.
PDY 738 Podopediatrics	3 s.h.
PDY 720 Rotating Clinical Externships	7 s.h.

#### FIFTH YEAR

##### SUMMER

PDY 820 Hospital Rotation I	4 s.h.
PDY 832 Externship I	4 s.h.
PDY 833 Externship II	4 s.h.

##### FALL

PDY 821 Hospital Rotation II	4 s.h.
PDY 822 Hospital Rotation III	4 s.h.
PDY 834 Externship III	4 s.h.

##### SPRING

PDY 802 Podiatric Medicine Seminar	1 s.h.
PDY 806 Library Research Paper	1 s.h.
PDY 813 Risk Management	1 s.h.
PDY 815 Orthopedic Seminar	1 s.h.
PDY 823 Surgical Seminar	1 s.h.
PDY 825 Practice Management	1 s.h.
PDY 826 Sports Medicine	1 s.h.
PDY 829 Clinical and Geriatric Ethics	2 s.h.
PDY 831 Community and Minority Medicine	1 s.h.
PDY 809 Rotating Clinical Externships	7 s.h.
*PDY 865 Independent Study	1-3 s.h.
*PDY 875 Research	1-12 s.h.
*PDY 819 Communication Skills	1 s.h.

\*Elective (may be taken during any fifth year block)

#### CLINICAL ROTATIONS

Participation in the Clinical Rotations is contingent upon successful completion of all the coursework of the first and second years.

Treating patients in the Clinical as well as Hospital-based setting is a privilege. Attendance is mandatory. Unexcused absences from a clinical rotation must be made up during vacation time. Four or more unexcused absences will result in failure of the clinical rotation. Students may NOT change, alter, or rearrange their clinical rotation schedule without prior approval of the Assistant Dean of Clinics.

The Dress Code is absolute; cleaned and pressed white jackets and tailored slacks, shirt and tie for men, white jackets and tailored slacks or skirts (knee length) and collared blouse for women. Appropriate shoe gear is required.

Any student who is removed from a clinical or hospital rotation due to improper dress code, behavior, or other violation of the Student Clinical Manual may be placed on probation. If there is reoccurrence of the violation, action may be taken by the Dean resulting in failure of the rotation and/or possible suspension from the School of Podiatric Medicine.

Professional attitude, motivation, maturity, poise, capacity to accept and respond to criticism and peers are judged. Additionally, manual dexterity, diagnostic acumen, completeness and accuracy of charting and documentation will be graded.

The externs at the completion of their rotation should be familiar with:

- Eliciting an appropriate podiatric history.
- Performing an appropriate podiatric physical examination.
- Identifying, comprehending and applying therapeutic regimes for those disorders/diseases that are intrinsic to the foot.
- Comprehending and applying perioperative podiatric care.
- Comprehending and applying basic surgical techniques.

- f. Comprehending the complications in foot surgery and applying therapeutic principles in their prevention and management.
- g. Comprehending the problems of aging and applying the appropriate therapeutic regime.
- h. Comprehending the levels of podiatric problems (primary, secondary and tertiary) and offering the appropriate therapeutic regime.
- i. Recognizing the team concept of care and comprehending the podiatrist's role in the total health care of the patient.

At the end of the rotation each extern will be evaluated by the mechanisms as established by the BUSPM. Failure to successfully complete third year clinical rotations and exit examinations will prevent advancement into the Fourth Year. Additionally, failure of any didactic classroom coursework of the third year may preclude passage into the senior year. Failed courses, as well as failed rotations must be repeated in their entirety. Successful completion of the fourth year Senior clinical exit examination is required for graduation.

**No make-up exams will be given in cases of Failure.**

### Course Descriptions — Podiatry Prefix: PDY

#### 507 Basic Research Methodology (2,3)

Introduction to experimental design and statistical analysis. Same as BMS 507.

#### 525 Introduction to Podiatry (1)

Introduction to the entire field of Podiatry with emphasis on history, didactics, and clinical features as it relates to Basic Operative Podiatry.

#### 530 Bacteriology (3)

Physical and chemical structure of bacteria, their growth and metabolism, including modes of action of physical agents, bactericidal substances and chemotherapeutic drugs. 3 hours lecture, 2 hours laboratory weekly. Same as BMS 530.

#### 547 Neuroanatomy (3)

Presentation of the morphologic and physiologic aspects of the nervous system. Clinical correlations are incorporated to emphasize the important anatomic structures and pathways. Lecture and lab. Prerequisite: PDY 590 and 570. Same as BMS 547.

#### 550 Histology (5)

Presentation of the normal microscopic structure of the human body. Emphasis will be placed on the integration of the morphology with the biochemical and physiologic process of the body. Lecture and Laboratory. Same as BMS 550.

#### 557, 625 Lower Extremity Anatomy (3) (3)

Provides a thorough knowledge of the relations and functions of the anatomical structures of the lower limb, using standard anatomical terminology. Information of clinical interest included where relevant. Prerequisite: PDY 590 or permission of course director.

#### 558 Infectious Diseases (5)

Major human bacterial, viral, fungal and parasitic diseases, identification, pathogenicity, mode of transmission, treatment, methods of control. 3 hours of lecture, 3 hours of lab weekly. Prerequisite: Bacteriology 530 and/or permission of instructor. Same as BMS 558.

#### 565, 665, 765 Independent Study (1-3)

Opportunity for extensive study in areas of special interest to the student. Prerequisite: permission of the Dean.

#### 570, 572 Biochemistry (3,3)

Introduction to the fundamental aspects of biochemistry. It emphasizes the relationship between structure and function of the major classes of macromolecules in living systems. Metabolic interrelationships and control mechanisms are discussed as well as the biochemical basis of human disease. Same as BMS 570, 572.

#### 571 Biochemistry Laboratory (1)

Isolation and characterization of the major classes of macromolecules. Application of techniques such as centrifugation, gel filtration, electrophoresis and spectroscopy to characterize biological molecules. Two hours per week.

#### 590 Gross Anatomy (6)

Study designed to expose the student to the macroscopic aspects of human morphology. Complete dissection of a cadaver will be correlated with surface anatomy, radiology and other clinical information. Lecture and lab. Same as BMS 590.

#### 595 Physiology (5)

Comprehensive study of systems physiology including musculoskeletal system, neuronal, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and lab. Prerequisites: PDY 550 and PDY 570. Prerequisite or Corequisite: PDY 555 and 572. Same as BMS 595.

#### 600, 601 Pathology (4,2)

Fundamental principles of disease processes such as tissue injury and repair, inflammation, the immune response, and neoplasia, as well as mechanisms of hemodynamic and metabolic derangement; illustrated in laboratory by means of clinical material and case studies. Lecture and lab. Prerequisite: PDY 550 for PDY 600; and PDY 600 for PDY 601. Same as BMS 600, 601.

#### 605 Physical Diagnosis (2)

Introduction to and development of techniques in the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and the care of the patient in all fields of medicine. Lecture and lab. Same as BMS 605.

#### 606 Functional Orthopedics I (2)

Introduction to the study of the functional anatomy of the lower extremities. Physical and mechanical principles as applied to the development and functions of the lower extremities studied in depth. Covers joint reactive forces, functional adaptation of bone, and detailed functional anatomy of the hip and thigh.

#### 610 Clinical Neurology (2)

Emphasis on clinical presentation of disorders commonly involving the nervous system with particular emphasis on neuromuscular disorders and peripheral neuropathies. Problems of the nervous system such as muscular dystrophies, tumors, strokes, trauma and seizures are described. Prerequisite 555.

#### 620, 621 Pharmacology - Clinical Pharmacology (3) (2)

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors; their absorption, distribution, metabolism and excretion. Drugs are covered on a systems basis. Same as BMS 620. Prerequisites: PDY 570, 572 and 595.

#### 627 Functional Orthopedics II (2)

In depth study of functional anatomy and ontogenesis of the leg and foot. Concepts of lower extremity normalcy and compensation for constructural defects. Prerequisite: PDY 606.

#### 629 Functional Orthopedics III (2)

Pathomechanics of hypermobility as well as its clinical and x-ray signs. Correlation of X-Ray findings to structure and function. In depth study of developmental and congenital problems on the foot, their recognition, classification and treatment. Extrinsic influences on foot function. Comprehensive analysis of normal gait. Biochemical examination and functional casting for orthotics. Prerequisites: PDY 606, 627.

#### 632, 634 Podiatric Medicine I, II (2) (3)

Develops a foundation for a more indepth specialized sub-division of podiatry such as Podiatric Medicine, Podiatric Surgery and Podiatric Orthopedics.

#### 635 Nutrition (2)

Biochemistry of nutrition, the assessment of nutriture, and the biological effects of excess or deficiency of nutrients. It will examine the identification and quantitation of requirements for calories, macronutrients and certain micronutrients. Same as BMS 635.

#### 640 Surgical Principles (2)

Introduction to pathophysiology related to surgery. Discussion of basic principles associated with surgery and surgical diagnosis.

**642 General Skeletal Radiology (2)**

Radiological approach to the evaluation of osseous and articular changes as it relates to systemic and local pathology. Description of the radiological changes and the underlying pathophysiology.

**644 Dermatology (2)**

Introduction to general dermatoses especially those affecting feet and lower extremities.

**648 Introduction to Roentgenology (2)**

Description of physics and production of the radiographic image; Radiation Safety; rationale for use of x-ray as adjunct to other diagnostic podiatric aids.

**650 Internal Medicine (1)**

Presentation of basic principles of medicine.

**653 Bio-Medical Ethics (1-10)**

Interdisciplinary investigation of current ethical issues in health care and the medical, biological, and behavioral sciences; organized according to modules which may change each year. Same as BMS 653.

**653a Ethical Foundations (1) (Prerequisite to all other modules)**

Philosophical ethics; professional codes of ethics; professional responsibilities. Same as BMS 653a.

**653b Health Care Delivery (1)**

An analysis of the economic, structural and ideological interests that lead to numerous value conflicts within the health care system in the United States: prospective payment system and quality control, for-profit v. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Same as BMS 653b.

**655 Immunology (3)**

Major topics considered in this course are antibody formation, antigen antibody interactions, biological effects of immunologic reactions, immunological specificity of normal and diseased cells and tissues. Same as BMS 575.

**675, 775 Research (credit not to exceed 12 s.h.)**

Research under guidance of faculty advisor.

**700 Physical Medicine (1)**

The various modalities of Physical Medicine will be presented with special emphasis on lower extremity palliative and therapeutic care.

**703 Anesthesiology (1)**

The types, techniques, methods and complications of regional, local, and general anesthesia will be explored. The student will be introduced to related patient problems in the perioperative period as well as pre-operative considerations for surgery. Prerequisite: PDY 620.

**705 Emergency & Traumatology I (2)**

Basic and Advanced Cardiac Life Support mechanisms as defined by the American Heart Association will be presented. Additionally, non-cardiac emergencies and routine trauma will be discussed. Prerequisite: PDY 615, 618.

**706 Emergency & Traumatology II (2)**

Lower extremity traumatology will be discussed. Basic principles of wound healing, prevention and management of infection, specific applications for forefoot trauma are stressed. Prerequisite: PDY 705.

**707 Emergency & Traumatology III (2)**

Management of rear foot trauma, fracture complications, closed and open reduction are described. Prerequisite: PDY 706.

**708 O.R. Protocol (1)**

An introduction to the basic principles of operating room technique. Surgical instrumentation, methods of sterilization, principles of sterile technique, and charting and documentation will be emphasized.

**711 Podiatric Radiology (2)**

Class instruction in diagnostic findings in the foot. Pathophysiology will be discussed to support the radiographic changes seen in the foot as it relates to certain disease entities. Prerequisite: PDY 648.

**713 Podiatric Surgery I (4)**

Fundamental concepts of forefoot and soft tissue surgery of the foot and ankle are presented. Prerequisite: PDY 640.

**714 Podiatric Surgery II (4)**

Fundamental concepts of rearfoot and reconstructive surgery of the foot and ankle are presented. Pre-requisite: PDY 713.

**715, 716 Podiatric Medicine III, IV (2) (2)**

Disorders, both systemic and localized, are presented according to the body system involved; i.e., musculoskeletal, dermatologic, vascular and neurologic. Pedal clues toward the recognition of systemic disease are emphasized. Prerequisite: PDY 634.

**717 Biomechanics of Foot Function (2)**

Advanced studies in foot function with emphasis on biomechanical comprehension and orthotic correction of foot/lower extremity deformity. Prerequisite: PDY 629.

**718, 719, 720 Rotating Clinical Externships (7)**

Students will rotate through the Barry Foot Care Center and affiliated institutions. Signs and symptoms of disease entities affecting the foot and lower extremity, hands-on palliative care and patient management as well as competency-based exposure to the operating room and podiatric surgery are stressed. Students will be evaluated in terms of knowledge, attitude and motivation as well as clinical skills. Prerequisites: Successful completion of all courses of the first and second years.

**722 Cadaver Surgery (2)**

Surgical techniques including proper placement of skin incisions, simple suturing, tenotomies, tendon slides, nail matrix resections, dissection and reapproximation in layers are skills which must be mastered. Knowledge of instruments, suture materials, needles, and surgical anatomy is paramount. Prerequisite: PDY 713, Elective.

**736 Biostatistics and Public Health (1)**

Introduction to biostatistical methods and theoretical distributions of data. Epidemiological concepts include population dynamics, trends in diseases and disorders, rates, screening, and public health programs. Same as BMS 636.

**738 Podopediatrics (3)**

General survey of growth and development of children with emphasis on the lower extremities: concentrating upon history and physical examination, diagnosis, treatment, and prognosis of Podiatric disorders. Prerequisites: PDY 606, 627, 629.

**802 Podiatric Medical Seminar (1)**

By utilizing clinical case presentations, students will review and apply principles of Podiatric Medicine presented during the first three years of training.

**806 Library Research Paper (1)**

This paper is required for Senior students and serves to develop skills in literature review and presentation.

**809 Clinical Externships (7)**

In addition to participation in scheduled clinical rotations, students on a rotating basis will be responsible for monthly Case Presentation Correlations during Grand Rounds.

**813 Risk Management (1)**

This course addresses both the medical and legal aspects of Podiatric Medicine. Appropriate charting, record keeping, documentation of patient progress, and complications are discussed. Patient/physician relationships are reinforced with malpractice principles, ethics, and medical jurisprudence.

**815 Orthopedic Seminar (1)**

Via clinical presentations, students will review and apply principles of Orthopedics and Biomechanics presented during the first three years of training.

**819 Communication Skills (1)**

This course emphasizes communication skills necessary for physicians to inter-relate with their patients on an understanding and empathetic level. An additional goal is to improve interaction with community members and other physicians.

**820, 821, 822 Hospital Rotations (4)**

Students will rotate through St. Francis Hospital in various hospital services including radiology, anesthesia, physical medicine, emergency medicine, pathology and vascular lab.

**823 Surgical Seminar (1)**

Students will review and apply basic and advanced principles of Podiatric Surgery via clinical case presentations.

**825 Practice Management (1)**

This course will examine the administrative details of running a private practice. Preparing a banker's loan proposal, floor planning, ordering of office inventory/supplies, hiring of personnel, payroll, billing and collections, insurance, financial planning, advertising, and competition in the healthcare marketplace will be discussed.

**826 Sports Medicine (2)**

Comprehensive review of common sports injuries with discussion of mechanisms, prognosis, treatment and rehabilitation. Prerequisite: PDY 638.

**829 Clinical and Geriatric Ethics (2)**

Study of issues involving confidentiality, competence, interprofessional relations, and other ethical issues concerning the elderly and community practice will be discussed.

**831 Community and Minority Medicine (1)**

Review of the public health issues in the community as well as those specific medical problems affecting particular minority groups.

**832, 833, 834, 835 Externship Programs (4)**

Students will be assigned to rotations at private or hospital externship programs throughout the United States in order to increase exposure to post-graduate programs and private practice.

**865 Advanced Independent Study (1-3)**

The purpose of this course is to develop within the student an appreciation for research as well as its importance in medical education. Hypothesis development, scientific method in data collection, methods of double blind study, and data analysis are presented.

**875 Advanced Research (1-12)**

Students will conduct research based upon a format/hypothesis developed in PDY 865. The ultimate goal of this course is publication-quality literature under the supervision of a faculty member.

# School of Arts and Sciences

Shirley J. Paolini, Ph.D., Dean  
John F. O'Grady, S.S.D., Assistant Dean  
Graduate Programs

The School of Arts and Sciences offers the following graduate degrees:

- Clinical Psychology, M.S.
- Communication Media, M.A.
- English, M.A.
- Health Care Ministry, M.A.
- Jewish Studies, M.A.
- Pastoral Ministry for Hispanics, M.A.
- Telecommunication Management, M.S.
- Theology, M.A.
- University Studies, M.A.

The general policies that follow apply to all graduate programs in the School of Arts and Sciences.

## ADMISSION REQUIREMENTS AND POLICIES

- Bachelor's degree from a regionally accredited college with at least a 3.0 grade point average (B) as indicated by transcripts.
- Sufficient undergraduate preparation or life experience. Some departments may choose to administer an examination.
- Two letters of recommendation.
- A short essay on personal career goals and how a graduate degree from Barry will help to fulfill these goals.
- For test requirements see individual degree programs.
- Admission is selective.

Provisional acceptance may be granted by the Department.

Non-degree-seeking acceptance is determined by the Office of Admissions with proof of bachelor's degree and departmental approval.

Non-degree and provisional acceptance may be changed to regular matriculation upon completion of documentation, completion of six hours of



graduate work receiving a "B" or better, and/or the completion of departmental requirements.

Specific admission prerequisites and program requirements are listed under each degree.

### **TRANSFER CREDITS**

A maximum of six graduate credit hours may be transferred from another college or university toward a graduate degree at Barry University. 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.

### **TIME LIMITATION**

A student will be allowed no more than a seven-year maximum to complete the program.

### **ADVISEMENT**

Advisement of all students pursuing graduate courses originates at the office of the Department Chairperson.

### **THESIS COPIES**

Each student is required to provide three bound copies of the Master's thesis, one to remain in the Department and two to remain in the Library.

### **LEAVE OF ABSENCE**

Any student planning to take a leave of absence from the program for a semester must seek the written approval of the Chair/Director and of the Assistant Dean for Graduate Studies.

### **RE-ADMITTANCE**

A student who has taken a leave of absence for one year must seek readmittance into the particular program.

### **PROBATION AND/OR DISMISSAL**

Any student who has received two "C" grades while in the program is liable to departmental or school action, including dismissal. No student will graduate with a grade average less than 3.0.

### **ASSISTANTSHIPS**

A limited number of assistantships is available. Inquire through the Chair for information.

# **Master of Science Clinical Psychology**

Wade Silverman, Ph.D., Chair  
Department of Psychology

The Master of Science in Clinical Psychology was first offered in fall 1982. The program responds to the increased needs for mental health services and prepares candidates for licensing in the category of Mental Health Counselor as well as for a variety of other careers.

### **ADMISSION REQUIREMENTS AND POLICIES**

- See School of Arts and Sciences requirements, graduate section.
- Prerequisites in abnormal psychology, developmental psychology, tests and measurements, and theories of personality (12 undergraduate credit hours)
- A combined score of at least 1,000 on the verbal and quantitative sections of the GRE.

### **GRADUATION REQUIREMENTS**

45 semester hours with a minimum grade point average of 3.0 (B) with no more than two Cs.

The graduate research project (PSY 650) and clinical practicum (PSY 665) are required prior to graduation with a minimum grade of 3.0 (B) in both.

### **REQUIRED COURSES (36 semester hours)**

PSY 564	3 s.h.	Human Development-Lifespan
PSY 590	3 s.h.	Physiological Psychology
PSY 596	3 s.h.	Techniques of Therapy
PSY 601	3 s.h.	Introduction to Clinical Psychology
PSY 602	3 s.h.	Clinical Psychopathology
PSY 605	3 s.h.	Statistics
PSY 610	3 s.h.	Clinical Assessment I — Intelligence Testing
PSY 611	3 s.h.	Clinical Assessment II — Personality Testing (Prerequisite, PSY 602)
PSY 615	3 s.h.	Clinical Ethics
PSY 616	3 s.h.	Experimental Design (Prerequisite, PSY 605)
PSY 650	3 s.h.	Masters Project (Prerequisites, PSY 605, PSY 616)

PSY 665 3 s.h. Clinical Practicum (Prerequisite, completion of all course work; 42 s.h.)

#### **ELECTIVES (9 semester hours)**

PSY 526 3 s.h. Health Psychology  
PSY 552 3 s.h. Child and Adolescent Psychopathology  
PSY 594 3 s.h. Substance Abuse  
PSY 598 3 s.h. Advanced Topic Seminar  
PSY 620 3 s.h. Behavior Modification  
PSY 623 2 s.h. Psychopharmacology (Prerequisite, PSY 590)  
PSY 624 3 s.h. Family Therapy  
PSY 625 3 s.h. Advanced Personality  
PSY 632 3 s.h. Child and Adolescent Psychotherapy  
PSY 633 3 s.h. Psychoanalytic Psychotherapies  
PSY 635 3 s.h. Group Therapy

#### **Course Descriptions — Psychology Prefix: PSY**

**All courses numbered at the 500 level are open to undergraduates properly qualified to take them.**

##### **417/517 Psychology of Aging (3)**

Perceptual, cognitive, social, personality issues and problems of the elderly.

##### **426/526 Health Psychology (3)**

Provides an understanding of our principles of psychology to the areas of health enhancement, illness prevention, diagnosis and treatment of disease and psychobiosocial rehabilitation.

##### **452/552 Child and Adolescent Psychopathology (3)**

Comprehensive study of the etiology, diagnosis, and treatment of the psychopathological disorders of childhood and adolescence.

##### **464/564 Human Development Throughout the Lifespan (3)**

Physical, social, sexual and emotional development throughout the lifespan with emphasis on growth crises at major developmental stages. Particular focus on an understanding of human sexuality and psychosocial relationships, including clinical applications, theories and techniques.

##### **585 Seminar in Developmental Psychology (3)**

Advanced topics and issues within the area of lifespan development.

##### **590 Physiological Psychology (3)**

Review of neuroanatomy, physiological processes, and psychopharmacology.

##### **594 Substance Abuse (3)**

Consideration of habituating and addicting drugs including alcohol and their effects upon society.

##### **496/596 Techniques of Therapy (3)**

Counseling theories and techniques of behavior change and psychotherapeutic intervention.

##### **598 Advanced Topic Seminar (3)**

Detailed presentation and discussion of topical issues within the field of clinical psychology.

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

##### **601 Introduction to Clinical Psychology (3)**

History of the field of clinical psychology. Introduction to the clinical methods of assessment and therapy and exploration of current professional issues.

##### **602 Clinical Psychopathology (3)**

Detailed description and analysis of the DMS-III with an intensive exploration of case history materials. Diagnostic and therapeutic issues will be considered.

##### **603 Clinical Methods (3)**

Focuses on the process of clinical interactions, provides introductory experience in psychological interviewing, communication and assessment. Introduces the essentials of the therapeutic relationship, offers initial experiential opportunities and practice in diagnostic and therapeutic skills.

##### **605 Statistics (3)**

Review of basic statistics and an introduction to multivariate and nonparametric techniques.

##### **610 Clinical Assessment I — Intelligence Testing (3)**

Rationale and application of intellectual assessment techniques including: WAIS-R, WISC-R, and Stanford-Binet. Prerequisites: PSY 596, 601.

##### **611 Clinical Assessment II — Personality Testing (3)**

Administration, scoring, and interpretation of projective instruments such as Rorschach TAT, CAT, Sentence Completion, etc. Prerequisite: PSY 596, 601, 602.

##### **615 Clinical Ethics (3)**

Consideration of issues of confidentiality, certification and licensing, ethical and legal codes, standards of preparation and practice, identity and roles of mental health professionals, psychologists, and counselors, and the goals and objectives of professional organizations of counselors and psychologists.

##### **616 Experimental Design (3)**

Design and implementation of psychological research with emphasis on clinical topics. Prerequisite: PSY 605.

##### **620 Behavior Modification (3)**

Rationale and application of contemporary behavioral therapy modalities.

##### **623 Psychopharmacology (2)**

Study of chemical basis and physiological effects of psychopharmacological agents. Prerequisite: PSY 590.

##### **624 Family Therapy (3)**

Review of family history, concepts, pathology, and approaches to family treatment. Research on family dynamics and the effects of family treatment will be considered. Prerequisite: PSY 601.

##### **625 Advanced Personality (3)**

Consideration of contemporary theory and research in the area of personality.

##### **633 Psychodynamic Psychotherapies (3)**

Consideration of classical, psychoanalytic and neo-Freudian treatment procedures. Prerequisites: PSY 596, 601, 602.

##### **635 Group Therapy (3)**

Introduction to the theories, practice and research findings of group psychotherapy. Issues will be explored through readings and participation in an ongoing group. Leader interventions will be analyzed in terms of integrating group process and intrapersonal phenomena.

##### **650 Master's Project (3)**

Supervised, independent research project. Prerequisite: PSY 616.

##### **665 Clinical Practicum (3)**

Supervised experience in applied mental health facilities. Diagnostic and therapeutic skills will be practiced. Prerequisite: completion of all course work. 42 s.h. Special fee for malpractice insurance required.

##### **704 Thesis Research (1)**

This is a research in residence or continuous registration for all departments/schools offering graduate programs.

##### **729 Continuous Registration**

This is a continuous registration for departments/schools offering offering graduate programs.

# Master of Arts Communication Media

Robert T. Jones, Ph.D., Chair  
Department of Communication

The purpose of the Master of Arts in Communication Media is to prepare individuals for careers in the various communication media, including broadcasting, public relations, cable television, corporate communication, and the like. Individuals may elect a generalist program with a minimum of requirements or concentrations in:

- Media Production and Programming
- Media Management
- Public Relations
- Corporate Communication.

The focus of the program is effective communication through the media including analysis of the intended audience, selection of appropriate channels of communication, design of messages, research on the impact of the message, and so on.

## GRADUATION REQUIREMENTS

The Master of Arts in Communication Media requires the successful completion of the required common core (6 hours) plus 27 hours for a minimum of 33 credit hours. Four 12-hour concentrations are available with specific requirements. The student may elect up to two concentrations, or select the generalist program which has no specific course requirements beyond the common core courses.

A cumulative average of "B" (3.0) or better is required for graduation, with no grade below a "C" accepted. The student is also required to successfully complete a comprehensive examination during the final semester of the program. A maximum of 6 graduate semester hours with a grade of "B" or better may be transferred into the program with the approval of the graduate advisor and the Department Chairman.

## ADMISSION REQUIREMENTS

- See School of Arts and Sciences requirements. In addition, the student must achieve a minimum score of 40 on the Miller Analogies Test or a

minimum combined score of 1000 on the verbal and quantitative sections of the GRE.

Provisional admission to the program may be granted should the student not meet the requirements but show exceptional promise or have extensive professional experience. Students who do not have a background in the profession may be required to take specific coursework beyond that specified for the degree in order to meet basic entrance criteria required for graduation.

## DEGREE REQUIREMENTS

### Required Core: (6 Hours)

- COM 637 Research Methods (3)
- COM 593 Message into Medium (3)

### Generalist Degree:

Students electing not to take a concentration may elect a generalist degree. In addition to the Required Core (6 hours) the student must take a minimum of 27 hours of graduate level courses labeled COM or TEL. A maximum of 6 hours outside the department may be selected with the approval of the graduate advisor.

### Concentrations: (12 Hours)

Students may elect more than one concentration.

#### Media Production and Programming:

- COM 591 Television Production and Directing (3)
- COM 598 Broadcast Journalism (3)
- COM 605 Advanced Television Directing (3)
- COM 626 Media Programming (3)

#### Media Management:

- COM 595 Communication Law (3)
- COM 597 Media Management (3)
- COM 628 Management Issues in Communication (3)
- COM 626 Media Programming (3)

#### Public Relations:

- COM 596 Electronic Media Advertising (3)
- COM 598 Broadcast Journalism (3)
- COM 690 Public Relations Tools and Techniques (3)
- COM 691 Public Relations Campaigns (3)

Note: Students who did not have undergraduate Public Relation classes will be required to complete COM 590 — Public Relations Principles and Case Studies prior to COM 690 or COM 691.

#### Corporate Communication:

- COM 595 Communication Law (3)
- COM 605 Advanced Television Production (3)
- COM 622 Corporate Video
- COM 690 Public Relations Tools and Techniques (3)

## Guided Electives:

Depending on the number of concentrations selected, the student will have several credit hours remaining to fulfill the degree requirements. These guided electives are selected from COM graduate level courses with a maximum of 6 hours from areas outside of the department.

## Course Descriptions — Communication Prefix: COM

**All courses numbered 500 to 599 are open to properly qualified undergraduates with the permission of the advisor and the instructor.**

### 590 Public Relations Principles and Case Studies (3)

Analysis of Public Relations principles and techniques through a variety of case studies and application of those principles and techniques to a Public Relations campaign.

### 591 Television Production and Directing (3)

Integration of television studio facilities, scripting, and production techniques into directing of basic television formats. Directing exercises and individual projects including planning, producing, directing and crew work.

### 593 Message into Medium (3)

Seminar in communication theories relating to message development. Study of contemporary theories of persuasion and information processing. Study of techniques used by media professionals to guarantee successful communication. Development of model of successful message encoding and communication competence.

### 595 Communication Law (3)

Studies in the current laws governing the mass media. Role of the FCC, libel, privacy and First Amendment issues.

### 596 Electronic Media Advertising (3)

Examines revenue producing process for electronic media. Practice in developing and presenting media plans, use of databases, solution of real world advertising problems. Role of electronic media in advertising.

### 597 Media Management (3)

Problems and concerns in management of the media, including radio/tv stations. Practical experience in resolving business problems, promotion, sales, advertising, financing and regulation. Major project required.

### 598 Broadcast Journalism (3)

Principles of journalism applied to the electronic media. Extensive experience in field reporting and writing news copy.

**All courses numbered 600 and above are open only to students with a baccalaureate degree or its equivalent.**

### 605 Advanced Television Production (3)

Operation and integration of facilities and resources: studio, control room editing, script writing, and direction of television programs. Emphasis is placed on program planning, writing, directing, producing and creative expression. Prerequisite: COM 591 or equivalent.

### 615 Communication Management (3)

Advanced study of the development and present structure of the communication industry; management theories; financial aspects of the communication media.

### 617 Communication and Organizational Change (3)

Seminar in using communication techniques to negotiate change in organizations. Study of diffusion on innovation process and innovativeness of human personality types. Development of a model of managing change and conflicts within a student's organization. Major plan for innovation of new technology or organizational change required.

### 621 Future Technologies (3)

Introduction to contemporary communication technologies and projection of technologies of the future. Study of the impact of technology and change on the individual and society.

### 622 Corporate Video (3)

An overview of non-broadcast video applications especially suitable for use in both industry and schools. Emphasizes development of training materials, interactive video, and video teleconferencing.

### 626 Media Programming (3)

Overview of programming categories, network and local formats, research and programming strategies used in the media.

### 628 Management Issues in Communication (3)

Examination of key concepts in the management of various communication systems and their application. The role of management in the planning, operation and evaluation of systems.

### 634 Writing Fiction for the Media (3)

Study of the elements of drama in particular relation to the visual image. Development of characterization and plot structure consistent with the media.

### 637 Communication Research (3)

Study of the methods, standards, practices, and expectations for the conduct of graduate study and research. Communication theory and analysis of research in communication.

### 644 Satellite Communication (3)

Study of the scope and potential of the communication satellite including technical dimensions of uplinking video, audio and data signals.

### 690 Public Relations Campaigns (3)

Application of theories and practices of public relations by presenting major public relations campaigns (local, state, and national) concerning the pressing issues facing organizations and its societies.

### 691 Public Relations Tools and Techniques (3)

Implementation of the state-of-the-art tools and techniques needed to address contemporary Public Relations issues and problems.

### 694 Graduate Internship (3-6)

On-site practical experience in media communication setting. Prerequisite: 24 Graduate Credit Hours, and permission of advisor and instructor.

### 698 Graduate Seminar in Communication (3)

Identification and examination of selected topics in communication. May be repeated under different topic titles.

### 699 Graduate Project (3-6)

The Graduate Project is a culminating experience synthesizing the student's program of study. The project may take the form of a thesis or other format with the approval of the Graduate Advisor.

### 701 Directed Graduate Study (1-6)

Individual or small group tutorials. Content is developed for specific interests and needs of student(s). May be repeated. Permission of advisor and instructor.

### 704 Thesis Research (1)

This is a research in residence or continuous registration for all departments/schools graduate programs.

### 729 Continuous Registration

This is a continuous registration for departments/schools offering graduate programs.

# Master of Arts English

Laura S. Armesto, Ph.D., Chair

Department of English and Foreign Languages

The graduate English program, inaugurated in 1954, is designed for teachers of English in high school or community college, for professionals in various fields whose jobs require writing, for students planning to continue toward the Ph.D. elsewhere, and for qualified adults interested in broadening their cultural background.

## ADMISSION REQUIREMENTS AND POLICIES

- School of Arts and Sciences requirements, graduate section.
- An acceptable score on the Miller Analogies Test.
- A substantial paper demonstrating writing competency

## PROGRAM AND REQUIREMENTS

Students must complete a minimum of 30 credits with a B average, a final written comprehensive examination, and a thesis (6 cr.).

The thesis may be a paper in research or analysis. The Chair, after approving the topic, will assign an advisor and a reader. Final, approved copies of the thesis must be submitted on the date specified in the academic calendar included in each semester's schedule.

The comprehensive examination, taken in the last semester of course work and after acceptance of the thesis 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 bibliographic tools. Analysis or criticism may be included. A student may not apply to retake a comprehensive examination within the same semester.

Students are responsible for signing up for graduation when they register for the semester in which they expect to graduate.

Students are also responsible for registering for comprehensive exams by notifying the Department Chair within the first two weeks of the semester in which they expect to graduate.

Students must take 30 credit hours from these four areas:

1. **Theory and Method Courses:** A minimum of 9 credits, which must include ENG 602, Literary Theory and Criticism; and ENG 604, Critical Approaches to Literature; and ENG 601, Bibliography and Research.

**Period Courses:** A minimum of 12 credits selected from the following:

- ENG 530 Medieval English Literature
- ENG 521 Sixteenth-Century English Literature
- ENG 522 Seventeenth-Century English Literature
- ENG 523 Restoration and Eighteenth-Century Literature
- ENG 524 American Literature: 1800-1865
- ENG 525 American Literature: 1865-1914
- ENG 526 American Literature: 1914-Present
- ENG 532 Nineteenth-Century English Literature: The Romantics
- ENG 533 Nineteenth-Century English Literature: The Victorians
- ENG 560 Twentieth-Century Literature: 1900-1945
- ENG 561 Twentieth-Century Literature: 1945-Present

3. **Author Courses:** A minimum of 6 credits, selected from the following:

- ENG 603 Seminar in English Studies
- ENG 617 Shakespeare: Comedies and Histories
- ENG 618 Shakespeare: Tragedies and Romances
- ENG 634 Major Writers

4. **Genre Courses:** A minimum of 3 credits selected from the following:

- ENG 603 Seminar in English Studies
- ENG 625 Poetry
- ENG 626 Prose
- ENG 627 Drama
- ENG 691 Comparative Literature

The remaining 6 credits are fulfilled by the master's thesis.

## Course Descriptions — English Prefix: ENG

**All courses numbered 500 are open to qualified undergraduates.**

### 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.

### 520 Medieval English Literature (3)

Major literary works of the Middle Ages to 1485.

### 521 Sixteenth-Century English Literature (3)

Major literary works of the sixteenth century, from Wyatt through Spenser.

### 522 Seventeenth-Century English Literature (3)

Major literary works of the seventeenth century, from Donne through Milton.

### 523 Restoration and Eighteenth-Century English Literature (3)

Major literary works of the Restoration and eighteenth century.

### 524 American Literature: 1800-1865 (3)

Selected readings from major writers of the period.

### 525 American Literature: 1865-1914 (3)

Selected readings from major writers of the period.

**526 American Literature: 1914-Present (3)**

Selected readings from major writers of the period.

**532 Nineteenth-Century English Literature: The Romantics (3)**

Major literary works of the Romantic period.

**533 Nineteenth-Century English Literature: The Victorians (3)**

Major literary works of the Victorian period.

**560 Twentieth-Century Literature: 1900-1945 (3)**

Selected works of the period.

**561 Twentieth-Century Literature: 1945-Present (3)**

Selected works of the period.

**576 Teaching English in the Middle and Secondary School: 6-12 (3)**

Problems confronting teachers of English in the secondary school, current research, organization of courses, sources of materials and textbooks, and methods of teaching. Prerequisite: Candidacy in the School of Education.

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

**601 Bibliography and Research (3)**

Study of and practice with sources, searches, tools, and methods for conducting research in English studies.

**602 Literary Theory and Criticism (3)**

Based on the fact that the nature of a thing determines the method and approach by which it is studied, the course surveys the history of answers to the question: What is it that the student of literature studies? It also surveys the history of the methods and approaches by which literature has been studied and relates theory, method and approaches.

**603 Seminar in English Studies (3-6)**

Seminars in selected authors, trends, genres.

**604 Critical Approaches to Literature (3)**

Critical study of selected genres using methods rooted in existing approaches, from ancient to modern.

**617 Shakespeare: Comedies and Histories (3)**

Study of the earlier works of Shakespeare, principally the comedies and the histories.

**618 Shakespeare: Tragedies and Romances (3)**

Study of the later works of Shakespeare, principally the great tragedies and the romances.

**625 Poetry (3)**

Studies in poetry through various works, authors, and periods.

**626 Prose (3)**

Studies in prose through various works, authors, and periods.

**627 Drama (3)**

Studies in drama through various works, authors, and periods.

**634 Major Writers (3-6)**

Seminar in selected authors.

**691 Comparative Literature (3)**

Introduction to the comparative study of literature forms and forms in the other arts.

**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 a Department advisor.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all Departments/Schools offering graduate programs.

**729 Continuous Registration**

This is a continuous registration for Departments/Schools offering graduate programs.



# Master of Arts Jewish Studies

Jeremiah Unterman, Ph.D., Director

**The Master of Arts in Jewish Studies is presently on inactive status and is not admitting new students.**

The program in Jewish Studies began in September of 1982. It was designed for those who wish to deepen their knowledge concerning the Jewish tradition and culture and for teaching personnel employed by educational agencies who desire to matriculate for a higher degree.

## ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section.
- Also an adequate undergraduate preparation in Jewish Studies or a satisfactory score on the Jewish Beliefs and Practice Exam
- An acceptable score on the Miller Analogies Test (MAT)

## COURSE OF STUDY

The M.A. in Jewish Studies consists of thirty credit hours. Students are required to obtain at least six credits for each of the following areas: Bible, Rabbinic Literature, Jewish Thought, and Jewish History. Three credits must be taken in Hebrew Literature. Additionally, by the completion of twelve credits, students must either complete Hebrew I and II or pass an equivalent proficiency examination. (Hebrew I and II are not given for credit towards the M.A. in Jewish Studies.) At the conclusion of their coursework, candidates must pass written and oral comprehensive examinations. A formal research paper is not required.

### I. Bible

- 601 Biblical Religion (3)
- 602 Biblical Literature (3)

### II. Rabbinic Literature

- 634 Jewish Ethics (3)
- 641 Rabbinic Judaism (3)
- 642 Talmudic Literature (3)

### III. Jewish Thought

- 631 Modern Jewish Thought (3)

- 632 Jewish Mysticism (3)
- 633 Jewish Philosophy (3)

### IV. Jewish History

- 611 Modern Jewish History (3)
- 612 American Jewish Community (3)
- 620 Ancient Jewish History (3)
- 621 Medieval Jewish History (3)
- 622 Zionism and Israel (3)
- 623 Jewish - Christian Relations (3)

### V. Hebrew

- 401 Hebrew Studies I
- 402 Hebrew Studies II
- 613 Hebrew Literature (3)

## Course Descriptions — Jewish Studies Prefix: RJS

### 401 Hebrew Studies I (3)

Introduction to Hebrew as a written language; practice in class in understanding and using the written language; reading and writing with emphasis on progressive grammatical explanation, vocabulary and syntax.

### 402 Hebrew Studies II (3)

Intensive review of Hebrew grammatical patterns; reading comprehension; familiarization of student with variety of Hebrew written sources.

### 601 Biblical Judaism (3)

Analysis of significant aspects of the religious views expressed in the Hebrew Bible such as creation, the relationship of God to humankind, covenant, etc.

### 602 The Biblical Literature (3)

Studies in the development and interpretation of selected portions of the Hebrew Bible such as narratives, law, historiography, prophecy, poetry, and wisdom literature.

### 611 Modern Jewish History (3)

Studies in modern Jewish history including America, Eastern and Western Europe, Israel and the Arab countries, and South America.

### 612 American Jewish Community (3)

Analysis of the various religious and secular movements and trends which create the modern American Jewish community.

### 613 Hebrew Literature (3)

Analysis of selected portions of Hebrew literature in the original, such as the Bible, Mishnah and Agnon.

### 620 Ancient Jewish History (3)

Studies in Jewish history from Biblical times through the formation of the Babylonian Talmud.

### 621 Medieval Jewish History (3)

Studies in Jewish history from the completion of the Talmud to the Emancipation.

### 622 Zionism and Israel (3)

Studies in the development of the Zionist movements and the establishment of the state of Israel.

### 623 Jewish-Christian Relations (3)

Studies in the history of Jewish-Christian relations with emphasis on such topics as antisemitism and its origins, theological perspectives, the Holocaust, and the modern Jewish-Christian dialogue.

### 631 Modern Jewish Thought (3)

Analysis of the thought of such contemporary Jewish thinkers as Hermann Cohen, Franz Rosenzweig, Martin Buber, Leo Baeck, Abraham Joshua Heschel, and Joseph Soloveitchik.

**632 Jewish Mysticism (3)**

Studies in the development and concerns of Jewish mysticism with emphasis on such texts as the Zohar.

**633 Jewish Philosophy (3)**

Analysis of the thought of such ancient and medieval Jewish philosophers as Philo, Saadia Gaon, Maimonides, Judah Halevi, and others.

**634 Jewish Ethics (3)**

Analysis of Jewish law and ideology on such issues as war, the death penalty, abortion, euthanasia, business dealing, charity, and the role of women.

**641 Rabbinic Judaism (3)**

Analysis of significant aspects of Rabbinic Judaism such as the relationship of God to Israel, the oral Torah, the pattern of Jewish life, repentance and redemption, etc.

**642 The Talmudic Literature (3)**

Studies in the development and interpretation of selected portions of the Talmud and Midrash.

**650 Seminar in Jewish Studies (3)**

Selected topics within the broad range of Jewish Studies determined by special needs or interest of students in collaboration with a faculty member and by approval of the director.

**701 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 Program's faculty.

# Master of Science Telecommunication Management

Robert T. Jones, Ph.D., Chair  
Department of Communication

The Master of Science in Telecommunication Management provides the building blocks required to prepare leaders to manage the demanding changes occurring in the Telecommunication and information technology industry. Throughout the program students deal with conceptual issues, identifying new problem areas which arise, seeking solutions which are technically sound, as well as managerially and economically viable. The program seeks to develop an understanding of the telecommunication technology, its application and impact, as well as how it relates to corporate management and the user.

The Master of Science in Telecommunication Management is interdisciplinary in its approach. Administered by the Department of Communication of the School of Arts and Sciences, the program is a cooperative venture with the School of Business and the School of Computer Science. The program emphasizes the managerial, communication, humanistic, and application aspects of telecommunication. Although the Program is not a technical degree the student should be prepared to deal with courses requiring knowledge of math, computer hardware and software, and economics and finance.

## GRADUATION REQUIREMENTS

The Master of Science in Telecommunication Management requires the successful completion of the required common core (27 hours) plus 9 semester hours for a minimum of 36 credit hours. A cumulative average of "B" (3.0) or better is required for graduation, with no grade below a "C" accepted. The student is also required to successfully complete a comprehensive examination during their final semester of the program. A maximum of 6 graduate semester hours with a grade of "B" or better may be transferred into the program with the approval of the graduate advisor and the Department Chairman.



## ADMISSION REQUIREMENTS AND POLICIES

See School of Arts and Sciences requirements. In addition, the student must achieve a minimum score of 40 on the Miller Analogies Test or a minimum combined score of 1000 on the verbal and quantitative section of the GRE.

Provisional admission to the program may be granted should the student not meet the requirements but show exceptional promise or have extensive professional experience. Students who do not have a background in the profession may be required to take specific coursework beyond that specified for the degree in order to meet basic entrance criteria required for graduation.

## DEGREE REQUIREMENTS

### Required Core Curriculum (27 credits)

TEL 615	Telecommunication Information System Management
TEL 625	Telecommunication Systems
TEL 628	Management issues in Telecommunication (3)
TEL 636	Transmission Systems (3)
TEL 637	Communication Research (3)
TEL 644	Satellite, Radio, & Fiber Optic Systems (3)
TEL 655	International Telecommunication (3)
MBA 600	Management
CS 540	Data Communication

### Guided Electives (9 credits)

The candidate together with the graduate advisor will select 9 graduate credit hours from courses designated TEL, COM, MBA, and CS to round out the program based on the student's interests and intended area(s) of specialization. Courses from other designations may be elected with the permission of the advisor and the Department Chair.

### Course Descriptions - Telecommunication Prefix: TEL

**Courses numbered 500 - 599 may be taken by properly qualified undergraduates with the permission of the advisor and the instructor.**

#### 597 Case Studies in Telecommunication (3)

Case studies in resolving business problems, technical issues, and regulation in the management of the telecommunication industry.

**All courses numbered 600 and above are open only to students with a baccalaureate degree or its equivalent.**

#### 615 Telecommunication Information System Management (3)

Study of the project management approach to telecommunication and information systems management including work breakdown structure, time estimating, resource allocation, control tools, project life cycles, and the role of the project manager.

#### 617 Communication and Organizational Change (3)

Seminar in using communication techniques to negotiate change in organizations. Study of diffusion on innovation process and innovativeness of human personality types. Development of a model of managing change and conflicts within a student's organization. Major plan for innovation of new technology or organizational change required.

#### 621 Future Technologies (3)

Introduction to contemporary communication technologies, and projection of technologies of the future. Study of the impact of technology and change on the individual and society.

#### 622 Corporate Video (3)

An overview of non-broadcast video applications especially suitable for use in both industry and schools. Emphasizes development of training materials, interactive video, and video teleconferencing.

#### 625 Telecommunication Systems (3)

Examination of design, implementation, and system architecture of analog and digital systems network. Advantages and limitations of transmission media and switching equipment, and compliance with international, national, and industrial standards.

#### 628 Management issues in Telecommunication (3)

Examination of key financial concepts in the management of various telecommunication systems and their application. The role of economic analysis in the planning, operation, and evaluation of communication systems.

#### 636 Telecommunication Transmission Systems (3)

System approach to the transmission and subdisciplines associated with a unified telecommunication system. Focus on speech telephony, data, facsimile, video, fiber optic, and digital radio. Concepts and techniques common to point-to-point transmission disciplines. (Prerequisite: TEL 625 or approval of instructor.)

#### 637 Communication Research (3)

Study of the methods, standards, practices, and expectations for the conduct of graduate study and research. Communication theory and analysis of research in communication.

#### 642 Computers in Telecommunication (3)

Development of computers as a telecommunication tool; theory of man-machine communication; difficulties in use of computers by humans; future uses of computers in media technology; computer control of telecommunication equipment; graphic generation. (Lab Fee)

#### 644 Satellite, Radio Systems, and Fiber Optics (3)

Study of system techniques for radio links and Fiber Optics in point-to-point service; design of line of sight analog and digital microwave/millimeter links, toposcatter/diffraction, and satellite systems. (Prerequisite: TEL 625 or approval of instructor.)

#### 655 International Telecommunication (3)

Domestic and international issues and innovations in telecommunication and in institutions, including global economic and political forces.

#### 694 Graduate Internship (3-6)

On-site practical experience in media communication setting. Prerequisite: 24 Graduate Credit Hours, and permission of advisor and instructor.

#### 698 Graduate Seminar in Telecommunication (3)

Identification and examination of selected topics in communication. May be repeated under different topic titles.

#### 699 Graduate Project (3-6)

The Graduate Project is a culminating experience synthesizing the student's program of study. The project may take the form of a thesis or other format with the approval of the Graduate Advisor.

#### 701 Directed Graduate Study (1-3)

Individual or small group tutorials. Content is developed for specific interests and needs of the student(s). May be repeated. Permission of advisor and instructor.

#### 704 Thesis Research (1)

This is a research in residence or continuous registration for all departments/schools offering graduate programs.

#### 729 Continuous Registration

This is a continuous registration for departments/schools offering graduate programs.

# Master of Arts Theology

## Master of Arts Health Care Ministry

## Master of Arts Pastoral Ministry for Hispanics

John F. O'Grady, S.T.D., S.S.D., Chair  
Department of Theology and Philosophy

The Graduate Department of Theology is a community of faculty and students engaged in reflection within an academic context on the meaning of God and the human response to the presence of God. It is characterized by a strong intellectual tradition with considerable diversity among its participants.

The Department provides its service primarily through the search for truth and wisdom in the knowledge of God in Jesus Christ. First among the tools necessary for this effort is knowledge of the Western Christian tradition, including a close acquaintance with its courses and an appreciation for its kinship with Protestant, Eastern Christian, and Jewish traditions. Theological reflection demands as well as openness to experience, an awareness of the world and of contemporary human needs.

The Graduate Department of Theology, as an integral part of a larger community, benefits from the broader perspective of a liberal arts institution, from the multiple viewpoints of a larger faculty, and from the many facilities, cultural opportunities and services which the University and the City of Miami provides.

The program attempts to accomplish this mission through the following goals:

1. assisting students to acquire a firm academic foundation in Christian Theology.
2. assisting students to engage in theological research.
3. integrating insights gained in Theology with actual experience.
4. relating the insights of Roman Catholic Theology to insights from other Christian traditions as well as Judaism and the human religious experience.

### ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section.
- Sufficient undergraduate preparation or life experience, usually 18 hours of undergraduate Theology or Religious Studies.
- Applicants for the Program in Health Care Ministry will also submit a psychological aptitude for Ministry evaluation. This may be done privately or through the University.
- Personal interview

Provisional acceptance: See School of Arts and Sciences, requirements, graduate section.

Non-Degree seeking acceptance: See School of Arts and Sciences requirements, graduate section.

### M.A. IN THEOLOGY

#### Requirements for Graduation

For completion of the degree student must 1) complete a minimum of 30 credit hours, or: complete 27 credit hours and present a satisfactory research paper according to an acceptable style sheet, 2) pass an oral and written comprehensive examination.

#### Comprehensive Examinations

The Department will provide the student with a list of questions/topic areas in Old Testament, New Testament, Dogmatic Theology and Moral and Pastoral Theology together with a reading list. The student will prepare these questions from which two questions from each area will be presented on the day of the examination and the student will pick one from each area and respond.

The oral examination will be based on the response to the written examination as well as other questions/topics in the four areas. It will last one hour and will consist of at least three examiners.

#### Core Curriculum Required of all Students in Masters Program in Theology and in Health Care Ministry

Old Testament Course  
New Testament Course  
635 Ecclesiology  
636 Christology  
642 Sacramental Theology  
655 Principles of Christian Morality

## THEOLOGY COURSES

- 600 Torah
- 601 Synoptic Gospels and Acts
- 605 Johanine Literature
- 610 Prophetic Literature
- 611 Pauline Theology
- 612 Wisdom Literature
- 634 Selected Topics: Biblical Studies
- 635 Ecclesiology: The Mystery of the Church
- 636 Christology
- 637 The Christian God and the Human Response
- 640 Theology of Liturgy
- 641 Liturgical Time and Prayer
- 642 Sacramental Theology
- 643 Rites of Christian Initiation
- 650 History of Christianity I
- 655 Principles of Christian Morality
- 656 Catholic Social Thought
- 657 Moral Issues in Interpersonal Relationships
- 670 Health Care Ministry
- 673 Health Care Ethics
- 676 Supervised Ministry I
- 677 Supervised Ministry II
- 684 Selected Topics in Roman Catholic and Christian Studies
- 698 Practicum in AIDS Ministry
- 699 Special Topics in Related Studies
- 700 Directed Research
- 704 Thesis Research
- 729 Continuous Registration

### Course Descriptions — Theology Prefix: THE (Includes Health Care Ministry)

#### 600 Torah (3)

An historical-critical study of the Pentateuch in the light of literary, historical, theological, and archeological research on the Old Testament and its environment.

#### 601 Synoptic Gospels and Acts (3)

A study of the influences contributing to the crystallization of the primitive Christian catechesis; development of the Gospel literature in the different Christian communities; overview of the characteristic theologies of Matthew, Mark and Luke.

#### 605 Johanine Literature (3)

An analysis of the last gospel with special concern for its unique theology. The role of the Beloved Disciple as founder of the community with its emphasis on the faith commitment to the Lord and the love of the brethren.

#### 610 Prophetic Literature (3)

A study of the origin and development of the prophetic movement in Israel and its relationship to other prophetic movements in the Ancient Near East; analysis of the prophetic books of the Old Testament and of the role of the prophets. Major emphasis will be on the prophets from the 8th to the 6th centuries.

#### 611 Pauline Theology (3)

An analysis of the genius of Paul as seen in his letters. Paul the founder of Churches, the missionary, his Jewishness and his anthropology which gave birth to the Christian Church of the Gentiles.

#### 612 Wisdom Literature (3)

A study of the Wisdom Books of the Old Testament with emphasis on an examination of the position and limits of Wisdom within the message of the Bible; also, an investigation of the wisdom tradition as it extends into the New Testament.

#### 634 Selected Topics: Biblical Studies (3)

Topics, issues, and questions will be occasionally chosen and studied from the Biblical and historical perspective with special attention given to contemporary relevancy. The specific topics will be publicized through the department.

#### 635 Ecclesiology: The Mystery of the Church (3)

An understanding of the Church as seen in the New Testament with emphasis on the foundations of the Church in the Priesthood of Jesus. The Church as one, holy, catholic, and apostolic and its implications of the Church today.

#### 636 Christology (3) (Formerly 607)

The mystery of Christ as seen in the Scriptures; incarnation as development in the documents and tradition of the Church and in the light of contemporary research.

#### 637 The Christian God and the Human Response (3)

A study of the Christian God as Trinity and the human response to this revelation. The course will also consider the nature and destiny of humankind considered in relation to Jesus Christ; special reference to secularization and faith in God.

#### 640 Theology of Liturgy (3) (Formerly 612)

Analysis of anthropological and theological roots of liturgy. These include symbol, myth, rite and the sacred. Examination of origins, evolution and current practice of major Christian rites.

#### 641 Liturgical Time and Prayer (3)

The nature of liturgy as source and summit of the Church's life. Special attention will be given to: general forms of Christian prayer; the development of structured daily prayer (especially Liturgy of the Hours); and the history and meaning of the liturgical year. Some discussion of the relationship between liturgical time and liturgical environment (especially art and architecture).

#### 642 Sacramental Theology (3) (Formerly 614)

A look at Christian sacraments from the perspective of religious experience and symbol; Christ, the primordial sacrament, the Church as sacrament and a theological-liturgical-historical examination of each sacrament.

#### 643 Rites of Christian Initiation (3)

An in-depth study of Baptism-Confirmation and Eucharist as sacraments of full initiation into Christian Life. Evolution and current thought on these sacraments. Discussion of the Rite of Christian Initiation of Adults.

#### 650 History of Christianity I: Apostolic Period to Reformation (3) (was 620)

Survey of the beginnings, growth and development of Christianity from the Apostolic period to the eve of the Reformation about 1500 A.D.; special emphasis will be placed on the development of doctrine, church structure and liturgy during this time.

#### 655 Principles of Christian Morality (3) (was 610)

Fundamental questions regarding the person from a moral theological viewpoint; meaning of freedom, knowledge and conscience with the totality of person and the basic sources of morality.

#### 656 Catholic Social Thought (3)

An examination and evaluation of the teaching on major social issues in the papal encyclicals, conciliar documents and episcopal pronouncements from Leo XIII to the present day.

#### 657 Moral Issues in Interpersonal Relationships (3)

An analysis of the methods and problems involved in moral decision making in interpersonal relationships such as sexual relationships, relationships of trust and confidence, of superior and subject, of collegiality.

#### 670 Health Care Ministry (3)

Theology of Health Care Ministry and the theological meaning of human suffering.

#### 673 Health Care Ethics (3)

A study of the theological meaning of human life as a basis for health care ethics. Analysis of ethical methods in health care. Applications to topics including life and death issues, prolongation of life, experimentation, genetics, reproduction and others.

**676 Supervised Ministry I (3)**

A practicum in a specific ministry: Religious Education, Liturgy or Health Care.

**677 Supervised Ministry II (3)**

A continuation of 676 when necessary and part of the requirements especially Health Care Ministry.

**684 Selected Topics in Roman Catholic and Christian Studies (3)**

Topics, issues and questions will be occasionally chosen and studied to suit the needs of individual students or for enhancement of the program. The specific topics will be publicized through the Department.

**698 Practicum in AIDS Ministry (3)**

An exploration of the current AIDS (Acquired Immune-deficiency Syndrome) epidemic now sweeping the world with the goal of developing more effective pastoral ministry approaches to maximize spiritual consciousness and growth of those affected. Readings, films, lectures, and peer-group critique and discussion will complement a variety of weekly clinical experiences in ministry with persons with AIDS/HIV and those near to them.

**699 Special Topics in Related Studies (3)**

Topics, issues and questions will be occasionally chosen to suit the needs of individual students or for the enhancement of the program. The specific topics will be publicized through the Department.

**700 Directed Research (3)**

A faculty member will direct a student in individual research with the approval of the Chair.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all department/schools offering graduate programs.

**729 Continuous Registration**

This is a continuous registration for departments/schools offering graduate programs.

**M.A. IN HEALTH CARE MINISTRY**

The program in **Health Care Ministry** in a new specialization under the approved program, Master of Arts in Theology. The primary focus of the Graduate Program in Health Care Ministry will meet the needs of those individuals employed as Health Care Ministers or who are interested in this ministry. The program is designed to offer both conceptual and practical skills to meet the demands of such a ministry. Such a program continues the University's commitment to the health care professions as already witnessed in the Academic Health Science Center, the School of Podiatric Medicine, the School of Nursing, and the Health Care Ethics Program in Theology and Philosophy. The mission of the University to serve those in need according to Judeo-Christian Tradition can find special fulfillment in responding to the spiritual and pastoral needs of those in the health care profession and those who are in need of health care.

**Objectives**

1. To respond to the growing spiritual and pastoral needs of the older population in South Florida and the increasing number of patients in health care facilities.
2. To educate interested students in both theology and pastoral care.
3. To provide on-site experience through co-operation with existing health care facilities.
4. To offer service to members of the health care profession by giving guidance in dealing with patients in a pastoral manner.

5. To continue the mission of the University by providing spiritual and pastoral care to the local community.

**Program Curriculum**

The total program consists of 36 credits. Twenty-four are in Theology. Eighteen of these credits form the core curriculum, required of all students seeking an M.A. The other six credits in Theology involve special courses in Health Care Ministry. Six credits are taken in Psychology or Social Work related to the needs of the Health Care Minister and six credits are taken in field experience which integrates knowledge with pastoral involvement.

The Graduate Program in Health Care Ministry is composed of a core-curriculum and specialized courses in Health Care Ministry. The specialized courses have three parts: theological understanding, psychological/sociological basis and field experience.

**Core Curriculum**

- 635 Ecclesiology
- 636 Christology
- 642 Sacramental Theology
- 655 Principles of Christian Morality
- One Course in the Old Testament
- One course in the New Testament

Individual arrangements may be made to substitute courses from Jewish Studies or some other accredited religious tradition program.

**Specialized Courses**

**1. Theology or Health Care Ministry**

Two special courses are required:  
THE 670 and THE 673

Both courses are intended to help health care ministers in their relationship with patients as well as health care professionals.

**2. Psychological Insights for Health Care Ministers**

The students are required to take at least two courses in fundamental aspects of human psychology and counseling and/or guidance to understand more effectively the needs and feelings of the patients. The courses are offered through the School of Education, the School of Arts and Sciences, and the School of Social Work.

**3. Field Experience**

THE 676 Supervised Ministry, I (3 credits)  
THE 677 Supervised Ministry, II (3 credits)

The Field Experience is part of the "chaplaincy training," and provides opportunity for direct contact with patients and staff in a hospital setting. First-hand experience working with staff, patients and families, as well as opportunities to deal with personal reactions to grief, death and depression

constitute an integral part of this experience. This program fulfills requirements for certification as chaplains.

The field experience will be conducted at local health care facilities. Selected members of the hospital staffs will participate in the education and training. Discussion of case studies, interpersonal group sessions and individual conferences will be conducted at the University.

The field experience of Health Care Ministry operates in accordance with the standards of certification of the National Association of Catholic Chaplains and other Professional Certification Programs. The experience is divided into two sections each coinciding with an academic semester. The first is offered in the Spring Semester and presupposes at least one course in Theology of Health Care Ministry. The second section is offered in the Fall and presupposes the successful completion of the first section. Not more than one academic year may elapse between the completion of the first section and the beginning of the second section.

### Requirements for Graduation

For completion of a degree, students must 1) complete a minimum of 36 credit hours, 2) present a satisfactory research paper according to an acceptable style sheet, 3) pass an oral comprehensive.

### Comprehensive Examinations

Students at the end of their studies and Field Experience, will write a paper on the meaning philosophy and theological basis of Health Care Ministry. For the Master of Arts this paper will be approximately 20 pages in length and will show the place of this ministry in the particular religious tradition of the student. Each candidate will also participate in an oral examination based on the paper emphasizing the theological issues expressed. The Chair will appoint two members of the Department to administer this examination.

Students receiving a Barry University Certificate will write a paper of approximately 15 pages dealing with meaning and theology of Health Care Ministry.

### Certification Program

Persons who do not intend to obtain a Masters degree in Health Care Ministry but want to acquire some of its professional training, may enroll in the program as special students. The certification program consists of eighteen credits: six in Theology, three in Health Care Ministry, three in Psychology or Social Work, and six in Field Experience. Program requirements should be completed within a three year period. Upon completion of the 18 credits required, they may be granted a "Barry University Certificate" as testimony of their successful completion of the program. This certificate, however, does not have the authority of "Professional Certification" which may be required by certain professional organizations.

### M.A. IN PASTORAL MINISTRY FOR HISPANICS

(For further information, please contact (305) 223-7711)

### Required Courses (27 credits)

- RSP 421/521 Pastoral Planning and Evaluation (3)
- RSP 460/560 Foundations of Theory (3) - same as REL 608.
- RSP 461/561 The Bible: Its Liberating Message (3)  
Same as REL 618
- RSP 462/562 Jesus Liberator & His Community of Faith (3)  
Same as REL 605
- RSP 463/563 The Sacraments & Liturgical Creativity (3)  
Same as REL 614
- RSP 464/564 History of the Church in USA (3)  
Same as REL 609
- RSP 465/565 Anthropology & Spirituality of the Hispanic People (3) Same as REL 604
- RSP 466/566 Pastoral Principles of Hispanic Ministry (3)  
Same as REL 624
- RSP 467/567 Ethical Principles & Social Doctrine (3)  
Same as REL 610

### Required Skills Workshops (6 credits)

- RSP 421/521 Pastoral Planning & Evaluation (3)
- RSP 422/522 Team Work & Team Decision (3)

### Elective Courses (15 credits)

- RSP 422/522 Team Work & Team Decision (2)
- RSP 423/523 Psychological Growth and Faith Development (2)
- RSP 424/524 Techniques of Communication (2)
- RSP 426/526 Faith Dynamics (2)
- RSP 431/531 Evangelization & Hispanic Culture (2)
- RSP 432/532 Basic Ecclesial Community (2)
- RSP 433/533 Theology of Ministries (2)
- RSP 434/534 Hispanic Catechesis (2)
- RSP 435/535 Hispanic Youth Ministry (2)
- RSP 436/536 Youth Ministry for Adult Advisors (2)
- RSP 438/538 Hispanic Music & Liturgy (2)
- RSP 439/539 Religion & Sociology (2)
- RSP 440/540 Contemporary Spirituality (2)
- RSP 487/587 Seminar (1-3)
- RSP 570 Directed Research (6)
- RSP 423/523 Psychological Growth & Faith Development (2)
- RSP 424/524 Techniques of Communication (2)
- RSP 425/525 Consciousness-Raising Dynamics (2)
- RSP 426/526 Faith Dynamics (2)

### Course Descriptions — South East Pastoral Institute Prefix: RSP

#### 301 Immersion in Spanish Language and Culture (6)

##### Immersion en la Lengua y Cultura Hispana

Necessary skills to communicate in Spanish using the psychogenerative methodology; knowledge of the Hispanic culture in daily life situations and in its pastoral dimensions. Living experiences and cultural events are an integral part of this course.

**409/509 Ministry I (3)**  
**Ministerio I**

Overview of the Christian journey with reference to anthropological foundations, vocation, covenant, ecclesiology, and present models for pastoral ministry. Same as REL 409/509.

**410/510 Ministry II (3)**  
**Ministerio II**

Focus on response to ministry in the Hispanic community according to the III National Encuentro and the National Pastoral Plan; special emphasis on development of ministerial skills and practical issues for parish and diocesan ministry. Same as REL 410/510.

**421/521 Pastoral Planning and Evaluation (3)**  
**Planificación y Evaluación Pastoral**

Guidelines and skills toward designing and implementing a pastoral plan; emphasis on coordination, delegation of authority and on-going evaluation in joint pastoral planning.

**422/522 Team Work and Team Decision (3)**

Nature and development of groups; elements of group dynamics; types of leadership, defense mechanisms, techniques for group decision-making.

**423/523 Psychological Growth and Faith Development (2)**  
**Desarrollo Psicológico Personal y de la Fe**

Structure of personality as a channel of faith; personal wholeness, psychological growth, and the conditioning by family, history and culture as this affects, pastoral action.

**424/524 Techniques of Communication (2)**  
**Técnicas de Comunicación**

Skills in human interaction and language; levels and instruments of interpersonal and intercultural communication, and ways of facilitating or blocking it; concrete application to communication in the family, community of faith and pastoral work.

**426/526 Faith Dynamics (2)**  
**Dinámicas de Fe**

Process of faith; stages in faith development; faith experiences in relation to the person, family and community, fundamental values clarifications; revisions of life; communal prayer.

**432/532 Basic Ecclesial Community (2)**  
**Comunidad Eclesial Básica**

Role of the basic ecclesial community in relation to the ecclesiology of Vatican II. Process and development of these small communities and their relationship to apostolic movements; their missionary and ministerial aspects. An active participatory methodology is an essential element of the course.

**433/533 Theology of Ministries (3)**  
**Teología de los Ministerios**

Appropriate ecclesiological model according to recent Church documents; its implications for the diversification of ministries toward a Church of participation and communion; theological guidelines for ministry; reasons for the development of new ministries and models for restructuring of ministry.

**434/534 Hispanic Catechesis (2)**  
**Catequesis Hispana**

Catechesis as the process of Christian growth toward conversion and liberation; the person's existential and cultural situation interpreted in the light of the Gospel; the role of catechesis in promoting and strengthening evangelical values inherent in Hispanic culture; catechetical methodologies.

**435/535 Hispanic Youth Ministry (2)**  
**Pastoral Juvenil Hispana**

Basic principles and models of youth ministry; elements of group dynamics, leadership development, techniques for planning and evaluation; guidelines for education in faith including two days of spiritual experience of retreat; an active methodology requiring much participation.

**436/536 Youth Ministry for Adult Advisors (2)**  
**Pastoral Juvenil para Asesores Adultos**

Youth groups and the role of the adult advisor in the various states; interior dynamics of spiritual exercises for youth; study of the process of conversion; essential elements of formation; dynamics to create commitment.

**438/538 Hispanic Music and Liturgy (2)**  
**Música y Liturgia Hispana**

Theological reflection on the history, faith and cultural values of the Cuban people; analysis of Cuban musical forms and rhythms; incorporation of these into creating new community liturgical expressions.

**439/539 Religion and Sociology (2)**  
**Religion y Sociología**

Sociological study of religion in the world today; faith and secularism; sociology of change; possibilities of a socio-political option in the light of the Gospel; socio-religious problems arising from cultural pluralism.

**440/550 Contemporary Spirituality (2)**  
**Espiritualidad Contemporánea**

Contemporary trends in spirituality; ecclesial renewal and its influence in new forms of communal and personal prayer and holiness; Jesus seen as the integrating force in a person's individual and communal conversion.

**460/560 Foundations of Theology (3)**  
**Fundamentos de Teología**

This course is a study of the concepts of revelation, faith, grace, dogma, tradition, and the magisterium. Same as REL 608.

**461/561 The Bible: Its Liberating Message (3)**  
**La Biblia: Su Mensaje Liberador**

Revelation of God in the liberating experience of the People of Israel (Old Testament), in the experience of the historical Jesus and the Risen Christ, expressed in the primitive Christian community (New Testament) and developed in the ecclesial community. Interpretation of this experience within the framework of human existence. (same as REL 618)

**462/562 Jesus Liberator and His Community of Faith (3)**  
**Jesus Liberador y Su Comunidad de Fe**

Study of the person of Jesus and his faith community to discover the concrete implications of the following of Jesus today, including an analysis of the lived experience of faith of the Cuban people. (Same as REL 605)

**463/563 The Sacraments and Liturgical Creativity (3)**  
**Los Sacramentos y la Creatividad Litúrgica**

Sacramental theology and its liturgical implications; special emphasis on liturgical creativity of the sacraments of initiation within the present norms of the church (Same as REL 614)

**464/564 History of the Church in USA (3)**  
**Historia de la Iglesia en Estados Unidos**

Roman Catholicism in USA from its Hispanic roots and indigenous reception; development of evangelization in the southeast; Puritan and non-Catholic traditions influencing its Anglo-Saxon roots; development of Hispanic Consciousness and ministry within a growing cultural pluralism in the Church. (Same as REL 609)

**465/565 Anthropology and Spirituality of the Hispanic People (3)**  
**Antropología y Religiosidad Popular del Pueblo Hispano**

Anthropological study of the human response to the Word of God within the cultural framework: characteristics and peculiarities of the Hispanic people in their history, their socio-economic and religious experiences within the dominant culture; their faith response in traditions, customs and religious symbols. (Same as REL 604)

**466/566 Pastoral Principles for Hispanic Ministry (3)**  
**Principios de Pastoral Hispana**

Contemporary problems and methodologies of pastoral theology, and its application in the religious and sociological context of the local Hispanic situation. (Same as REL 624)

**467/567 Ethical Principles and Social Doctrine (3)**  
**Principios Morales y Sociales de la Iglesia**

Concept of the person from a moral theological viewpoint; relationship of law and love in the light of the Gospel basic sources of morality; fundamental documents of the Church's social doctrine before and since Vatican II, including Latin American Church documents. (Same as REL 610)

**487/587 Seminar (1-3) (1-3)**  
**Seminario**

Selected topics as determined by special needs and/or interests of students in collaboration with faculty member and approval of the Director.

**570 Directed Research (6)**

# Master of Arts University Studies

George Wanko, Ph.D.  
Program Advisor

The M.A. in University Studies is an interdisciplinary program for those students who seek personal development and professional enrichment, but who do not seek a degree in a specific discipline. The degree is flexible in its design and thereby responds to diverse student interests and needs. Students are required to select two or three areas of study that will serve to enhance their personal and professional goals. The Orientation and Methods Seminar assists students in selecting areas of study and providing a rationale for their program of study. The Integrative Project and Report allows the student to relate the theoretical and the practical while integrating the selected areas of study.

## DEGREE REQUIREMENTS

- 1) Completion of 36 graduate credits.
- 2) Completion of the Orientation and Methods Seminar (3 credits)
- 3) Completion of 3 clusters of 9 credits each or completion of 2 clusters at 12 and 15 credits respectively. Clusters may be selected from the following areas: Biomedical Science, Business, Community Counseling, Computer Education, Computer Science and Information Systems, English, Jewish Studies, Learning Disabilities, Nursing, Psychology, Reading, Religious Studies, Social Work, Telecommunication. A student should include a career cluster and a liberal arts area such as English, Jewish Studies, or Religious Studies. Options in each discipline are determined and/or limited by pre-requisites as specified by the participating graduate programs.
- 4) Completion of the Integrative Project and Report (6 credits). This project may be 1) a didactic, library-oriented endeavor or 2) a more practical experientially oriented project. In either case, the results of the project must be presented in a written report.
- 5) No comprehensive will be required.

## ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements.
- Also suitable academic preparation in selected areas of concentration

## COURSE OF STUDY

1. All students are required to enroll in UST 601 Orientation and Methods and in UST 699 Integrative Project and Report.
2. Students are required to choose 3 clusters of 9 credits or 2 clusters of 12-15 credits from the areas below:

**Biomedical Sciences** — Students may enroll in graduate courses in Biomedical Sciences with permission of the Dean of the Division of Biological and Biomedical Sciences. There is a separate tuition fee for courses in Biomedical Science.

**Business** — Students may enroll in MBA courses providing that they meet prerequisites as specified by the School of Business. Permission of the Dean of the School of Business is also required. MBA 550, 560, and 580 are not counted as part of the graduate degree.

**Counseling and Human Resources Development** — Students may enroll for any graduate course providing they meet prerequisites as specified by the School of Education. Approval by the instructor is also required.

**Computer Education** — Students may enroll in any CED graduate course providing they meet the prerequisites as specified by the School of Computer Science.

**Computer Information Systems** — Students may enroll in any CIS graduate course providing they meet prerequisites as specified by the School of Computer Science.

**English** — Prerequisites: a minimum of 12 credits in undergraduate literature courses; permission of the department chair is required for enrollment in 600-level courses.

**Jewish Studies** — Students may enroll in any graduate course in Jewish Studies. Proficiency in Hebrew is a prerequisite to RJS 613 Hebrew Literature.

**Learning Disabilities** — Students may enroll for any graduate course providing they meet prerequisites as specified by the School of Education. Approval by the instructor is also required.

**Psychology** — Students may enroll in the following graduate courses in Psychology:

PSY 555	Adult Development
PSY 590	Physiological Psychology
PSY 596	Techniques of Therapy
PSY 601	Introduction to Clinical Psychology
PSY 602	Clinical Psychopathology
PSY 605	Statistics

Prerequisites: a minimum of 12 credit hours in the areas of abnormal psychology, developmental psychology, tests and measurements, and theories of personality; a minimum score of 900 on the GRE General Aptitude is required for enrollment in 600-level classes.

**Reading** — Students may enroll for any graduate course providing they meet prerequisites as specified by the School of Education. Approval by the instructor is also required.

**Theology** — Students may enroll in any graduate course in Theology.

Prerequisites: a minimum of 12 credit hours in religious studies at the undergraduate level and the permission of the department chair.

**Social Work** — Students may enroll in graduate courses in Social Work with the permission of the Dean of the School of Social Work.

**Telecommunications** — Students may enroll in 500-level courses. Also recommended are TEL 621 Future Technologies, TEL 642 Computers in Telecommunications, and TEL 644 Satellite Communications.

**Course Descriptions — University Studies Prefix: UST**

**601 Orientation and Methods (3)**

The course will assist in developing a rationale for course selection; it will include an introduction to research and bibliography; it will provide a format for development of a prospectus for the Integrative Project and Report; it will explore methods of critical analysis and concepts of integrative learning.

**699 Integrative Project and Report (6)**

Development of an integrative project according to an approved prospectus.

**704 Thesis Research (1)**

This is a research in residence or continuous registration for all departments/schools graduate programs.

**729 Continuous Registration**

This is a continuous registration for departments/schools offering graduate programs.

## **D. Inez Andreas School of Business**

Lloyd D. Elgart, D.B.A., Interim Dean  
Ron Lennon, Ph.D., Associate Dean  
for Graduate Programs

**Master of Business  
Administration  
Executive Master of  
Business Administration  
Master of Professional  
Accountancy  
Master of Science  
Management  
Information Systems**



# Master of Business Administration

Lloyd D. Elgart, D.B.A., Interim Dean  
Ron Lennon, Ph.D., Associate Dean  
for Graduate Programs

Business organizations of every size and type, including non-profit institutions and government agencies, require the effective coordination and administration of human and material resources in achieving the objectives of successful operation. The MBA is designed to provide the tools and the breadth and depth of knowledge necessary for responsible performance and leadership in middle and top areas of management and administration.

The functional areas of environmental analysis, planning, policy formulation, decision-making, organization, evaluation/recommendation and control are all encompassed within the framework of the MBA curriculum. The program of studies emphasizes preparation for a general management career and provides a broad and humanistic background.

It should be understood that the MBA offers advanced level coursework. Students must be adequately prepared, especially in quantitative and writing skills. Proficiency in the English language must be demonstrated by non-native students.

## ADMISSION REQUIREMENTS

Admission to the MBA program requires a bachelor's degree from a regionally accredited college or university and the Graduate Management Admission Test.

Generally, admission is granted only to those with a high promise of success in postgraduate business study. An applicant may show high promise by previous schooling and testing, which results in a minimum total of:

950 points based upon the formula:  $200 \times \text{GPA}$  plus  
GMAT score,

or

1000 points based upon the formula:  $200 \times \text{the upper division GPA}$  plus the GMAT score.

The above formula notwithstanding, the Admissions Committee reserves the right to prescribe a minimum GMAT score for applicants.

Students who already hold a graduate degree may qualify for admittance without taking the GMAT.

(The GMAT is a basic aptitude examination and does not require previous knowledge of business subjects. It is offered four times each year in the Greater Miami area. Applications are available from the Educational Testing Service, Princeton, N.J., 08541, or from the Admissions Office, or the office of the Dean of the School of Business at Barry.

## Common Body of Knowledge Requirements

In order to earn a Master's Degree, students must acquire a "common body of knowledge" in business administration. This requires an understanding of:

1. The production and marketing of goods and services and the financing of the enterprise.
2. The economic and legal environment, along with the ethical, social, and political influences upon enterprises.
3. Concepts and applications of accounting, quantitative methods, and computer systems management.
4. Organization theory, behavior, and interpersonal communication.
5. Integrating analysis and policy determination under conditions of certainty and uncertainty.

Students must also acquire a breadth of knowledge beyond the common body of knowledge in order to achieve general competence for overall management. In general, the common body and breadth of knowledge may be obtained by completing the prerequisites, required and concentration coursework.

At the time of entry, or shortly thereafter, students must also have satisfactorily completed (C grade or better) the following courses:

## Preparatory Courses

6 credit hours of Introductory Accounting

6 credit hours of Macro and Microeconomics or equivalents

3 credit hours of Finite Math, Algebra or Pre-Calculus

3 credit hours of Statistics or equivalent

These courses may be taken at any accredited institution or waived via CLEP testing. They may be taken as survey courses (no graduate credits) in the Graduate Curriculum (see MBA 550, 560, 580). No student may take more than 6 credit hours of graduate coursework before completing the designated preparatory requirements.

Applicants who are unable to complete all admission requirements of the program prior to the beginning of their first semester may be granted provisional status for one semester (up to six semester hours only).

All admission requirements must be satisfied and the provisional status changed to degree seeking status by the beginning of the second semester.

Students pursuing the MBA degree are permitted five years to complete the degree requirements, from the date of initial matriculation.

Students who have completed the requirements for the MBA degree and who wish to earn a second degree through the Andreas School of Business must complete an additional 18 graduate credits at Barry.

### OFF-CAMPUS LOCATIONS

In addition to classes offered at the Miami campus, the Andreas School of Business also offers MBA courses at Kendall, Florida and Port St. Lucie, Fl.

### ACADEMIC PROGRAM

The MBA degree requires 36 semester hours of coursework, 30 of which must be taken from Barry University. Students with other related graduate degrees or credits may be allowed to transfer up to six semester hours of appropriate equivalent coursework with grades of B or better upon entering the program. Students may choose from the following areas of concentration: Accounting, Finance, Management, or Marketing.

Students may not take courses with MPA prefix designations toward their MBA degree (except Accounting concentration students).

#### Preparatory Courses: 9 semester hours — may be waived

\*MBA 550 Math for Graduate Business Studies

\*MBA 560 Accounting Principles

\*MBA 580 Economics Principles

\* May be taken on a CR/NC basis.

#### Common Body of Knowledge Courses: 27 required semester hours, (except Accounting concentration)

\*MBA 600 Management

MBA 610 Computers and Executive Applications

MBA 620 Financial Management (Prerequisite: MBA 660)

MBA 640 Marketing Management (Prerequisite: MBA 580)

MBA 652 Management Science (Prerequisite: MBA 550)

MBA 660 Managerial Accounting (Prerequisite: MBA 560)

MBA 680 Managerial Economics (Prerequisite: MBA 580)

\*MBA 690 Legal Environment

MBA 699 Management Strategy & Policy (Final Course)

\* Suggested entry level courses.

#### Students may choose one of the following concentrations:

##### Finance—The Common Body of Knowledge courses plus the following 9 required semester hours:

MBA 622 Investment analysis

MBA 624 Financial Markets and Institutions

MBA 628 Advanced Topics in Financial Management

##### Management—The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

MBA 601 Human Resource Management

MBA 602 Public Administration

MBA 603 International Business

MBA 604 Research Methodology in Business

MBA 605 Entrepreneurial Management

MBA 606 Ethical and Social Issues in Management

##### Marketing—The Common Body of Knowledge courses plus the following 9 required semester hours:

MBA 643 Buyer Motivation and Behavior

MBA 644 Marketing Research

MBA 645 Marketing Strategy

##### Accounting—The Common Body of Knowledge courses (with the exception of MBA 660) and 12 required semester hours chosen from the following:

MPA 660 Professional Accounting and auditing Issues

MPA 662 Managerial Cost Accounting

MPA 663 Business Taxation

MPA 664 Advanced auditing

MPA 665 Accounting Theory and Practice I

MPA 666 Accounting Controls for EDP Systems

MPA 667 Accounting Theory and Practice II

Accounting concentration students may not substitute any other MBA or MPA courses in place of those stated above.

Note: Students are not required to select a concentration. Those who do not, may choose any three electives for which they have met the prerequisites and earn a General MBA.

### Graduate Course Descriptions — Business Prefix: MBA

#### 550 Math for Graduate Business Studies (3)

Preparatory course in mathematical skills for students wishing to fulfill the prerequisite requirement for mathematics. Topics include a review of algebra, an introduction to the logic of calculus, and mathematical operations which prepare students to comprehend the mathematics implicit in graduate study in business. (Credits are not applicable to a graduate degree.)

#### 560 Accounting Principles (3)

Preparatory course in principles of accounting for students who lack the accounting prerequisite. Topics include an introduction to the accounting cycle, generally accepted accounting principles, and classified financial statements. Includes financial statement analysis of annual reports of major corporations. (Credits are not applicable to a graduate degree.)

#### 580 Economic Principles (3)

Preparatory course in principles of economics for students who need the economics prerequisite for graduate study in business. Topics covered include: National Income Measurement and Fluctuations, Countercyclical Monetary and Fiscal Policy, the Behavior of the Firm under Various Market Conditions, the Determinants of Income Distribution, and International Trade and Balance of Payments. Primary emphasis is placed on giving the students a fundamental knowledge of the determination of market prices and quantities through supply and demand analysis. (Credits are not applicable to a graduate degree.)

**600 Management (3)**

Nature and functions of management, emphasizing decision-making, communication, interpersonal and group dynamics, and all things necessary for effective planning, organization, direction and control of business.

**601 Human Resource Management (3)**

Exploration of topics related to human resources, including: manpower planning and forecasting, personnel administration policies and practices, management development, labor relations, human asset accounting, etc. Prerequisite: MBA 600.

**602 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. Prerequisite: MBA 600.

**603 International Business (3)**

Consideration is given to the multinational 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). Prerequisites: MBA 600, 640, 660.

**604 Research in Management (3)**

This course emphasizes developing research methodology. Library resources are used extensively. Research projects directed at specific industrial segments are selected and a formal research paper developed.

**605 Entrepreneurial Management (3)**

An overview of the managerial function of the operations of the Small Business Enterprise with emphasis on planning, organizing and controlling. Specific attention is devoted to demand analysis, developing the business plan, and financing through Small Business Administration and other financial agencies. Innovation is key concept. Prerequisite: MBA 600.

**606 Ethical and Societal Issues for Management (3)**

A survey course which will explore the societal/business ramifications of business ethics and societal concepts. The learner will be exposed via case analysis to critical incidents where ethical and societal decisions significantly impact the organization, employees and the communities it serves.

**610 Computers and Executive Applications (3)**

Study of computers used for the support of management tasks. The emphasis is on increasing management productivity and effectiveness through the use of spread sheet, data base, word processing and graphics programs.

**620 Financial Management (3)**

Study of corporate financial topics which include: ratio analysis, financial forecasting, financial planning and budgeting, working capital management, sources and forms of long-term financing, financial structure and the cost of capital, decisions involving long-term assets, investment banking and mergers/acquisitions.

**622 Investment Analysis (3)**

Study of principles and practices used in analyzing securities ranging from top-quality bonds to low-quality common stocks and warrants. Course coverage includes investment risks, portfolio management, and policies of institutional investors. Prerequisite: MBA 620.

**624 Financial markets and Institutions (3)**

Analysis of the characteristics and operating policies of financial institutions and the interrelationships among intermediaries in the money and capital markets. Focus is placed upon commercial banks, other depository institutions, insurance companies, investment banks and pensions.

**628 Advanced Topics in Financial Management (3)**

This course covers different topics in financial management and employs the case method to develop the student's ability to apply financial theory and analytical techniques to all areas of financial management. Prerequisite: MBA 620.

**640 Marketing Management (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. Prerequisite: MBA 580.

**643 Buyer Motivation and Behavior (3)**

This course covers the psychological, sociological and anthropological theory related to buying decision processes by consumer and organizational buyers. Prerequisite: MBA 640.

**644 Marketing Research (3)**

Research methodology is applied to marketing problems. Topics covered include measurement, survey research, experimentation, and statistical analysis. Prerequisite: MBA 640.

**645 Marketing Strategy (3)**

This course focuses on the marketing manager's decision process. Topics include market opportunity analysis, strategy development, planning, and integration with corporate strategy. Prerequisite: MBA 640.

**652 Management Science (3)**

Management science methods including decision trees, simulation, inventory models, waiting line models, project planning, and statistical process control applied to business problems. Case studies used extensively for applications. Prerequisite: MBA 550.

**660 Managerial Accounting (3)**

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. Prerequisite: MBA 560 or equivalent.

**680 Managerial Economics (3)**

Economic tools and techniques which are usable and useful in analyzing business problems, quantitative approaches related to such specific problems as economic optimization, demand estimation, forecasting, production cost, risk analysis and pricing, etc. Prerequisites: MBA 550, 580, or equivalent.

**690 Legal Environment (3)**

Legal aspects of the management process, including government regulation of business, structure of our legal system, the Constitution and business, legislation, administrative and common law, labor and employment laws, securities regulations, consumer protection, antitrust, torts, and various forms of business organization. This course does not fulfill the law requirements for the Florida State Board of Accountancy.

**691 Managerial Law (3)**

Overview of contracts, sales, bulk sales, documents of title and investment securities, commercial paper, secured transactions, suretyship, bankruptcy, real and personal property, bailments, insurance, agency and administration of estates and trusts. This course is designed to meet the CPA preparatory requirements.

**699 Management Strategy and Policy (3)**

Integrated approach to strategic planning, problem solving and managerial decision-making process. To be taken at the conclusion of the required MBA sequence of courses. (Final course).

# Executive Master of Business Administration

Lloyd D. Elgart, D.B.A., Interim Dean  
Ron Lennon, Ph.D., Associate Dean  
for Graduate Programs

The Executive MBA (XMBA) program is a relatively new and exciting concept in graduate management education that prepares organizational leaders from private and public enterprise to meet the challenges of an ever-changing economic and cultural environment. These programs are designed to allow senior and mid-level executives to keep pace in their profession without career interruption.

The curriculum has been developed to integrate basic disciplines of accounting, management, marketing, economics, and finance with innovation and entrepreneurship. Learning modules have been coordinated to give the manager a core of professional knowledge and a broad framework for decision making. Emphasis is placed on team effort and the sharing of experience and expertise in a structurally integrated program. A full range of traditional and non-traditional learning techniques are used including case studies, research projects, computer simulation, interaction groups and lectures.

The XMBA program, which extends over four semesters, meets one day each week on alternate Fridays and alternate Saturdays from 8:30 a.m. to 4:30 p.m. Semesters run from September through December and from January through April. Students remain together for the entire two years, allowing group dynamics established in the first semester to continue through the entire program.

Executives applying for and being admitted to the program are expected to hold a Bachelor's Degree; however, a limited number of executives who lack such a background will be considered for admission if their credentials indicate a strong probability for success in the program. It is anticipated that all candidates will have at least ten years of professional experience.

Candidates for admission should complete the application form, XMBA information sheet, provide two letters of professional reference, and submit transcripts of all previous college coursework.

The admission decision is based on a number of factors including present level of executive responsibility, employment history, and will include a personal interview.

Executives who complete the 36 semester hour program maintaining a B average, are awarded the Master of Business Administration (MBA) degree at the University's Spring Convocation.

Executives who have completed the requirements for the XMBA degree and who wish to earn a second degree through the Andreas School of Business must complete an additional 18 graduate credits at Barry.

## OFF CAMPUS LOCATIONS

While the Executive MBA program is offered at the Miami Shores campus, it is also offered in Kingston, Jamaica.

## COURSE OFFERINGS:

- XMB 600 Management of Organizations
- XMB 603 International Business
- XMB 608 Labor and Human Resources Management
- XMB 611 Information Systems and Computer Applications
- XMB 620 Managerial Finance
- XMB 640 Marketing Management
- XMB 652 Management Science for Managers
- XMB 660 Managerial Accounting
- XMB 680 Managerial Economics
- XMB 690 Social, Legal and Ethical Aspects of Business
- XMB 698 Advanced Topics in Management
- XMB 699 Planning and Policy Seminar

## Course Descriptions — Executive Business Prefix: XMB

### First Semester

#### XMB 600 Management of Organizations

A framework for understanding the modern business enterprise by an intensive study and review of management thought and organization theory, the functions of management, and recent trends in management. An effort will be made to integrate experiences and work problems with course materials.

#### XMB 640 Marketing Management

Examination of current marketing concepts and practices relating to planning, product development, pricing, promotion and distribution. Attention is given to managing the marketing efforts and applying the current marketing concepts. Marketing problems are analyzed from the perspective of top management and considerable time is devoted to strategic planning and the executives' own marketing experiences.

#### XMB 660 Managerial Accounting

An appreciation of accounting concepts for planning, budgeting, and control is developed from the perspective of top management. Emphasis will be placed on the frontiers of accounting thought. Topics to be covered include budgeting, costing systems, incremental analysis, standard costs, profit contribution reporting, and the use of return on investment as a measure of operating performance.

## Second Semester

### **XMB XMB 608 Labor and Human Resources Management**

This course will explore the critical issues and strategic questions that will have to be addressed in managing aggregates of employees in the 1980's and beyond. Topics will include wage and benefit determination, negotiation and administration, management prerogatives, union security, contract administration, grievance procedures and arbitration, personnel practices and procedures and equal employment opportunity.

### **XMB 611 Information Systems and Computer Applications**

This course is designed to assist top managers in developing a better understanding of what computerized management information systems can and cannot do and to explore the consequences and potential impact of computers and computer-assisted management systems on the attitudes and performance behavior of executives. Topics include design and selection of appropriate management information systems for financial, statistical, and programming planning, reporting, and control and management of the processes of developing special purpose information systems. *In addition, participants are introduced to several software packages and applications, including electronic spreadsheets, data base management, and word processing.*

### **XMB 620 Managerial Finance**

The objective of this course is development of the executive's ability to apply the principal techniques of financial analysis to corporate financial problems. Topics include ratio analysis, financial forecasting, financial planning and control-budgeting, working capital management, sources and forms of long-term finance, financial structure and the cost of capital and decisions involving long-term assets.

## EXECUTIVE DEVELOPMENT I

Executives will participate in a weekend-in-residence program at a Miami Beach hotel. The entire weekend will be devoted to an intensive group application of principles and concepts studied during the first year through the use of an integrated case or simulation.

## Third Semester

### **XMB 603 International Business**

This course deals with the unique problems and challenges involved in managing international operations. Main topics include the relevance of the foreign economic, political, legal and cultural environment, international market analysis, foreign exchange risk management, international human resource management, the mechanics of import/export transactions, and a review of international money and capital markets. Executives will have ample opportunity to sharpen their decision-making skills through realistic case studies and computer-aided simulation games. A special emphasis will be placed on the specific problems of doing business with Latin America and the Caribbean in the 1980's.

### **XMB 652 Management Science for Managers**

The purpose of this course is to reactivate latent skills in problem formulation and decision making within the context of what is often called operations research. The individual applies tools of mathematics, linear programming and stochastic processes to problems in optimization, sensitivity analysis and expected value. Model types include product mix, inventory control, queuing theory, payoff matrices, quality control and other concepts essential to managerial decision-making.

### **XMB 680 Managerial Economics**

This course attempts to provide an in-depth understanding and appreciation of the effects of changing economic conditions on the operations of the firm. Attention is devoted to fiscal and monetary policy, business cycles and the application of economic logic to the management process.

## Fourth Semester

### **XMB 690 Social, Legal and Ethical Aspects of Business**

The focus of this course will be on the examination of the legal and social environments of business along with the norms and values developed by firms to meet the challenges of government regulation, community pressure, and public demand for accountability. Topics include the legal system, litigation and resolution of disputes, the constitution and business, administrative law, contracts, torts, forms of business organization, equal employment opportunity, antitrust law, and consumer protection.

### **XMB 698 Advanced Topics in Management**

Many important and timely topics for executives do not fit into any of the courses in the existing curriculum, but are worthy of including in this program. Each year the faculty will identify several such subjects and develop small modules to be covered in this course. Examples of such potential topics include insurance, risk management, development, development of entrepreneurial skills, and formulation of a business plan.

### **XMB 699 Planning and Policy Seminar**

This is an integrative course which draws on the functional areas of management, marketing, finance, and economics to develop top-level policies and strategies. Through the extensive use of comprehensive case studies, executives are given the opportunity to strengthen decision-making techniques. Executive Development II projects are presented in this class.

## EXECUTIVE DEVELOPMENT II

Executives work together in teams on the analysis of a designated firm's operation as if the executives were management consultants. The final report is a complete description of the firm's operation with strengths and weaknesses evaluated. The CEO and other officers of the firm are invited to respond to the report. This project is developed and presented as a part of the planning and policy seminar.

# Master of Professional Accountancy

Lloyd D. Elgart, D.B.A., Interim Dean  
 Ron Lennon, Ph.D., Associate Dean  
 for Graduate Programs

The Master of Professional Accountancy is a 30 semester hour program requiring 18 semester hours in advanced accounting and 12 semester hours of coursework in the MBA program selected from non-accounting courses.

## ADMISSION REQUIREMENTS

Admission to the MPA program will be limited to students with undergraduate majors in accounting from accredited institutions. Admission decisions will be based on the undergraduate grade point average and the score on the Graduate Management Admissions Test. (Same standards as the MBA program). Applicants with acceptable GPA's will be allowed to enter the program as Provisional Students for one semester only for a maximum of six credit hours prior to submission of the GMAT score. The GMAT will be waived for persons holding CPA or CMA certification.

The admission, transfer, retention and graduation policies of the MBA program will govern the MPA program unless otherwise stated.

Persons with appropriate accounting backgrounds who hold the MBA degree may be allowed to waive the 12 semester hours of MBA business courses and thus satisfy the MPA degree requirements by successfully completing the 18 semester hours of required accounting courses. The undergraduate transcript and MBA transcript will be reviewed, along with professional experience in the determination of appropriate background. Applicants deficient in any areas may be required to take additional prerequisite coursework. Such persons may or may not meet the new Florida guideline for approval to sit for the CPA examination.

It is anticipated that graduates of the Barry University Master of Professional Accountancy program, with appropriate undergraduate coursework, will meet the qualification standards to sit for the CPA examination.

Students who have completed the requirements for the MPA degree and who wish to earn a second degree through the Andreas School of Business must complete an additional 18 graduate credits at Barry.

## ACADEMIC PROGRAM:

Required Accounting Courses—18 hours

MPA 660	Professional Accounting and Auditing Issues .....	3
MPA 662	Managerial Cost Accounting .....	3
MPA 663	Business Taxation .....	3
MPA 664	Advanced Auditing .....	3
MPA 665	Accounting Theory and Practice I.....	3
MPA 666	Accounting Controls for EDP Systems.....	3
MPA 667	Accounting Theory and Practice II.....	3

Accounting Coursework Total 18 of 21

Elective: MBA	Non-accounting elective .....	3
MBA	Non-accounting elective .....	3
MBA	Non-accounting elective .....	3
MBA	Non-accounting elective .....	3

Note: MBA 699 may not be used as an elective. \_\_\_\_\_

Business Coursework Total 12

Total Accounting and Business Coursework 30

Students are allowed to enter the program at the beginning of any semester and take any combination of MPA and MBA coursework that will meet their scheduling needs and degree requirements.

It is anticipated that two of the MPA courses will be offered in the Fall, Spring, and Summer terms. The MBA non-accounting electives may be taken in any term, thus making it possible for a full time student to complete the degree in one year.

## Graduate Course Descriptions — Accounting Prefix: MPA

### 660 Professional Accounting and Auditing Issues

A selection of current issues (both accounting and auditing) confronting the accounting profession. Through research and case analysis, emphasis is on practical utilization of GAAP (Generally Accepted Accounting Principles) and GAAS (Generally Accepted Auditing Principles).

### 662 Managerial Cost Accounting

Effective managerial decision-making and financial planning through accounting systems; performance evaluation; control of operations; capital budgeting and management of assets. Production cost; budgeting control; cost volume and profit analysis; alternative methods of measurement and analysis.

### 663 Business Taxation

Study of the theory of taxation. Federal tax laws and regulations and their impact on the operations of partnerships, corporations, estates and trusts, with emphasis on practical tax planning through tax case studies and preparation of actual tax returns relating to these areas.

### 664 Advanced Auditing

Study of the concepts, assumptions, standards and issues related to contemporary auditing theory and practice. Professional and technical aspects of auditing practice; ethics and legal responsibilities; review of field work emphasizing materiality, sampling, and working papers, reporting problems including long-form and special purpose reports; study of recent auditing developments. Prerequisite: ACC 437 or equivalent.

**665 Accounting Theory and Practice I**

Theoretical and practical application of accounting principles relating to basic concepts, assets, liabilities, equities, tax allocation, pensions, leases, accounting changes, the four required financial statements including disclosures. Emphasis on current accounting developments.

**666 Accounting Controls for EDP Systems**

A comprehensive accounting controls approach to the contemporary computer environment, providing the necessary understanding of a complete system of accounting controls, both manual and data processing, and their interrelationships; practical state-of-the-art solutions to EDP auditing control problems are developed.

**667 Accounting Theory and Practice II**

Theoretical and practical application principles relating to governmental and nonprofit accounting, consolidation of foreign subsidiaries and other specialized topics.

# Master of Science Management Information Systems

Lloyd D. Elgart, D.B.A., Interim Dean  
Ron Lennon, Ph.D., Associate Dean  
for Graduate Programs

The Master of Science in Management Information Systems is a professional master's program designed to meet the needs of students seeking advanced skills in designing and implementing computer applications, and of those seeking academic preparation for responsibilities as managers of computer-based activities. The course of study includes both administrative and technical aspects of information systems.

The program objective is to provide the student with the theoretical and practical foundation which will lead to a career as manager of systems analysis or data processing operations, data base administrator, director of management information systems, director of data communications, or consultant.

## ADMISSION REQUIREMENTS

Admission to the M.S.in Management Information Systems program requires a bachelor's degree from a regionally accredited college or university and the Graduate Management Admission Test.

Generally, admission is granted only to those with a high promise of success in postgraduate study. An applicant may show high promise by previous schooling and testing, which results in a minimum total of:

950 points based upon the formula:  $200 \times \text{GPA} + \text{GMAT score}$ ,

or

1000 points based upon the formula:  $200 \times \text{the upper division GPA} + \text{the GMAT score}$ .

The above formula notwithstanding, the Admissions Committee reserves the right to prescribe a minimum GMAT score for applicants.

Students who already hold a graduate degree may qualify for admittance without taking the GMAT.

(The GMAT is a basic aptitude examination and does not require previous knowledge of business subjects. It is offered four times each year in the Greater Miami area. Applications are available from the Educational Testing Service, Princeton, N.J., 08541, or from the Admissions Office, or the Office of the Dean of the School of Business at Barry.

**PREREQUISITES:**

Minimum of six (6) undergraduate credits in mathematics including statistics.

Minimum of six (6) undergraduate credits in programming languages.

**TRANSFER CREDIT**

Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the M.S. program. The transfer of up to six semester hours of graduate work upon entering the program may be allowed subject to the following restrictions:

1. All transfer credits must be a B (3.0 or better), and courses must be directly parallel to required or elective courses in the M.S. program.
2. No graduate credit will be allowed for correspondence or extension work.

**DEGREE REQUIREMENTS**

To qualify for the degree of Master of Science in Management Information Systems, each candidate must:

1. Be fully accepted into the program.
2. Complete at least 36 semester hours of required and elective courses with a grade point average of 3.0 or greater and with no grade below C.
3. Meet all general requirements of the University for a Master's degree and complete the program within five years.

Students who have completed the requirements for the MS in MIS degree and who wish to earn a second degree through the Andreas School of Business must complete an additional 18 graduate credits at Barry.

**CURRICULUM OUTLINE**

The curriculum provides the flexibility to allow each student to pursue a program designed to meet his or her professional goals.

**Common Core:**

Course Title	Credits
MIS 520 Computer Information Systems	3
MIS 530 Decision Support Systems	3
MIS 540 Data Communications	3
MIS 560 Data Base Management Systems	3
MIS 580 Computing Hardware	3
MIS 605 Information Technology Management	3
	18

**ELECTIVE COURSES**

Students may choose from the following list in order to complete the 36 credits required for the degree. A student may also select electives from graduate courses offered by the School of Business Administration and the Department of Telecommunications subject to these limits: not more than nine (9) hours from Telecommunications and Business combined.

Course Title	Credits
MIS 502 Operating Systems	3
MIS 503 Computer Networks	3
MIS 509 Legal and Ethical Aspects of Computing	3
MIS 512 Applied Software Development Project I	2
MIS 513 Applied Software Development Project II	3
MIS 515 Administrative Applications of Computers	3
MIS 575 Expert Systems	3
MIS 600 Applied Interactive Graphics	3
MIS 607 Computer Security	3
MIS 610 Fourth Generation Languages	3
MIS 640 Software Engineering	3
MIS 651 Computer Modeling And Simulation	3
MIS 665 Special Topics in Computing	3
MIS 699 Thesis	6
MIS 700 Directed Independent Study	3
MIS 720 Internship	3-6

**Graduate Course Description - Management Information Systems  
Prefix: MIS**

**502 Operating Systems (3)**  
An overview of operating systems and services covering the following: CPU scheduling, device scheduling, memory management, virtual memory, concurrent processes, deadlock prevention, avoidance, recovery and device drivers. Prerequisite: none.

**503 Computer Networks (3)**  
A thorough coverage of computer networks, covering traditional packet switching as well as satellite networks and local area networks, distributed processing. Network architectures and protocols will be analyzed in the local area network environment. Prerequisite: CS 540.

**509 Legal and Ethical Aspects of Computing (3)**  
A study of the spectrum of legal and ethical considerations involved in the use and misuse of computer technology. Topics include contracts, copyright, economic crimes, privacy, "hacking," and other forms of misappropriation of computer resources.

**512 Applied Software Development Project I (3)**  
Application of computer programming and system development concepts, principles and practices to a comprehensive system project. Formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: Any high level language programming course (3 cr.).

**513 Applied Software Development Project II (3)**  
Continuation of CIS 512. Formal presentations and group dynamics in the solution of information systems problems. Development of data base to support the system. Prerequisites: CIS 512.

**515 Administrative Applications of Microcomputers (3)**  
Course includes the more common administrative applications of the personal computer as tools for increasing productivity; data base, spreadsheet and word processing software will be covered in hands-on sessions. Prerequisite: none.



**520 Computer Information Systems (3)**

Management-oriented study of the analysis, design, and application of demand-responsive, cost-effective, computer-based information systems for planning, control, and decision making. Analysis of internal, external, and competitive information. Extensive use of case analysis methodology. Prerequisite: none.

**530 Decision Support Systems (3)**

Applications of quantitative techniques to business problems. Topics include decision theory, forecasting, simulation, linear programming, and inventory theory. Includes use of microcomputer software for problem solving. Prerequisite: None.

**540 Data Communications (3)**

Media, satellite based systems, microwave links, carrier systems. Analysis of forward error correction, modulation types and techniques. Modem designs. Prerequisite: none.

**560 DataBase Management Systems (3)**

The analysis, design and implementation of computerized filing systems for the support of large data bases. Topics include; CODASYL and other standardized specifications for data base management access methodologies, through-put and response time analysis, file designs, and query languages. Prerequisite: none.

**575 Expert Systems (3)**

Applications of expert systems are examined. Topics include non-monotonic reasoning, methods of inference (backward and forward chaining), knowledge representation, consistency, and languages (e.g., LISP, OPS5, PROLOG). Prerequisite: none.

**580 Computing Hardware (3)**

Digital gates, registers, counters and ALUs. Boolean Algebra, truth tables. Detailed analysis of microprocessor based systems, including hands-on projects. Prerequisite: none.

**600 Applied Interactive Graphics (3)**

A systematic and comprehensive overview of all aspects of computer graphics. Mathematical techniques for picture transformations, curve and surface approximation, graphical languages, organization of graphical systems. Prerequisite: none.

**605 Information Technology Management (3)**

Production, quality, and cost controls, evaluation and selection of software, organizational structure, facilities design. Includes application of computers, telecommunications and office automation to improve strategic position of the business enterprise.

**607 Computer Security (3)**

Topics include security for data communications (encryption) data base, microcomputers. Other topics covered are computer center security, disaster planning, personnel screening, threat evaluation. Prerequisite: none.

**610 Fourth Generation Languages (3)**

Fourth generation languages (4GL's) differ from third generation in that they comprise non-procedural as well as the traditional procedural commands, support higher productivity, and can be used by nonprogrammers as well as professional programmers. This course surveys the basic concepts in the design and use of 4GL's with examples (e.g., FRAMEWORK). Topics include human factors, types of languages, semantic disintegrity, decision support, query, a critique of natural language interfacing, and artificial intelligence.

**640 Software Engineering (3)**

The course addresses the technical and management aspects of improving the productivity and quality of generated software. Emphasis on structured development methods and quality control and verification. Prerequisite: none.

**651 Computer Modeling and Simulation (3)**

Higher level simulation computer languages (GPSS, SIMSCRIPT, DYNAMO) will be discussed. Applied probability theory and computer generated random numbers will be used to write simulators aimed at resolving business or computer center problems. Microcomputer simulation packages will be evaluated. Prerequisite: none.

**665 Special Topics in Computing (3)**

The content of this course will typically reflect the interest of a faculty member or of a group of students. The course provides a means for introducing current issues into the curriculum. Prerequisite: as needed.

**699 Thesis (6)**

The student must submit a thesis proposal to the Associate Dean and, if it is accepted, will work under the supervision of a faculty committee. The student must become knowledgeable of and agree to adhere to the School's policies in effect at the time the thesis is begun. Prerequisite: Advisor and Associate Dean approval required.

**700 Directed Independent Study (3)**

This provides an opportunity for the student to pursue a research interest under the guidance of a faculty member. Prerequisite: Advisor and Associate Dean approval.

**720 Internship (3-6)**

Advanced computer science applications in a professional work setting under direct supervision. Requires a minimum of 120 hours for 3 credits or 240 hours for 6 credits. Prerequisites: Degree seeking candidate in an approved program; Departmental permission.

# School of Education

## Master of Science Education

Evelyn Piche, O.P., Ph.D., Dean

The Master of Science degrees in the School of Education offer students a comprehensive range of programs designed to meet the diverse needs of educational leaders for the 21st Century. These programs provide students with a challenge to broaden, deepen and expand on their professional lives. Programs (for teachers, administrators, educators, counselors, human resource personnel, and persons desirous of advanced computer applications and skills) are created to provide maximum professional growth for participants.

The School of Education strives to accomplish its mission by:

1. promoting the interrelationship of dynamic teaching and appropriate learning necessary for professionals in an informational society.
2. demonstrating concern for the individual in an atmosphere in which students, conscious of their own dignity as persons, become aware of their attendant responsibility toward other persons and toward their environment.
3. providing students with opportunities to explore and discuss complexities of professional life and their concomitant responsibilities.

The School of Education offers the Master of Science (M.S.) degree in ten areas of specialization.

**COMPUTER EDUCATION**  
**EDUCATIONAL LEADERSHIP**  
**ELEMENTARY EDUCATION**  
**EXCEPTIONAL STUDENT EDUCATION**  
**GUIDANCE AND COUNSELING**  
**HUMAN RESOURCES DEVELOPMENT AND**  
**ADMINISTRATION**  
**MENTAL HEALTH COUNSELING**

### **PRIMARY EDUCATION** **READING** **REHABILITATION COUNSELING**

The following degree programs of the School are approved by the Florida State Department of Education; and by virtue of this approval, Barry graduates in Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling, Primary Education and Reading are eligible for certification in many states without specific course analysis.

### **GENERAL ADMISSION REQUIREMENTS**

- Bachelor's degree from a regionally accredited college or university with appropriate credits in related disciplines and/or professional education courses as indicated by transcripts.
- Undergraduate grade point average of 3.00 (B).
- Acceptable score on the Miller Analogies Test or Graduate Record Exam.
- Two letters of professional recommendation for graduate study.
- Florida Teacher's Certification or eligibility for certification only when enrolling in a State approved certification program.

### **GENERAL GRADUATION REQUIREMENTS FOR THE MASTER OF SCIENCE**

The School requires successful completion of a minimum of thirty (30) semester credits, including the requisites listed and all required specialization courses. The student must maintain a grade point average of 3.00 (B); and receive a passing grade on a final written comprehensive examination. **ALL REQUIREMENTS FOR FLORIDA CERTIFICATION MUST BE ACHIEVED BEFORE THE UNIVERSITY RECOMMENDS THE STUDENT FOR MASTER'S LEVEL CERTIFICATION.** Students pursuing a Master's degree through the School of Education are permitted seven years to complete degree requirements from the date of initial matriculation.

### **STANDARDS OF PROGRESS**

All students must maintain a cumulative grade point average (GPA) of 3.0 to remain in good academic standing. If a student's G.P.A. drops below 3.0, he/she is placed on academic probation. The student is allowed to remain on academic probation for a maximum of 12 credits of course work. If at the end of the probation period, the student has not raised his/her GPA to 3.0 he/she cannot remain in the program. Students must remain in good standing during the last six credits of a program.

### **TRANSFER CREDIT**

- A maximum of six graduate credit hours may be transferred from an accredited college or university.
- Course work must be relevant to the discipline, at B level or better.
- Courses must be earned within the seven-year limitation set for the degree.
- Courses must be approved by the appropriate program advisor.
- Courses must not have been applied toward another degree.

## REQUISITES

All matriculated candidates in the areas of Elementary Education, Exceptional Student Education, Guidance and Counseling, Mental Health Counseling, Rehabilitation Counseling, Primary Education, Human Resources Development and Administration, Reading and Educational Leadership must take EDU 601, Methodology of Research (3 cr.), normally within the first six credit hours.

## CENTER FOR INSTRUCTIONAL TECHNOLOGY

Robert L. Burke, Ed.D., Professor of Education, Center Director  
Timothy E. Higginbotham, Ph.D., Associate Professor of Education  
Joel Levine, Ed.S., Assistant Professor of Education

The Center for Instructional Technology conducts research and development in the application of computers and other electronic technology to instruction. Current research specializations include Computer Assisted Instruction, Computer Managed Instruction, Learning Environments, and development of learning materials. The Center develops CAI courseware and other learning materials.

# Master of Science Computer Education

Joel S. Levine, Ed.S., Director  
Computer Education Programs

The Master of Science Degree in Computer Education is a 36 semester hour program for educators and trainers who use computers in their discipline or train individuals to use computers or teach specific Computer Science courses. The program prepares educators and trainers who will be involved with students in an educational environment. The program specialization designated, "Computer Science Education", has been developed to meet all Computer Science (K-12) certification requirements stipulated by the Florida Department of Education. The program specialization designated as "Computer Applications in Education" has been designed to meet the needs of educators who desire to utilize computers effectively in content areas.

## SPECIAL STUDENT STATUS

Applicants may be permitted to take up to three graduate courses (9 credits) in computer education on the basis of a signed application and proof of a baccalaureate degree from an accredited institution of higher education. These credits will be applied towards a degree only when the student is fully accepted into the program.

## PROGRAM ADMISSION

Program admission will be granted when requirements of the School of Education are satisfied. Failure to obtain program admission expediently, will cause the student's "Special Student Status" to expire. Once program admission is granted, a letter of acceptance will be sent to the student from the Graduate Admissions Office.

## REQUIREMENTS FOR GRADUATION

A minimum of 36 semester credits (including up to 6 transfer credits) must be completed with a GPA of 3.0 or higher for each graduate degree received in computer education. The last six credits of the program can be earned by the completion of either a practicum, internship, thesis or two additional courses.

## PROGRAM TRACKS

### COMPUTER SCIENCE EDUCATION REQUIRED COURSES (30 CREDITS)

- EDU 601 Methodology of Research
- CED 505 Introduction to Computer Education
- CED 612 Computer Programming in PASCAL I
- CED 613 Computer Programming in PASCAL II
- CED 618 Data Structures and Algorithms
- CED 621 Computer Programming in BASIC I
- CED 627 Teaching Computer Programming
- CED 634 Educational Computer Applications
- CED 639 Technology Applications For Education
- CED 653 Computer Communications

### ELECTIVE COURSES (6 CREDITS)

The elective courses should include at least one additional language course.

### COMPUTER APPLICATIONS IN EDUCATION REQUIRED COURSES (30 CREDITS)

- EDU 601 Methodology of Research
- CED 505 Introduction to Computer Education
- CED 520 Teaching Computer Literacy
- CED 560 Teaching Software Applications in the Classroom
- CED 609 Courseware Generators
- CED 621 Computer Programming in BASIC I
- CED 634 Educational Computer Applications
- CED 639 Technology Applications for Education
- CED 641 Implementing Computer-Assisted Instruction
- CED 653 Computer Communications

### ELECTIVE COURSES (6 CREDITS)

The elective courses should include at least one additional language course.

### SUGGESTED ELECTIVE COURSES

- CED 520 Teaching Computer Literacy
- CED 560 Teaching Software Applications in the Classroom
- CED 609 Courseware Generators
- CED 610 Creating Courseware Using Pilot
- CED 614 Computer Programming in LOGO
- CED 627 Teaching Computer Programming
- CED 631 Computer-Assisted Instruction I
- CED 632 Computer-Assisted Instruction II
- CED 634 Educational Computer Applications
- CED 641 Implementing Computer-Assisted Instruction
- CED 652 Interactive Intelligent Graphics
- CED 670 CED 688 (Discipline Application Courses)

# Master of Science Counseling Programs

Stephen D. Miller, Ph.D., Program Advisor  
Guidance and Counseling and Mental Health Counseling  
John M. Williams, D.Ed., Program Advisor,  
Mental Health Counseling and Rehabilitation Counseling

The School of Education at Barry University offers a Master of Science in Counseling for each of the following counseling specializations:

Guidance and Counseling	48 s.h.
Mental Health Counseling	60 s.h.
Rehabilitation Counseling	48 s.h.

Mental Health Counseling provides the course work necessary for functioning as a mental health counselor in applied settings, addresses the academic requirements for certification as a mental health practitioner and licensure as a mental health counselor. Rehabilitation Counseling provides the knowledge and experience necessary for counseling the physically, mentally, socially disadvantaged, and/or emotionally impaired. The curriculum addresses the knowledge and skills required for certification as a rehabilitation or insurance rehabilitation counselor and/or ACA counselor. Guidance and Counseling meets the academic requirements for certification as a school counselor in Florida. However, candidates for certification must acquire a Florida Professional Teaching Certificate before receipt of the guidance and counseling certification from the Florida Department of Education.

### PROGRAM OUTLINE

All counseling specializations require completion of the following:

**CORE COURSES (39 s.h.)**

CSL 600	Legal & Ethical Issues in Counseling	
EDU 601	Methodology of Research	
CSL 610	Human Growth and Development	
CSL 629	Social and Cultural Issues in Counseling	
EDU 621	Psychological Measurement	
CSL 652	Individual Counseling Procedures	
CSL 653	Career Development and Life Work Planning	
CSL 658	Group Counseling Procedures	
CSL 686	Counseling Theories and Interventions	
CSL 694	Counseling Practicum	(6 s.h.)
CSL 699	Internship in Counseling	(6 s.h.)

**AREAS OF SPECIALIZATION:**

The counseling specializations require the following:

**GUIDANCE AND COUNSELING (9 s.h.)**

CSL 585	Principles of Guidance
CSL 591	Group Dynamics
CSL 682	Consultation Procedures

**MENTAL HEALTH COUNSELING (18 s.h.)**

CSL 569	Mental Health
CSL 591	Group Dynamics
CSL 650	Human Sexuality
CSL 651	Counseling the Mentally Ill
CSL 680	Family Therapy
CSL 691	Personality Theories

**REHABILITATION COUNSELING (9 s.h.)**

CSL 639	Physical and Mental Disabilities
CSL 683	Industrial Rehabilitation
CSL 685	Rehabilitation Issues

Three (3) s.h. of electives may be taken in Mental Health. If students wish to choose more than one area of specialization, all the specialized courses and a practicum and internship in an appropriate setting must be completed for each area. Graduate level courses in psychology may be taken as electives upon approval of the program advisor.

**Course Times:**

Courses on main campus are usually offered from 4:00-7:00 p.m. and 7:00-10:00 p.m. in the evening (Monday-Thursday) or on Saturday morning, 9:00 a.m.-12:30 p.m., over the two (2) 15 week semesters. Some electives may be offered from 5:30-10:00 p.m. over a 10-week term. Summer classes typically meet twice per week for 3.5 hours over two six-week terms. Special eight-hour per day classes may also be offered. Students are asked to take at least 18 credits per year in order to facilitate completion of the program in a timely fashion.

**REQUISITES**

A student majoring in Guidance and Counseling, or Mental Health Counseling must satisfactorily complete the first course in the Counseling Core, CSL 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 satisfactorily fulfilled. This requirement is in no way a negative evaluation; rather it is a positive learning experience with beneficial consequences.

Students must pass a comprehensive oral and/or written examination and complete a scholarly paper.

# Master of Science Educational Leadership

Patrice LeBlanc, Ed.D., Program Advisor

Educational Leadership is a 36 semester hour graduate program leading to the Master of Science degree in Educational Leadership and the Florida Educational Leadership certificate (K-12), Level I.

The program is designed to prepare students in the skills and competencies necessary to become outstanding administrators and principals in school institutions, and other mid-management levels in public and non-public schools. It includes the study of dynamics and successful practices that enhance and improve school organizations and people who work in them.

## THE OBJECTIVES OF THE MASTER OF SCIENCE DEGREE IN EDUCATIONAL LEADERSHIP ARE:

To provide the knowledge and skills necessary for acquisition of the competencies essential to success as a school-based administrator. Specifically, this includes those skills and competencies that relate to:

1. Instructional, institutional and human resource management;
2. Research and research methodology necessary in the decision-making process of resource allocation, management systems and evaluation;
3. Projection and communication of an articulate, positive position for education and educational institutions;
4. Organizational development, planned, effective change processes and improvement of institutional climate.

## SPECIAL PREREQUISITES

- Applicant's statement of purpose which describes how past achievement, leadership and administrative talents and goals relate to the decision to apply to the leadership program.
- Documentation of successful teaching or school experience.
- Interview with program advisor.

## PROGRAM OUTLINE

The M.S. in Educational Leadership is a 36 hour program that includes the eight Florida Leadership Domains. The following courses represent the core of the program.

Each course is three (3) semester hours:

- EDU 601 Methodology of Research
- EDU 614 Educational Leadership I
- EDU 615 Educational Leadership II
- EDU 623 School and Community Relations
- EDU 624 Instructional Design and Evaluation
- EDU 637 The Principalship
- EDU 674 School Law
- EDU 675 School Finance
- EDU 699 Internship in Educational Leadership
- CED 687 Administrative Application of Technology
- Electives (6 semester hours)

## DEGREE REQUIREMENTS

Completion of 36 graduate credits as indicated in the program outline. An average of 3.0 must be maintained. A written and oral examination must be completed after the completion of 24 hours and before the completion of the last course in the program. Electives will be chosen with the approval of the advisor.

## CERTIFICATION TRACK

Students interested in Florida State Certification should contact program advisor.

# Master of Science Elementary Education

Gerry Bohning, Ed.D., Program Advisor

The focus of the M.S. Elementary Education program is to meet the continuing professional growth needs of elementary classroom teachers by providing them with opportunities to enhance their career credentials. Graduate students are able to broaden their knowledge and attain expanded teaching competencies through a study of theoretical and conceptual foundations with practical applications in the classroom. The program is one answer to the challenge of providing quality preparation for experienced practitioners to assume the role of teacher-leader at the school level. The program outline follows a framework of Description (sources for making decisions), Application (elements for development), and Implementation (use of Description and Application).

## PROGRAM OUTLINE

Courses that are required are identified; electives are chosen by the student with advisor approval.

### Description Framework (6 s.h. required)

- EDU 516 Guiding Elementary Learning
- EDU 595 Advanced Elementary Curriculum

### Application Framework (18 s.h.)

#### Required (6 s.h.)

- EDU 601 Methodology of Research **and**  
(select one course)
- EDU 505 Research and Current Trends in Elementary Curriculum  
and Instruction
- EDU 510 Multiculture Elementary Education
- EDU 625 Advanced Educational Psychology.

#### Elective (12 s.h. — select four courses)

- EDU 512 Teaching the Elementary Mainstreamed Exceptional  
Student
- EDU 514 Classroom Management
- EDU 535 The Teaching of Language Arts in Elementary Education

- EDU 537 Strategies for Elementary Diagnostic-Prescriptive  
Instruction
- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 552 Critical Thinking in Elementary School Science and Social  
Studies
- EDU 554 Literature for the Elementary Classroom
- EDU 568 Reading in the Content Area
- EDU 590 Corrective Reading
- EDU 604 Teaching Vocabulary and Comprehension Skills
- CED 680 Computer Applications in Elementary Education

### Implementation (6 s.h. required)

- EDU 605 Practicum in Elementary Curriculum and Instruction
- EDU 606 Advanced Practicum in Elementary Curriculum and  
Instruction

Note: Courses accepted in lieu of any of the above must have an advisor approved plan submitted to the Office of the Dean.

### DEGREE REQUIREMENTS:

- A valid, professional elementary Florida Teaching Certificate must be filed in the office of the Dean.
- A minimum of 30 semester graduate credits must be completed as indicated in the program outline.
- A GPA of 3.0 must be maintained, and;
- The written verification of Practicum EDU 605 and EDU 606 must be filed with the advisor.

# Master of Science Exceptional Student Education

Arlene Sacks, Ed.D., Program Advisor

Exceptional Student Education is a 33-semester hour graduate program leading to a Master of Science degree in Exceptional Student Education. This program offers a comprehensive background for those persons interested in the exceptional child in the classroom as well as those working in related fields such as regular elementary and secondary school teachers, guidance counselors, school psychologists, and administrators.

The completion of the program leads to certification in the areas of learning disabilities and mental retardation. The program enables students to understand a variety of exceptionalities, to plan an appropriate program for an exceptional student, and to take an active role in staffing a child into the least restrictive environment.

Additional areas of certification in Exceptional Student Education are offered during the summer sessions in the "Summer Institute for Educators" in areas such as gifted education, emotionally handicapped, early childhood handicapped, hearing, vision and learning disabilities.

## PROGRAM OUTLINE

All courses required. Ordinarily, courses are scheduled on Saturdays and are offered in a cycle format.

## SPECIAL PREREQUISITES

Applicants must have completed nine (9) semester hours in teaching elementary reading, elementary arithmetic, and children's literature or audiovisual materials.

## REQUIRED BASIC COURSES

- EDU 601 Methodology of Research
- CED 678 Computer Applications in Exceptional Student Education

## REQUIRED EXCEPTIONAL STUDENT EDUCATION 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
- EDU 635 Individualized Remedial Instruction for the Reading and Related Learning Disabled Child
- EDU 636 Theories and Research in Reading and Related Learning Disabilities
- EDU 638 Educational Management of Retarded Children
- EDU 643 Evaluation of Children with Learning Disabilities



# Master of Science Human Resources Development and Administration

Toni Powell, Ph.D., Program Advisor

Human Resources Development and Administration is a 33/36-semester-hour graduate program leading to a Master of Science degree. The program meets the professional growth needs of adults aspiring for careers in leadership or for those who want to improve their skills for continued success in their current work. It provides the knowledge and practical experiences to help adults become successful leaders, trainers, facilitators, administrators, supervisors, adult educators, and mentors. The program is designed for adults employed in business, government, community and private agencies, health, religious, technical, vocational, and other people-powered agencies. A Master's degree in Human Resources Development and Administration serves the educational needs of trainers, supervisors and leaders, and will assist them to facilitate in a positive, nurturing manner the changes and growth needs of those in their professional environment.

The program is designed to provide the knowledge and practical experiences for the adult student to develop a leadership style, to communicate effectively as a leader, to plan for and implement change effectively, to build positive team and group relations, and to train and supervise adults for work related tasks.

## SPECIAL PREREQUISITES

Professional work experience is required of students entering the Human Resources Development and Administration Program.

## PROGRAM OUTLINE

Basic courses are required; electives are chosen by the student with advisor approval. Each course is offered for three (3) semester hours credits.

### Basic Courses (18-21 semester hours required)

- EDU 601 Methodology of Research
- HRD 644 Leadership in Human Resources Development and Administration
- HRD 645 Communication in Leadership

- HRD 646 Dynamics of Change and Planning
- HRD 659 Adult Learning and Motivation
- HRD 678 Human Resources Development and Administration Practicum
- HRD 679 Human Resources Development and Administration Internship (waived for HRD professionals)

### Elective Courses (15 semester hours; select 5 courses)

- HRD 628 Networking in HRD
- HRD 647 Introduction to Instructional Design
- HRD 648 Group Behavior in Organizations
- HRD 649 Designing Supervisory Training Programs
- HRD 653 Career Development and Life Work Planning
- HRD 660 Designing Health, Wellness and EAP Programs
- HRD 669 Consultant Activities in Leadership
- HRD 670 Productivity and Quality
- CED 668 Computer Applications for Adult Education
- MBA 600 Management
- MBA 601 Human Resources Management or
- MBA 606 Ethical and Societal Issues for Management

Six credits may be selected from other schools at Barry University with the approval of the Dean of the selected School and the Human Resource Development and Administration advisor. The program is not designed for certification by the Florida Department of Education.

## DEGREE REQUIREMENTS

Completion of 33-36 graduate credits as indicated in the required core courses and electives are essential. A 3.0 average must be maintained. A comprehensive examination which demonstrates the application of the principles of human resource development and administration is required. In addition, all students must work in a professional HRD setting prior to receiving a Master of Science degree in Human Resources Development and Administration. Students who are not currently working in the field must enroll in at least one semester (3 credits) of internship work in which he/she participates in an HRD experience either as a trainer, program designer or administrator. All students will enroll in HRD 678, investigating a problem in a HRD work setting, using research methodology. Students will participate in all required courses. Electives will be chosen by the student with approval of the advisor.

# Master of Science Primary Education

(Pending approval by Florida Department of Education)

Gerry Bohning, Ed.D., Program Advisor

The focus of the program is to meet the continuing professional growth needs of primary teachers. Emphasis is placed on a foundation of theoretical and conceptual considerations with practical applications at the classroom and school building levels. The program follows a framework of Description (sources for making decision), Application (elements for development), and Implementation (use of Description and Application).

## PROGRAM OUTLINE

Courses that are required are identified. Electives are chosen by the student with advisor approval.

### Descriptions Framework (6 s.h. required)

(select one course from the following)

EDU 539 Primary Programs, Curriculum, Instruction

EDU 572 Primary Programs and Practices

(select one course from the following)

EDU 515 Guiding Primary Learning

### Application Framework (18 s.h.)

Required (6 s.h.)

EDU 601 Methodology of Research

(select one course from the following)

EDU 509 Multiculture Primary Education

EDU 543 Research and Trends in Primary Education

EDU 565 Language Acquisition in Primary Education

EDU 625 Advanced Educational Psychology

### Electives (12 s.h. — select four courses)

EDU 514 Classroom Management

EDU 536 Strategies for Primary Diagnostic-Prescriptive Instruction

EDU 538 Teaching the Primary Mainstreamed Exceptional Student

EDU 544 Problem Solving in Primary Mathematics  
EDU 547 Critical Thinking in Primary Science and Social Studies  
EDU 548 Literature for Young Children  
EDU 593 Child Study Skills for Primary Education  
EDU 607 Beginning Reading for the Primary Years  
EDU 679 Computer Applications in Primary Education

### Implementation (6 s.h. required)

EDU 608 Practicum in Primary Curriculum and Instruction

EDU 609 Advanced Practicum in Primary Curriculum and Instruction

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to the Office of the Dean.

# Master of Science Reading

Ann Carneal, Ed.D., Program Advisor

The Master of Science degree in Reading is a 30 semester hour program for classroom and special reading teachers. It prepares teachers at the elementary and secondary levels, is approved by The Florida State Department of Education, and leads to Florida certification in Reading, K-12.

## SPECIAL PREREQUISITES

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

The Reading sub-test of the Florida Teacher Certification Test must be passed prior to the student's graduation unless the student is certified in Reading.

## REQUIRED COURSES (27 s.h.)

- EDU 601 Methodology of Research
- EDU 517 Evaluation and Measurement in Education; **or**
- EDU 621 Psychological Measurements
- EDU 535 Teaching Language Arts
- EDU 567 Foundations of Reading Instruction
- EDU 568 Reading in the Content Areas
- EDU 584 Reading Diagnosis
- EDU 590 Corrective Reading; **or**
- EDU 634 Remedial Reading
- EDU 607 Beginning Reading for the Primary Grades; **or**
- EDU 718 Developmental Reading
- EDU 717 Curricular and Supervisory Prob. in Reading (Pract.)

## ELECTIVES

- EDU 604 Teaching Vocabulary and Reading Comprehension
- EDU 611 Reading and Thinking Skills
- EDU 612 Teaching Reading to Secondary, College and Adult Students
- EDU 613 Methods for the Reading Resource Teacher
- EDU 625 Advanced Educational Psychology
- EDU 630 Psychology of Reading
- EDU 631 Administration and Supervision of Reading Programs
- CED 676 Computer Applications in Teaching Reading



# School of Education Specialist in Education (Ed.S.)

Evelyn Piche, O.P., Ph.D., Dean

The School of Education, through the Educational Specialist degree, offers professionals a further opportunity to extend their knowledge and to develop their professional expertise. The specialist degree, building upon the Master's degree, endeavors to promote excellent teaching, significant learning, quality leadership and creative research.

The School of Education offers Specialist programs in the following areas:

**COMPUTER EDUCATION**  
**GUIDANCE AND COUNSELING**  
**MENTAL HEALTH COUNSELING**  
**READING**  
**REHABILITATION COUNSELING**

## GENERAL ADMISSION REQUIREMENTS

- Master's degree from a regionally accredited university
- Graduate grade point average of 3.0 (B)
- Two letters of professional recommendation
- Certification tract only, Florida Professional Teacher  
Certification or eligibility for teacher certification

## SPECIAL STUDENT STATUS

Applicants may be permitted to take up to three graduate courses (9 credits) in Education on the basis of a signed application and proof of a Master's degree from an accredited institution of higher education. Students under this status will not be allowed to register for courses beyond the 9 credit (3 courses) limitation.

## PROGRAM ADMISSION

Program admission can be granted as soon as the designated requirements are satisfied. Failure to obtain program admission expeditiously, will cause the student's "Special Student Status" to expire. Once program admission is granted, a letter of acceptance will be sent to the student from the Graduate Admissions Office.

## TRANSFER CREDIT

A maximum of six graduate semester hours may be transferred from another college or university toward a graduate degree in Education, depending upon equivalency or applicability and advisor approval.

# Specialist in Education Computer Education

Joel S. Levine, Ed.S., Director

The Educational Specialist Degree in Computer Education is a 36 semester hour program for educators and trainers who use computers in their discipline or train individuals to use computers or teach specific Computer Science courses. The program prepares educators and trainers who will be involved with students in an educational environment. The program track designated as "Computer Science Education" has been developed to meet all Computer Science (K-12) certification requirements stipulated by the Florida Department of Education. The program track designated as "Computer Applications in Education" has been designed to meet the needs of educators who want to utilize effectively computers in their content area classrooms.

## PROGRAM SPECIALIZATION

Students in the Education Specialist's Degree Program can concentrate either in Computer Science Education or Computer Applications in Education. Program Design will be individualized with the Director of Computer Education and approved by the Dean of the School of Education.



# Specialist in Education Programs in Counseling

Stephen D. Miller, Ph.D., Program Advisor, Guidance and Counseling and Mental Health Counseling

John W. Williams, D.Ed., Program Advisor, Mental Health Counseling and Rehabilitation Counseling

The Educational Specialist Degree in Counseling requires 60 semester hours of study. The program is designed to provide opportunity to upgrade academic preparation while meeting certification, certification maintenance, or licensure standards appropriate for career goals.

## TRANSFER CREDIT

A maximum of thirty graduate semester hours may be transferred into Counseling.

## REQUIRED COURSES (39 s.h.)

- CSL 600 Legal and Ethical Issues in Counseling
- EDU 601 Methodology of Research
- CSL 610 Human Growth and Development
- EDU 621 Psychological Measurement
- CSL 629 Social and Cultural Issues in Counseling
- CSL 652 Individual Counseling Procedures
- CSL 653 Career Development and Life Work Planning
- CSL 658 Group Counseling Procedures
- CSL 686 Counseling Theories and Intervention
- CSL 694 Practicum (6 s.h.)
- CSL 699 Internship in Counseling (6 s.h.)

## AREAS OF SPECIALIZATION (9-12 s.h.)

### Mental Health Counseling (12 s.h.)

- CSL 569 Mental Health
- CSL 591 Group Dynamics
- CSL 650 Human Sexuality
- CSL 651 Counseling the Mentally Ill
- CSL 680 Family Therapy
- CSL 691 Personality Theories

**Guidance and Counseling (9 s.h.)**

- CSL 585 Principles of Guidance
- CSL 591 Group Dynamics
- CSL 682 Consultation Procedures

**Rehabilitation (9 s.h.)**

- CSL 639 Physical and Mental Disabilities
- CSL 683 Industrial Rehabilitation
- CSL 685 Rehabilitation Issues

**ELECTIVES**

- Guidance and Counseling (12 s.h.)
- Mental Health Counseling (3 s.h.)
- Rehabilitation Counseling (12 s.h.)

Note: Courses accepted in lieu of any of the above must have an advisor approved plan submitted to the Office of the Dean.

## Specialist in Education Program in Reading (30 s.h.)

Ann S. Carneal, Ed.D., Program Advisor

**PROGRAM**

The Specialist in Education degree program in Reading is a thirty-semester-hour program beyond the Master's degree. The program is designed for teachers and leaders at the K-12, community college and adult levels.

All work for the degree of Specialist in Education must be completed within seven years of admission to the program.

**SPECIAL PREREQUISITES**

Four reading courses (12 s.h.)

**REQUIRED COURSES (9 s.h.)**

- EDU 708 Directed Research
- EDU 717 Curricular and Supervisory Problems in Reading (a supervised practicum)
- EDU 739 Non Thesis Research in Reading  
or
- EDU 740 Thesis Research in Reading

**Select seven courses from the following: (21 s.h.)**

- EDU 535 Teaching of Language Arts
- EDU 604 Teaching Vocabulary and Comprehension Skills
- EDU 607 Beginning Reading for the Primary Years
- EDU 611 Reading and Thinking Skills
- EDU 612 Teaching Reading to Secondary, College, and Adult Students
- EDU 613 Methods for the Reading Resource Teacher
- EDU 630 Psychology of Reading
- EDU 631 Administration and Supervision of Reading Programs
- EDU 701 Advanced Study in Education
- EDU 716 Advanced Diagnosis and Remediation in Reading
- EDU 718 Developmental Reading
- EDU 723 Advanced Seminar in Reading
- CED 641 Implementing Computer-Assisted Instruction
- CED 676 Computer Applications in Teaching Reading

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to the Office of the Dean.

## COURSE DESCRIPTIONS — Computer Education Prefix: CED

### 500 Computer Literacy (3)

Entry level course which provides a conceptual and descriptive introduction to the structure and function of computers. Applications of computers in education as well as other settings are illustrated and demonstrated.

### 505 Introduction to Computer Education (3)

Comprehensive introduction to the broad role of computers in education. The computer is examined both as a subject of instruction as well as a tool for the professional educator.

### 506 Introduction to Computers in Higher Education (3)

Comprehensive introduction to the broad role of computers in higher education. The computer examined both as a subject of instruction as well as a tool for the professional educator. Emphasis is upon the use of CAI coursewares to augment the higher education curriculum.

### 512 Introduction to Computers for Trainers (3)

An entry course which prepares trainers to implement applications software and selected tool software such as word processors and data base managers in a training environment.

### 513 Introduction to Computers for Courseware Developers (3)

An entry level course which prepares courseware developers to design, implement, and field test courseware in various environments with various participants.

### 515 Microcomputing in the Curriculum (3)

Major emphasis on software evaluation and its integration into the curriculum. Extensive hands-on experience with powerful microcomputers.

### 520 Teaching Computer Literacy (3)

Cognitive and functional computer literacy are being taught increasingly at all levels of schooling. This course includes an investigation of the major issues involved and prepares teachers to plan and carry out such computer education. Prerequisite: CED 500.

### 545 Software Tools for Educators (3)

A variety of software will be investigated with respect to their benefits in developing materials and methods for the presentation and management of instruction.

### 560 Teaching Software Applications in the Classroom (3)

Relative benefits of various applications software will be investigated with respect to their pedagogical value. Participants will be introduced to special problems and methods of teaching and applying applications software in a variety of content areas.

### 609 Courseware Generators (3)

Introductory course for those who wish to learn a simple method for generating instructional courseware. Several commercially available courseware generators will be evaluated and used.

### 610 Creating Courseware Using PILOT (3)

Introductory course in programming which will prepare the student to develop instructional courseware in PILOT, a powerful high-level language specialized to CAI applications.

### 612 Computer Programming in Pascal I (3)

Introductory course in programming in the Pascal language taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications and preparations to teach Pascal. Prerequisites: CED 621 or 614.

### 613 Computer Programming in Pascal II (3)

Advanced course in programming in the Pascal language with emphasis on individual projects including advanced programming concepts. Emphasis is on educational applications and preparation to teach Pascal. Prerequisite: CED 612.

### 614 Computer Programming in Logo (3)

Introduction course in programming in the Logo language taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications and preparation to teach Logo, particularly at the elementary school level. Prerequisite: CED 505.

### 615 Computer Programming in Logo II (3)

Advanced programming in Logo. The course will demonstrate Logo's effectiveness as a serious programming language. Course content will include interfacing Logo with peripherals interrupt driven programs, advanced list processing and applications of Logo in artificial intelligence. Prerequisite: CED 614.

### 618 Data Structures & Algorithms (3)

A course providing the basic fundamentals for much of today's computer programming. Emphasis is on the understanding and manipulation of standard data structures and the study of algorithms that create and manipulate such structures. Prerequisites: CED 612.

### 620 Computer Programming in C (3)

The course covers data typing including the internally defined data structures (arrays, structures, and unions), control structures, functions and their evaluations. Students will study and write application programs. Prerequisite: CED 612.

### 621 Computer Programming in BASIC I (3)

Introductory course in programming in the BASIC language taught in a laboratory setting with extensive opportunity for hands-on experience. Emphasis is on educational applications and preparation to teach BASIC.

### 622 Computer Programming in BASIC II (3)

Advanced course in programming in the BASIC language with emphasis on individual projects including advanced programming concepts. Emphasis is on educational applications and preparation to teach BASIC. Prerequisite: CED 621.

### 627 Teaching Computer Programming (3)

Relative strengths and weaknesses of various introductory computer languages are investigated with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching computer programming to the individuals of various backgrounds. Prerequisite: CED 610 and 614.

### 630 Artificial Intelligence for Educators (3)

The course has three purposes. First, it provides an overview of artificial intelligence (AI) techniques and issues including expert systems, understanding natural language, computer vision, and robotics. Second, cognitive science, which applies AI concepts to human learning, will be examined. Finally, AI programming concepts will be taught using LISP, PROLOG, or Logo. Recommended: CED 614.

### 631 Computer-Assisted Instruction I (3)

Introductory course in CAI with emphasis upon the principles of instructional systems design. Courseware developed will primarily be linear, verbal lessons, of simple design to permit maximum emphasis on development techniques and validation. Prerequisite: CED 621 or 612.

### 632 Computer Assisted-Instruction II (3)

Advanced course in CAI which focuses upon sophisticated branching lesson designs, and employs advanced graphics, sound and simulation techniques. Prerequisite: CED 631 and CED 622 or CED 613 or CED 609.

### 633 Advanced Courseware Generators (3)

Advanced course in very sophisticated courseware generators. One professional courseware generator will be thoroughly investigated. Prerequisites: CED 608 and 631.

### 634 Educational Computer Applications (3)

A comprehensive study of various computer applications for the classroom teacher. This course will include applications of word processing, data base management, spreadsheet and telecommunications.

### 635 Educational Computing Hardware (3)

Comprehensive study of the major microcomputer brands and models. Special emphasis given to educational applications and auxiliary equipment with educational usefulness.

### 636 Educational Software Search and Evaluation (3)

Comprehensive study of the sources, features and purposes of applications software. Special attention paid to educational software. A variety of evaluation systems are examined.

### 638 Computer Interactive Video (3)

A comprehensive study of interfacing video technology to microcomputer systems. Emphasis on the applications of present software and videodisks and the creation of special programs and/or subroutines. Prerequisites: CED 637.

**639 Technology Applications for Education (3)**

A hardware applications course which surveys microprocessor driven technologies and their uses for learning and the management of the learning process. Special emphasis is given to the devices that enable a computer to accept, analyze and report educational information.

**640 Computer-Managed Instruction (3)**

Introductory course in the principles and practices of electronically recording academic performance information and using it to control academic events.

**641 Implementing Computer-Assisted Instruction (3)**

Covers all aspects of the CAI program from facilities planning to courseware selection to facilities and program management. Prepares teachers to operate the CAI environment within a traditional school setting. Prerequisite: CED 636.

**651 Interactive Intelligent Simulation (3)**

Computer simulation is a very powerful tool in a variety of applications from planning to research to teaching. This course provides an opportunity to explore the theoretical framework of simulation, examine a wide variety of applications and master some of the basic techniques of creating computer simulations. Emphasis will be on educational applications of simulation and using simulation as a teaching tool. Prerequisite: CED 612 or CED 621.

**652 Interactive Intelligent Graphics (3)**

Computer graphics can add important new dimensions and power to human communication. This introductory course in computer graphics provides an overview of developments and encourages the students to develop skills in the planning, creation and programming of graphic applications. Emphasis will be on graphics for CAI and other educational applications. Prerequisite: CED 621.

**653 Computer Communications (3)**

Powerful communication abilities of microcomputers can open up the world to learners regardless of their physical location. This course explores communications technology as it relates to computers and pedagogical applications.

**659 Administration of Computer Education (3)**

Intended for elementary and secondary school administrators and department chairpersons. This course covers all aspects of developing and implementing the computer education curriculum from computer literacy to programming languages to CAI applications. Strong emphasis is placed on administrative decisions regarding scheduling, staffing, purchasing, and computer environments.

**670 Computer Applications in Art Education (3)**

Introductory course in the applications of microcomputers in the teaching of art. Graphics applications are stressed, both as a means of concept development in art and as a means of facilitating student self-expression.

**671 Computer Applications in Business Education (3)**

Prepares the business education teacher to use the microcomputer in a variety of business education applications. Emphasis is placed upon the identification, evaluation and implementation of specialized Business Education CAI courseware. Prerequisite: CED 634.

**672 Computer Applications in Teaching English (3)**

Prepares teachers of English to use the many applications of microcomputers in their teaching. The use of wordprocessing capabilities of microcomputers to create an educational environment for the teaching of writing is emphasized. Includes the identification, evaluation and implementation of CAI courseware for the development of skills such as vocabulary and spelling.

**673 Computer Applications in Math Education (3)**

Prepares math teachers to teach computer related content and to use the microcomputer in the math classroom. Includes the identification, evaluation and implementation of CAI courseware in the development of mathematical skills and concepts. Prerequisite: CED 621.

**674 Computer Applications in Science Education (3)**

Prepares science teachers to deal with the computer as content and to use the microcomputer as a tool in the science classroom. Emphasis is placed on identification, evaluation and implementation of CAI courseware in the science area.

**675 Computer Applications in Social Studies Education (3)**

Prepares Social Studies teachers to deal with the computer as content and to use the microcomputer as a tool in the Social Studies classroom. Emphasis is on the use of simulation to study complex social systems.

**676 Computer Applications in the Teaching of Reading (3)**

Prepares reading teachers to use a variety of the attributes of computers in the teaching of reading. Emphasis is on the diagnostic, remedial and record-keeping strengths of computers.

**677 Computer Application in the Teaching of Writing (3)**

Computers present special promise for the teaching of writing. Emphasis is on the creation of a computerized environment for learning in which student writing, critique and rewriting are all facilitated electronically.

**678 Computer Applications in Exceptional Student Education (3)**

Prepares special education teachers to use the unique strength of computers for diagnostic remediation and record-keeping in the remedial education environment.

**679 Computer Applications in Primary Education (3)**

Introductory course for teachers specializing in primary education. Topics include special considerations for environment, equipment and software/courseware and methods to support the exposure of the young child to computers.

**680 Computer Applications in Elementary Education (3)**

Prepares elementary school teachers to implement a variety of computer applications in various disciplines. Emphasis is upon the use of CAI courseware to augment the elementary school curriculum.

**681 Computer Applications in Guidance and Counseling (3)**

Prepares guidance and counseling educators to use the computer in applications for advisement, career and personal counseling, and developing inventories. Emphasis is on record-keeping, diagnostic profile development, remedial education projections and scheduling.

**682 Computer Applications in Music Education (3)**

Selection and use of software and hardware for music production and teaching using a microcomputer. Emphasis on MIDI (Musical Instrument Digital Interface). Prerequisites: CED 612 or 621.

**683 Computer Research Tools in Education (3)**

An application course which utilizes the computer as a tool for students and teachers to research information. Accessing, processing and reporting of information will be emphasized.

**684 Computer Applications in the Media Center (3)**

Prepares media coordinators to use a variety of the attributes of computers for maintaining an efficient media center. Emphasis is on computer management for various record keeping tasks.

**685 Computer Applications in Teaching the Gifted (3)**

Prepares teachers of the gifted to use computers in a variety of ways to enrich the education of the gifted student. Special applications of game theory, logic and problem solving are included.

**686 Computers, Creativity and Critical Thinking (3)**

Presents special techniques for using the computer to enhance student abilities. Prepares teachers to deal with advanced students working on individualized projects involving computers.

**687 Administrative Applications of Technology (3)**

This course is designed to provide a study of fundamental application of computer technology to the areas of administration and instruction in educational institutions.

**688 Computer Applications for Adult Education (3)**

Prepares the adult educator to utilize the computer for a variety of applications. Emphasis is placed on the instructional and administrative applications that would benefit the adult learner.

**690 Special Topics (1-6)**

Content will be determined by the department to fill specified needs and interests. Current issues and/or topics in computer education will be explored.

**700 Independent Study (1-6)**

Opportunity to pursue study in one or more areas of computer science. The study will be conducted under the guidance of a faculty member. Prerequisite: Departmental approval.

**710 Practicum (3-6)**

Practicum option requires the creation of a product such as CAI courseware or a simulation. The student must develop the product, field-test and evaluate it and refine it into publishable form.



**720 Internship (3,6)**

Students select an internship purpose and site in consultation with an advisor. Students are encouraged to actively participate in the identification of an internship opportunity. The internship is measured, in part, as a function of time and at least 160 hours (80 hours/3 credits) of service must be logged.

**730 Thesis (6)**

Thesis option is provided for those students who wish to undertake a more theoretical and experimental effort within their degree requirements. A committee will be selected to supervise the progress of the student's effort.

**COURSE DESCRIPTIONS — Counseling Prefix: CSL****522 Guidance and Counseling of Gifted Students (3)**

Focuses on the guidance and counseling of exceptional children, including special personality needs and strategies for intervention.

**569 Mental Health (3)**

Promotes understanding of the dynamics of psychopathology and identifies the symptoms associated with specific types of mental illness. The structure of mental health services is discussed. The DSM-III is introduced.

**585 Principles of Guidance (3)**

Overviews the structure of guidance programs in various school settings, identifies the administrative and clinical responsibilities of the guidance counselor, addresses specific student concerns, and describes specific interventions appropriate for use with children.

**588 Crisis Intervention (3)**

Investigation and analysis of the theories and techniques in crisis intervention with particular emphasis on situational and development crisis.

**589 Introduction to Mental Health Counseling (3)**

Examines the history and philosophy of mental health systems, discusses the relationship between mental health services and other health and human service delivery systems, identifies the types of services offered in such systems, describes the roles and responsibilities of the mental health counselor, and discusses the relationship of the mental health counselor to other members of the multi-disciplinary treatment team in applied settings.

**591 Group Dynamics (3)**

A face-to-face group experience, with major emphasis on the psycho-social approach to group functions: development of personal identity, and self and social control.

**600 Legal and Ethical Issues in Counseling (3)**

Examines the historical development of counseling as a profession, identifies professional organizations, discusses the ethical standards established by these organizations, examines licensure laws and national certification standards in counseling, and overviews the rights of consumers.

**610 Human Growth and Development (3)**

Discusses life-span theories of development, models of moral, intellectual, and sexual development, normal and abnormal behavior, and learning theories; relates them to the needs of specific client populations.

**629 Social and Cultural Issues in Counseling (3)**

Identifies the needs and issues relevant to counseling such special populations as women, the physically handicapped, the mentally impaired, Blacks, Hispanics, American Indians, children, victims of abuse, the poor, and the aged. Application of counseling methods to solving the unique problems of these special populations is encouraged.

**639 Physical and Mental Disabilities (3)**

Overviews the physical and mental aspects of specific disabilities and assesses their impact upon the rehabilitation process. Management of the medical, psychiatric, psychological, and social services delivered to clients with specific disabilities is discussed.

**650 Human Sexuality (3)**

Examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Particular attention is given to exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

**651 Counseling the Mentally Ill (3)**

Stresses application of dynamics of psychopathology and the DSM-III to case conceptualization, diagnostic assessment, treatment planning, and appropriate counseling intervention with the mentally ill. Psychopharmacology is discussed. Prerequisites: CSL 569, CSL 652, and CSL 686.

**652 Individual Counseling Procedures (3)**

Presents the major theories and practices in individual counseling. Topics include case conceptualization, treatment planning, case management, relationship building, problem-solving and outcome assessment. Students may be required to conduct individual counseling sessions outside of class with a population appropriate to their area of specialization.

**653 Career Development and Life Work Planning (3)**

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques, and applying knowledge and skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job seeking skills are taught.

**657 Advanced Group Dynamics (3)**

Presents concepts, research, and theory relative to the small group process. Students participate in small advanced, face-to-face task groups. Emphasis is placed on developing competencies in self-intervention and growth as well as competence in processes of small group phenomena such as interpersonal communication, feedback, norms, decision-making, leadership, authority and membership. Prerequisite: CLS 591 and permission of instructor.

**658 Group Counseling Procedures (3)**

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship. Prerequisite: EDU 652.

**660 Designing Health, Wellness, and Employee Assistance Programs (3)**

Examines the principles of designing, organizing and administering health and wellness programs within organizations. Emphasis will be given to program design, program leadership, and activity and participant evaluation.

**680 Family Therapy (3)**

Investigates the theories and practices of family therapy. Current models of therapy are studied and applied in practice sessions. Prerequisites: CSL 591, 652, 658.

**682 Consultation Procedures (3)**

Presents the principles and theories of consultation and examines the practices of the counselor as a consultant in schools and related settings. Process models of consultation are discussed.

**683 Industrial Rehabilitation/Risk Management (3)**

Examines the principles of disability risk management, basic insurance and legal concepts, and the roles of the risk manager and rehabilitation counselor in risk management. Cooperation between the human resources and rehabilitation professionals in case management, job modification, job placement, and expert testimony is emphasized. Case studies and simulated expert testimony may be required.

**684 Counseling Supervision (3)**

Discusses the theories and models of counselor supervision. Requires students to apply knowledge and skills to supervision of counselor trainees. Prerequisites: CSL 591, 652, 658, 686, 694.

**685 Rehabilitation Issues (3)**

Overviews the history and development of rehabilitation counseling, examines the functions of the rehabilitation counselor in a variety of settings, and addresses the current issues and trends in the field.

**686 Counseling Theories and Interventions (3)**

Examines various counseling theories and interventions and their application to the problem identification and intervention phases of the counseling process. Students may be required to prepare case studies and to demonstrate selected techniques. Prerequisites: CSL 652.

**687 Marital and Family Systems (3)**

Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective. Prerequisite: CSL 680.

**688 Marital Therapy (3)**

Examines the theory and techniques associated with marital and conjoint therapies. Case examples are provided. Prerequisites: CSL 680 and 687.

**689 Issues in Marriages and Family (3)**

Identifies the latest trends and issues affecting marital and family systems and discusses their impact upon marriage and family functioning.

**691 Personality Theories (3)**

Surveys various cognitive, psychodynamic, behavioral, humanistic, existential, and family systems theories of personality development and change. Focuses on critical analysis of theoretical models of personality, development of one's own model of change, and exploration of individual differences in behavior.

**694 Counseling Practicum (3-6)**

Requires 75-150 hours of supervised field experience in a setting consistent with a student's area of specialization. Students are expected to demonstrate the knowledge and skills learned throughout the counselor education program. Individual and group supervisory meetings are required weekly. Prerequisites: CSL 591, CSL 652, and CSL 658 for all students (with CSL 569, CSL 651, and CSL 680 being additional prerequisites in Mental Health Counseling, CSL 585 and CSL 686 being additional prerequisites in Guidance and Counseling, and CSL 639, CSL 683, and CSL 685 being additional prerequisites in Rehabilitation Counseling; permission of the Program Advisor.

**698 Seminars in Guidance and Counseling (3)**

Presents the recent developments, issues, and trends in counseling. Library research is required for preparation of a presentation and/or research paper.

**699 Internship in Counseling (3-6)**

Requires completion of 300-600 clock hours of field experience in a community health and/or human services organization appropriate to the degree program. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualization, counseling skills and techniques, and service delivery systems are discussed in weekly group sessions. Prerequisites: All core and area of specialization courses, permission of Program Advisor.

**COURSE DESCRIPTIONS — Education Prefix: EDU**

All courses numbered 500 are open to qualified undergraduate seniors.

**509 Multiculture Primary Education (3)**

A study of national and international dimensions to develop competencies needed to understand cultural diversity, cultural pluralism, and the implications for curriculum and instruction for the primary years.

**510 Multiculture Elementary Education (3)**

A study of national and international dimensions to develop competencies needed to understand cultural diversities, cultural pluralism, and the implications for elementary school curriculum and instruction.

**511 Speech Correction for Children (3)**

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

**512 Teaching the Elementary Mainstreamed Exceptional Student (3)**

An introduction to exceptional student education for the regular classroom teacher. Includes methods and materials for instructing mainstreamed exceptional students in the elementary regular classroom.

**514 Classroom Management (3)**

Techniques for observation, description, measurement, and evaluation of student behavior in the classroom. For teachers K-6. Applied project in area of specific grade interest required.

**515 Guiding Primary Learning (3)**

How primary children learn and the factors influencing learning are used as the foundation for ways in which teachers can facilitate learning. An application of the principles of learning are applied to primary classroom situations.

**516 Guiding Elementary Learning (3)**

Learning theory relevant to the nature of children and the factors influencing learning are used as the foundation for facilitating learning in the elementary classroom. An application of the principles of learning are applied to teaching subject areas in the elementary classroom.

**517 Evaluation and Measurement in Education (3)**

Presents theory of group and individual tests for educational decision-making as a means of accountability. Laboratory experiences in the writing of test items and the design of tests.

**523 Nature and Needs of the Gifted (3)**

Course introduces the student to the characteristics and special needs of the gifted child. The unique nature and nurture situations in the development of the gifted child are discussed.

**524 Educational Procedures and Curriculum for Gifted (3)**

The procedures, curriculum and specific teaching models for gifted children will be discussed in this course. An emphasis on individual and group needs through curriculum and materials will be introduced.

**525 Behavior Management (3)**

This course investigates behavior management strategies necessary to create an effective learning experience. Managing individual group behavior through behavior modification techniques and learning psychology are reviewed.

**526 Educational Program — Emotionally Handicapped (3)**

The curriculum and program for the emotionally handicapped child will be studied. Programs for the multihandicapped child with dominant emotional problems will be evaluated. The individual programs as it affects the group curriculum will be analyzed.

**527 Classroom Management Emotionally Handicapped Child (3)**

The various classroom management techniques and specific situations within that classroom involving the management of emotionally handicapped children will be studied.

**529 Education of the Hearing Impaired (3)**

This course introduces the student to an overview of different language development techniques for the hearing impaired child beginning with normal language development. It also covers the social and psychological elements of the hearing impaired child.

**530 Education of Children with Visual Disabilities (3)**

The course will deal with the population defined as blind or partially sighted. It is directed at those aspects of behavior that are affected by loss of vision and appropriate delivery systems of education or rehabilitation services.

**531 The Young Handicapped Child: Part I (3)**

This course will focus on the development of young handicapped children; the normal development as well as genetic and environmental handicapping conditions will be studied.

**532 The Young Handicapped Child: Part II (3)**

This course will focus on the cognitive and social development of the young handicapped child. Information on language disorders, visual, and hearing impairments will be studied.

**535 The Teaching of Language Arts in Primary/Elementary Education (3)**

A methods course using an interdisciplinary approach to the teaching of language arts to primary and elementary students. Models for interrelating the language arts are studied; methods to match the models are applied to classroom situations. Methods project interrelating listening, speaking, reading, and writing required at school site.

**536 Strategies for Primary Diagnostic-Prescriptive Instruction (3)**

A framework is developed for diagnostic-prescriptive teaching. Primary classroom organization, materials, responsibilities, and instructional strategies are included. Application project at classroom site required.

**537 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)**

A framework is developed for diagnostic-prescriptive teaching in the subject areas at the elementary level. Classroom organization, materials, teacher roles, learner responsibilities, and instructional strategies are included. Application project in the classroom at elementary school site required.

**538 Teaching the Primary Mainstreamed Exceptional Student (3)**

An introduction to exceptional student education for the regular classroom teacher. Includes procedures, methods and materials for instructing mainstreamed exceptional students in the primary regular classroom.

**539 Primary Programs, Curriculum, Instruction (3)**

Foundations of primary school curriculum principles and instructional practices are examined and studied to expand the teacher's knowledge and skills. Understandings about measurability, taxonomies, program designs, and evaluation are utilized as they relate to constructing curriculum and implementing instructional practices. Programs, materials, and equipment in the areas of language arts, mathematics, science, art, music, rhythms, and dramatic play are observed. Field experiences and observations required.

**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 retarded children and adults.

**543 Research and Current Trends in Primary Education (3)**

Current research findings and the resulting trends in primary education are examined to identify components for developing curriculum and improving instruction at the classroom level.

**544 Problem Solving in Primary Mathematics (3)**

Curriculum foundations and instructional methods for primary school mathematics. Presents the knowledge and methods for classroom applications.

**547 Critical Thinking in Primary Science and Social Studies (3)**

Presents the knowledge and methods for teaching critical and creative thinking in the areas of primary science and social studies. Classroom log and applied project required.

**548 Literature for Young Children (3)**

Deals with trends and issues in primary education literature. Focuses on literature to support the academic areas, to enhance positive attitudes about self and others, and to help primary children enjoy books and reading.

**550 Research and Current Trends in Elementary Curriculum and Instruction (3)**

Current research findings and the resulting trends in elementary education are examined to identify components for developing curriculum and improving instruction at the elementary school level.

**551 Problem Solving in Elementary School Mathematics (3)**

Curriculum foundations and instructional methods for elementary school mathematics. Presents the knowledge and methods for classroom applications.

**552 Critical Thinking in Elementary School Science and Social Studies (3)**

Presents the knowledge and methods for teaching critical and creative thinking in the areas of elementary school science and social studies. Classroom log and applied project required.

**554 Literature for the Elementary Classroom (3)**

Deals with trends and issues in literature for the elementary school child. Focuses on literature to support the academic areas, to enhance positive attitudes about self and others, and to assist children enjoy books and reading.

**565 Language Acquisition in Primary Education (3)**

Deals with the fundamental concepts and questions of language acquisition for ages birth to nine years; relates those concepts and questions to primary classroom concerns. Required: school-site experiences observing children and their language and interacting with children through language.

**567 Foundations of Reading Instruction (3)**

Survey of the knowledge and teaching strategies necessary to understand the nature of reading and the basic principles of reading instruction. Included is the use of professional resources to investigate historical and current trends in reading instruction.

**568B Reading in the Content Areas for the Elementary School Teacher (3)**

This course is designed to assist elementary classroom teachers teach reading and study skill strategies through the individual subject areas in their curriculum. Lessons, practice activities, and informal screen devices will be designed for specific content areas in the elementary grades. Field experience will be conducted in elementary classrooms.

**568D Reading in the Content Area for the Secondary Subject Area Teacher (3)**

This course is designed to assist secondary content area teachers deal with the text student interaction with print material. Teachers will learn specific reading and study strategies to aid their students in providing subject area learning. Teachers will design lessons, practice activities and screening devices in their own content area and use them with secondary students during field experience.

**570 Introduction to Exceptional Children (3)**

Physical, mental, emotional, and social exceptionalities in children and their educational and social implications will be studied.

**571 Psycho-Social Foundations in Primary Education (3)**

Implementation of the psycho-social concepts dealing with the efficacy of a high-level of sensitivity, awareness, receptivity, and adaptability on the part of teachers of primary children; designed to assist pre-service and inservice teachers in acquiring practical skills in the affective domain for the purpose of creating climates conducive to success in cognitive tasks: laboratory experience.

**572 Primary Programs and Practices (3)**

A study of the foundations of the primary curriculum emphasizes building a basic curriculum related to perspectives of emotional, social, perceptual-cognitive, physical, and language developmental patterns; addresses play, communication, integrating the arts, bilingualism, and multicultural issues. Project at school site required.

**573 Teaching of the Mentally Retarded (3)**

Objectives, methods, materials, and curriculum content in arithmetic, science, and social studies for the educable and trainable retarded.

**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, thought.

**581 Learning Strategies for Exceptional Student Education (3)**

Specific procedures and organizational techniques which enable teachers to implement learning strategies intervention instruction for teaching ESE students; the strategies focus on principles and techniques which enable ESE students to learn, to solve problems, and to complete tasks independently.

**583 Educational Assessment of the Exceptional Child (3)**

Practicum course of educational assessment techniques and procedures to provide an objective data base for individualizing instruction for exceptional children.

**584 Reading Diagnosis (3)**

Methods of diagnosing problems in reading. Includes the administration, interpretation and use of formal and informal tests. Prerequisite: EDU 322, 467/567, or equivalent.

**587 College/University Student Services (3)**

Overview of fundamental concepts, organization and administration of higher education student affairs/service work. Current methods and instruments as well as a professionalism and ethics are discussed.

**590 Corrective Reading (3)**

Practicum course dealing with the selection and preparation of instructional methods and materials for use in corrective reading difficulties with students K-12 classroom. Prerequisite: EDU 484/584 or permission of advisor.

**592 Workshop in Education (variable)**

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

**593 Child Study Skills for Primary Education (3)**

Includes guidelines and techniques to observe, record, diagnose, analyze and prescribe for the personal, social, motor, language, and perceptual-cognitive development of primary children in a variety of child care and educational settings. Includes working with families and parents. School-site experience required.

**595 Advanced Elementary Curriculum (3)**

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

**596 Advanced Secondary Curriculum (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 Research (3)**

Research methods and experience in identifying a research problem; developing a design for the study and preparing a research proposal; reading and interpretation of research literature.

**604B Teaching Vocabulary and Comprehension Skills (3)**

This course is designed to assist elementary teachers in improving the teaching of vocabulary and comprehension in grades 1-6. Specific vocabulary and comprehension strategies for the elementary grades are taught through modeling. Teachers will develop lesson plans and videotape vocabulary and comprehension lessons in elementary classrooms.

**604D Teaching Vocabulary and Comprehension Skills for the Secondary Content Area Teacher (3)**

This course is designed to assist secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) in improving the teaching of vocabulary and comprehension in their individual subject areas. Specific vocabulary and comprehension strategies for the secondary content areas are presented. Teachers will develop lesson plans and videotape vocabulary and comprehension lessons taught in their specific content area classroom.

**605 Practicum in Elementary Curriculum and Instruction (3)**

The application of elementary school curriculum and instruction in meaningful situations. A field-based experience with the supervision of a University instructor.

**606 Advanced Practicum in Elementary Curriculum and Instruction (3)**

Supervised elementary school study to apply knowledge and skills in a professional setting. Field-based opportunities to design elementary curriculum and instruction on topics or projects.

**607 Beginning Reading for the Primary Years (3)**

Includes theoretical foundations of emergent literacy, reading curriculum for primary children, and techniques for teaching primary reading. Applied project required.

**608 Practicum in Primary Curriculum and Instruction (3)**

The application of primary education curriculum and instruction in meaningful real situations. A field-based experience with the supervision of a University instructor.

**609 Advanced Practicum in Primary Curriculum and Instruction (3)**

Supervised primary advanced study to apply knowledge in a professional setting. Field-based opportunities to work on primary curriculum and instruction topics or projects.

**611B Reading and Thinking Skills for the Elementary School Teacher (3)**

This course is designed to help elementary teachers improve reading and thinking skills in their classrooms. Teachers will learn tactics and strategies which help organize elementary children's thinking. Techniques to guide the reading and thinking process of elementary school children will be featured.

**611D Reading and Thinking Skills for the Secondary Content Area Teachers (3)**

This course is designed to assist secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) in improving reading and thinking skills in their subject area classrooms. Teachers will learn strategies which help organize secondary student's thinking in the specific content area. The secondary content area teacher will learn to make decisions for teaching content area reading based on strategies for teaching thinking.

**612 Teaching Reading to Secondary, College, and Adult Students (3)**

A comprehensive study of the major components involved in the teaching of reading at the secondary, college, and adult levels; includes diagnostic-prescriptive procedures and the organization and implementation of corrective instruction in vocabulary, word attack, comprehension, and study strategies.

**613 Methods for the Reading Resource Teacher (3)**

Specific information and methods for implementing the duties and responsibilities of a reading resource teacher at a school site. Includes consultative skills for assisting content area teachers. The focus includes human relations and leadership skills.

**614 Educational Leadership I (3)**

This course is directed toward a study of the concepts, research and literature in leadership and their relationships to the development and maintenance of an educational organization.

**615 Educational Leadership II (3)**

This course is designed to develop an understanding of the operations of educational organizations and the behavior of the people who work and live within them.

**616 Assessment and Intervention in PreSchool Special Education (3)**

This course will cover assessment instruments useful in the evaluation of infants and young children. The need to develop interdisciplinary teams for assessment and intervention will be discussed.

**619 Analysis of the Individual (3)**

Use of individual ability and achievement tests: Weschler scales, the Stanford-Binet and the Wide Range Achievement Tests. Prerequisite: EDU 621 and/or consent of instructor.

**620 Working With Families and Communities Preschool Special Education (3)**

This course will focus on the various environments in which the exceptional infant and child must function. In addition to the home, school and community, available resources and referral agencies must be included to aid the child and family.

**621 Psychological Measurement (3)**

Overviews the theory, administration, scoring, and interpretation of standardized intelligence, interest, personality, psychomotor, and aptitude testing. Practical experience in use of tests in applied settings is offered. Prerequisite: EDU 601.

**622 Leadership Skill and Change (3)**

Students will become acquainted with major leadership theories. Implementation skill focus on formal and informal organizations, decision making, and the change process. Strategies are included for planning and resource management for change implementation.

**623 School and Community Relations (3)**

A study of policies, practice and strategies in school and community relations.

**624 Instructional Design and Evaluation (3)**

This course is designed to be a survey of the field of curriculum theory, practices of curriculum development and curriculum change, and organizational patterns for developing curriculum and implementing change.

**625 Advanced Educational Psychology (3)**

Surveys modern theories and principles of human development in learning and applies them to present-day educational settings.

**626 Philosophy of Education (3)**

Philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards.

**630 Psychology of Reading (3)**

The reading process is examined psychologically, physiologically and socially. Current methods and trends in teaching reading and historical and current research are examined. Prerequisite: EDU 567 or equivalent.

**631 Administration and Supervision of Reading Programs (3)**

The principles of leadership, staff development and group processes are used as the bases for administering and supervising a reading program at a school site. Prerequisite: EDU 567 or equivalent.

**634 Remedial Reading (3)**

Practicum course dealing with remedial techniques for students who evidence reading problems. Prerequisites: EDU 584, 643 or equivalent or permission of advisor.

**635 Individualized Remedial Instruction for the Reading and Related Learning Disabled Child (3)**

Systematic analysis and practical application of specific teaching methods and use of curriculum materials for individualizing remedial instruction for pupils with reading and related learning disabilities. Includes classroom management skills. Prerequisite: EDU 584 or 583 or equivalent or permission of advisor.

**636 Theories and Research in Reading and Related Learning Disabilities (3)**

Theories in reading and related learning disabilities are examined through physiological, psychological, and sensory correlates. Included is an investigation of recent research conducted in relation to success and failure in teaching the child with reading and related learning disabilities.

**637 The Principalship (3)**

This course is designed to be an intensive study of the principal's roles and responsibilities as related to organizational development, communications systems, staff selection, orientation and evaluation, curriculum development and implementation, scheduling, budgeting and plant/facilities use.

**638 Educational Management of Retarded Children (3)**

The education, management, and curriculum of mentally retarded children and youth, to include educable, trainable and profoundly handicapped, will be discussed with emphasis on individual as well as classroom management techniques.

**643 Evaluation of Children with Learning Disabilities (3)**

Instructional diagnosis of the learning disabled child with formal and informal diagnostic procedures used to determine causes and nature of learning disabilities with specific recommendations for individual education programs to ameliorate learning problems in home, school, and community.

**674 School Law (3)**

This course is intended to be a general study of the law of public education with particular emphasis on Florida school law

**675 School Finance (3)**

This course is designed to prepare educational leaders in the areas of finance and school business management.

**699 Internship in Educational Administration (3)**

The Internship is a planned program of leadership experiences and responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, educational experiences and career goals.

**701 Advanced Study in Education (1-3)**

Opportunities to pursue research with the guidance of an advisor in areas of special interest to the student; approval of program advisor required.

**708 Directed Research (3)**

Advanced research. Investigation of a significant problem in education with an emphasis in the student's area of specialization culminating in a project describing the research. Prerequisite: EDU 601.

**716 Advanced Diagnosis and Remediation in Reading (3)**

Interpretation of tests used to diagnose reading-learning disabilities having an effect on the reading process. Development and implementation of a remedial program in the K-12 classroom setting. Prerequisite: EDU 584.

**717 Curricular and Supervisory Problems in Reading (3)**

A practicum in reading course. A supervised experience in an instructional reading situation. The focus is a reading teacher using techniques for working with students, administrators, other teachers, and the community in a supervised setting. Prerequisite: Admission to the Ed.S. program in Reading.

**718 Development Reading (3)**

Objectives, techniques and procedures for programs of development reading in primary, elementary, middle, and secondary schools are the foundation of studies to integrate reading within total academic programs. Prerequisite: EDU 567 or equivalent and permission of the advisor.

**723 Advanced Seminar in Reading (3)**

An examination of current research and theories in reading. Includes new approaches to restructuring curriculum to integrate reading and the language arts. The function and responsibilities of the coordinator or program administrator as related to classroom reading instruction are studied. Prerequisite: Permission of the Advisor.

**739 Non-thesis Research in Reading (variable credit)**

Specialist in Education project relating to a problem in reading. Supervised by a University faculty member. Variable credit, 3-6 semester hours. Prerequisite: Admission to the Ed.S. program in Reading.

**740 Thesis Research in Reading (variable credit)**

Specialist in Education research relating to a thesis problem in reading. Supervised by a University faculty member. Variable credit, 3-6 semester hours. Prerequisite: Admission to the Ed.S. program in Reading.

**COURSE DESCRIPTIONS — Human Resource Development Prefix: HRD****644 Leadership in Human Resources Development (3)**

The theory, processes, skills and understanding related to human resources development are examined. Concepts of the leadership role are analyzed and applied. This course includes the forces, interest groups and power structure influencing the role of trainers and HRD professionals.

**645 Communication in Leadership (3)**

The course is designed to develop an understanding of the process of communication in leadership roles and to improve personal skills for effective communication. Topics include the communication process, effects of organizational structure on communication, and conflict management.

**646 Dynamics of Change and Planning (3)**

Examines how change that affects work related behavior takes place within organizations and individuals as a result of the intentional interventions of a change agent. Ways of obtaining both monetary funding and community/organizational support for innovative projects are examined.

**647 Introduction to Instructional Design (3)**

Examines the principles of designing and conducting sales training seminars in an organizational setting. Emphasis will be given to curriculum design, program leadership, and course and participant evaluation.

**648 Group Behavior in Organizations (3)**

The course emphasizes knowledge and skills necessary to build an effective team and team relationships to carry out a work related goal. Topics include person-to-person communication, small group processes, conferencing skills, networking and coaching.

**649 Designing Supervisory Training Programs (3)**

Examines the principles of designing and conducting supervisory training seminars in an organizational setting. Emphasis will be given to curriculum design, program leadership, and course and participant evaluation.

**653 Career Development and Life Work Planning (3)**

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques, and applying knowledge and skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job seeking skills are taught.

**659 Adult Learning and Motivation (3)**

Human learning and motivation are examined for the purpose of creating and facilitating effective learning experiences for adults in a work related setting. Projects are required which design the environment for effective adult learning and enhance the motivational value for task completion.

**660 Designing Health, Wellness and Employee Assistance Programs (3)**

Examines the principles of designing, organizing and administering health and wellness programs within organizations. Emphasis will be given to program design, program leadership, and activity and participant evaluation.

**669 Consultant Activities in Leadership (3)**

Introduces Human Resource Development professionals to the role of the internal and external consultant. Emphasis will be given to marketing, negotiating, providing and evaluating services.

**670 Productivity and Quality (3)**

Introduces the applications of productivity, team work, and cooperation as they apply to organizational efficiency.

**678 Human Resource Development Practicum (3)**

Students will investigate a significant problem in an HRD setting under supervision of the program advisor, and use appropriate principles and research findings to apply and evaluate a solution.

**679 Human Resource Development Internship (3)**

Required for all students who are not currently working in the field. Students will engage in supervised field experience(s) in a HRD setting. Regular meetings with faculty and field supervisors are required. Experiences in instructional design, training, career development, program planning or administration may be assigned. Students currently working in the field may waive this course.

# School of Nursing Master of Science in Nursing

Judith A. Balcerski, Ph.D., R.N., Dean  
Lucille Mercadante, Ed.D., R.N., Director

The major purpose of the Master of Science in Nursing program is to prepare professional nursing leaders for administrative, teaching, and clinical practice positions in a variety of health care and educational settings. The program offers majors in Nursing Administration, Nursing Education and Primary Care Nurse Practitioner (Adult and Family). The Primary Care Nurse Practitioner major also offers an MSN completion program for ARNP's, and an ARNP certificate program (Adult and Family) for MSN prepared nurses. In addition, the program offers an opportunity for Nursing Administration majors to pursue the dual master's degree option with the School of Business (MSN-MBA).

To obtain the dual degree, MSN and MBA, requirements for both degrees must be met. Some requirements for each degree are common to both degrees, thus making it possible to earn both degrees with a total of 63 graduate credits while maintaining the quality and integrity of both programs.

The Master of Science in Nursing program incorporates theories and concepts of nursing, learning, management, organization, wellness and continuity of care, and their application by nurses in health care and educational settings. The program leading to the Master of Science in Nursing degree provides the foundation for doctoral study.

Program requirements may be completed in two (2) years of full-time graduate study. Completion of a major scholarly cooperative research project or a thesis is required to graduate. A part-time plan of study designed to be flexible and responsive to individual student needs is available within the constraints of the core curriculum. Practicums specific to each major under the guidance of academically qualified and experienced preceptors are required.

## ADMISSION REQUIREMENTS

Generally, admission is granted only to those with promise of success in graduate education. Criteria indicating potential success include:

- Bachelor of Science in Nursing degree from a National League for Nursing accredited school.
- An undergraduate grade point average of 3.0 on a 4.0 scale.
- Satisfactory score on the Miller Analogies Test or the Graduate Record Examination taken within the last five years.
- A statement of educational/professional goals.
- Successful completion of a statistics course which included descriptive and inferential methods, within the last five (5) years.
- A minimum of one (1) year experience in a first level nursing management position for the administration major.
- At least one year of nursing practice experience for the education and primary care majors.

In addition, all applicants must show evidence of current licensure to practice as an RN in Florida and professional liability insurance coverage. Education and Primary Care Nurse Practitioner majors must show evidence of competency in health assessment. A personal interview may be required. Dual degree majors MSN-MBA must also meet the admission requirements for the School of Business.

## TRANSFER OF CREDITS

A maximum of six (6) graduate credits may be transferred. These credits will not be accepted in lieu of nursing courses required for the specific majors. A minimum of thirty-nine (39) credits must be completed at Barry University in most majors. The MSN completion program for ARNP's requires a minimum of 30 credits earned at Barry.

## PROGRAM OBJECTIVES

Although based on the same seven processes as the undergraduate program emphasis at the graduate level is placed on their applicability to the transmission, utilization and development of knowledge.

Upon successful completion of the program leading to the MSN, all graduates will have acquired the ability to:

- synthesize nursing theories and conceptual frameworks into a foundation for direct and mediated nursing practice;
- analyze and practice direct and mediated nursing roles;
- utilize a repertoire of communication skills to influence nurses, other professionals, and community members in the provision of health care;
- articulate a personal philosophy of nursing that is consistent with nursing theory and professional standards;
- enhance professional growth of self and others through the use of the teaching/learning process;
- function as a change agent and as the client's advocate within nursing, the health care delivery system, and society;

- analyze current research, increase level of learning, and utilize analysis to create a research proposal in nursing practice, administration or teaching;
- utilize the research process in nursing practice, administration or teaching; and
- initiate a collaborative leadership role in nursing and within the health care system.

#### **OBJECTIVES FOR NURSING ADMINISTRATION MAJOR**

Upon successful completion of the Nursing Administration major leading to the Master of Science in Nursing degree, the graduates will have acquired the ability to:

- evaluate a variety of organizational concepts and theories of health care delivery systems;
- apply organizational theories in the management of human, financial and natural resources;
- manipulate internal and external factors that impact the management of nursing care;
- develop and manage a nursing care delivery system based on knowledge of ethical, socio-cultural, and legal principles; and
- evaluate the intra-and inter-relationships of the nursing administration system, subsystems, and suprasystems in a variety of health care agencies.

#### **OBJECTIVES FOR NURSING EDUCATION MAJOR**

Upon successful completion of the Nursing Education major leading to the Master of Science in Nursing degree, the graduates will have acquired the ability to:

- integrate teaching/learning processes with advanced clinical nursing concepts based on nursing theories;
- develop expertise in a designated clinical area;
- incorporate learning, nursing, and curriculum theories in the design, development, implementation, and evaluation of nursing education programs; and
- design instructional methods and evaluation for clinical and classroom teaching.

#### **OBJECTIVES FOR PRIMARY CARE NURSE PRACTITIONER MAJOR**

Upon successful completion of the Primary Care Nurse Practitioner major leading to the Master of Science in Nursing degree, the graduates will have acquired the ability to:

- assess client's health status on the illness/wellness continuum;
- apply advanced clinical nursing concepts based on nursing theories in a variety of primary health care settings;
- manage selected acute and chronic health problems using, as appropriate, the nursing or medical care model;

- function in an independent or collaborative role in primary health care settings; and
- evaluate the effectiveness of health care interventions.

#### **REGISTRATION FOR THESIS (NUR 699) OR COOPERATIVE RESEARCH PROJECT (NUR 700)**

1. A student may enroll for the maximum of 3 credit hours the first semester in which the thesis or research project is started. If completed and approved at the end of the first semester, the student will receive a "Credit" designation.

OR

A student may enroll for 1 credit per semester for a maximum of 3 credits over 3 consecutive semesters.

2. The student will receive an IP at the end of each semester, connoting "In Progress" until the thesis or research project is completed. A "Credit" designation will replace the IP when the thesis or research project is approved by the student's committee.
3. If the thesis or research project is not completed at the end of one calendar year following initial enrollment, the student will register and pay for one credit for each subsequent semester until completion of the thesis or research project.
4. Three copies of the thesis or cooperative research project must be deposited at the student's expense: two at the University library and one at the School of Nursing.

#### **Progression Requirements:**

A student is considered a candidate for the Master of Science in Nursing degree following completion of all admission requirements and twelve graduate credits with a GPA of 3.00 (B). Students must receive at least a grade of B in the courses in their major (nursing administration, education, or primary care nurse practitioner). If a student receives a grade of C or below, the student must repeat the course. Students who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or thesis/cooperative research project advisement.

#### **Graduation Requirements:**

To graduate, candidates for the degree of Master of Science in Nursing must:

- satisfactorily complete the program of study;
- satisfactorily complete and submit a major scholarly cooperative research project or thesis;
- have attained at G.P.A. of 3.0 on a 4.0 scale;
- complete degree requirements within 7 years of the date a student is fully accepted as a degree-seeking student for study in the graduate program; and

— file an application for the degree with the University Registrar on the appropriate form signed by the academic advisor in the School of Nursing.

A student is considered a candidate for the Master of Science in Nursing degree following completion of all admission requirements and twelve graduate credits with a GPA of 3.00 (B). Students who do not meet these requirements will be individually counseled regarding further progression in the program. Students who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or theses/cooperative research project advisement.

### CURRICULUM PLAN

A minimum of 45 credit hours in the nursing administration, education and primary care nurse practitioner majors are required to graduate and are allocated as follows:

#### REQUIRED OF ALL STUDENTS:

##### CORE COURSES (17 Credit Hours)

NUR 600	Nursing Theory	(3)
NUR 602	Research in Nursing	(3)
NUR 604	Change Process in Nursing	(2)
NUR 606	Dynamics of Interpersonal Relationships	(2)
NUR 608	Teaching/Learning Process	
	or	
NUR 610	Administration/Management Process	(1)
NUR 664	Health Care Delivery Issues	(3)
NUR 690	Role Preparation in Nursing	(3)

##### MAJOR PROJECT (3 Credit Hours)

NUR 699	Thesis (3 Credit Hours)	
	or	
NUR 700	Cooperative Research Project (3 Credit Hours)	

##### ELECTIVES (6 Credit Hours)

Except for Primary Care Nurse Practitioner Majors

##### NURSING ADMINISTRATION MAJOR (19 Credit Hours)

NUR 660	Administration/Organization Theories	(3)
NUR 662	Financial Management for Nursing	(3)
NUR 682	Leadership/Management Strategies in Nursing	(4)
NUR 696	Nursing Administration Practicum	(6)
MBA 601	Human Resource Management	(3)

##### NURSING EDUCATION MAJOR (19 Credit Hours)

NUR 640	Curriculum Development	(3)
NUR 645	Foundations of Nursing Education	(2)
NUR 650	Learning Theories	(2)

NUR 655	Methods of Teaching and Evaluation	(3)
*NUR 670	Advanced Concepts in Clinical Nursing I	(3)
*NUR 675	Advanced Concepts in Clinical Nursing II	(3)
NUR 695	Teaching Practicum	(3)

#### PRIMARY CARE NURSE PRACTITIONER MAJOR (22-25 Credit Hours)

##### ADULT HEALTH CARE

BIO 510	Pathophysiology	(3)
*NUR 653	Client & Family Education	(3)
NUR 663	Organization of Primary Health Care Resources	(3)
*NUR 670	Advanced Concepts of Clinical Nursing I (Adult)	(3)
*NUR 675	Advanced Concepts of Clinical Nursing II (Adult)	(3)
*NUR 683	Nursing Diagnosis & Protocol Development	(3)
NUR 693	Community Practicum	(4)
ELECTIVE		(3)

##### CREDITS

##### FAMILY HEALTH CARE

BIO 510	Pathophysiology	(3)
*NUR 653	Client & Family Education	(3)
NUR 663	Organization of Primary Health Care Resources	(3)
*NUR 670	Advanced Concepts of Clinical Nursing I (Adult)	(3)
*NUR 676	Advanced Concepts of Clinical Nursing III (Pediatrics)	(3)
*NUR 677	Advanced Concepts of Clinical Nursing IV (Geriatrics)	(3)
*NUR 683	Nursing Diagnosis & Protocol Dvlp.	(3)
NUR 693	Community Practicum	

\*Courses include clinical experiences as well as theory.

#### ADMISSION REQUIREMENTS FOR MSN COMPLETION PROGRAM FOR ARNP'S

- Bachelor of Science in Nursing degree from a National League for Nursing accredited school;
- an undergraduate grade point average of 3.0 on a 4.0 scale;
- three letters of recommendation from a recent nursing employer, a nurse educator, and one other professional reference;
- satisfactory score on the Miller Analogies Test or the Graduate Record Examination taken within the last five years;
- evidence of dual licensure/certificate for RN/ARNP in Florida;
- a personal interview may be required;
- successful completion of a statistics course which included descriptive and inferential methods, within the last five years;
- one year clinical nursing experience and evidence of health assessment skills; and
- statement of intent.

##### CORE COURSES (18 Credit Hours)

NUR 600	Nursing Theory	(3)
NUR 602	Research in Nursing	(3)
NUR 604	Change Process in Nursing	(2)



NUR 606	Dynamics of IPR	(2)
NUR 608	Teaching/Learning Process	(1)
NUR 610	Administrative/Management Process	(1)
NUR 664	Health Care Delivery Issues	(3)
NUR 690	Role Preparations in Nursing	(3)

**MAJOR (12 Credit Hours)**

NUR 663	Organization of Primary Health Care Resources	(3)
NUR 693	Community Practicum	(3)
NUR 699	Thesis	(3)
	or	
NUR 700	Cooperative Research Project	(3)

**TOTAL 30 Credit Hours**

Credit for NUR 653, 670, 675, 676, 677, 683, and BIO 510 may be granted by:

- transfer of an equivalent graduate course
- or
- proficiency test
- or
- enrollment in the course.

**ADMISSION REQUIREMENTS FOR ARNP CERTIFICATE PROGRAM**

- Master of Science in Nursing degree from a National League for Nursing accredited school;
- three letters of recommendation from a recent nursing employer, a nurse educator, and one other professional reference;
- current licensure as a registered nurse in Florida and professional liability coverage;
- one year clinical nursing experience and evidence of health assessment skills;
- statement of intent; and
- an interview may be required.

**COURSE REQUIREMENTS**

<b>ADULT NP (25 Credit Hours)</b>		<b>FAMILY NP (25 Credit Hours)</b>	
BIO 510	(3)	BIO 510	(3)
*NUR 653	(3)	*NUR 653	(3)
NUR 663	(3)	NUR 663	(3)
*NUR 670	(3)	*NUR 670	(3)
*NUR 675	(3)	*NUR 676 (PEDS)	(3)
ELECTIVE	(3)	*NUR 677 (GER)	(3)
*NUR 683	(3)	*NUR 683	(3)
NUR 693	(4)	NUR 693	(4)

Nurses with an MSN from Barry University may require less than 25 credits to complete the post-Masters ARNP certificate program.

\*Courses include clinical experiences as well as theory.

**NURSING ADMINISTRATION DUAL DEGREE OPTION:  
MSN-MBA (63 Credit Hours)**

**CORE COURSES (17 Credit Hours)**

NUR 600	Nursing Theory	(3)
NUR 602	Research in Nursing	(3)
NUR 604	Change Process	(2)
NUR 606	Dynamics of IPR	(2)
NUR 608	Teaching/Learning Process	(1)
NUR 664	Health Care Delivery	(3)
NUR 690	Role Preparations	(3)

**RESEARCH (3 Credit Hours)**

NUR 699	Thesis	(3)
	or	
NUR 700	Cooperative Research Project	(3)

**NURSING ADMINISTRATION MAJOR (16 Credit Hours)**

NUR 660	Admin/Organization Theory	(3)
*NUR 662	Financial Management for Nursing	(3)
*NUR 682	Leadership/Management Strategy	(4)
*NUR 696	Nursing Administration Practicum	(6)

**BUSINESS ADMINISTRATION MAJOR (27 Credit Hours)**

MBA 601	Human Resource Management	(3)
MBA 610	Computers & Executive Applications	(3)
MBA 620	Financial Management	(3)
MBA 640	Marketing Management	(3)
*MBA 650	Quantitative Analysis	(3)
*MBA 660	Managerial Accounting	(3)
*MBA 680	Managerial Economics	(3)
MBA 690	Legal Environment	(3)
MBA 699	Management Strategy & Policy	(3)

\*Courses have prerequisites

For MBA admissions requirements and course descriptions see School of Business MBA.

**Graduate Course Descriptions—Nursing Prefix: NUR**

**500 Legal Issues in Nursing (3)**

Analysis of principles of liability and judicial process with which health care organizations and professionals must contend when they have allegedly failed to follow the duty of due care. Particular emphasis is placed upon the nurse in his/her numerous role capacities.

**600 Nursing Theory (3)**

Systematic examination of nursing theories and concepts and their implications for nursing practice, administration, and teaching. Application of nursing theory to existing conceptual models of nursing care management systems, nursing education and nursing practice.

**602 Research in Nursing (3)**

Methods and processes of systematic investigations, critical analysis of studies, and relationships among theory, research, and practice leading to the development of a research proposal.

**604 Change Process in Nursing (2)**

Examination of various modalities used in effecting and implementing change: revolutionary vs. evolutionary change; conflict resolution; and the nurse as change agent.

**606 Dynamics of Interpersonal Relationships (2)**

Designed to increase understanding of behavioral processes basic to individuals and groups. Students will explore various approaches for diagnosing complex individual and group problems, and evaluate possible interventions.

**608 Teaching/Learning Process (1)**

Overview of teaching/learning theories with emphasis on the adult learner; techniques and methods of instruction; and evaluation of learning.

**610 Administration/Management Process (1)**

Overview of theories of administration, leadership, management and conflict resolution relative to their influence on the organizational framework of nursing in health care settings.

**640 Curriculum Development (3)**

Focus is on theories and procedures which guide the process of curriculum/program development. Emphasis is on needs/resource assessment, philosophy, objectives, conceptual framework, curricular design and implementation, marketing strategies, and modes of evaluation.

**645 Foundations of Nursing Education (2)**

Overview of history, philosophy and organization of higher education in America parallel to the development of nursing education. Analysis of contemporary nursing leadership and future educational models.

**650 Learning Theories (2)**

Examination of major concepts and theories related to learning and their application to nursing education.

**653 Client and Family Education (3)**

Focus is on sound educational principles utilized in teaching clients and families about wellness lifestyles, early detection of illness, appropriate interventions and follow-up.

**655 Methods of Teaching and Evaluation (3)**

Focus is on evaluation of specific instructional strategies appropriate to clinical and classroom teaching. Practice in the design of measurable objectives, test construction and clinical evaluation criteria. Prerequisite to or concurrent with NUR 695 Teaching Practicum.

**659 Independent Study (3)**

Individual guided study or investigation of selected problems/issues concerning nursing education, administration, or practice. Student is the prime course designer, assisted by a faculty member in the School of Nursing. Prerequisite: Approval of Instructor.

**660 Administration/Organization Theories (3)**

Analysis of theory and research in organizational structure and behavior as it relates to the role of the nursing administrator.

**662 Financial Management for Nursing (3)**

Focus is on budgeting processes; identifying and measuring cost of nursing care in forecasting budget. Review of health care reimbursement programs, including prospective payment plans and implications for nursing.

**663 Organization of Primary Health Care Resources (3)**

Discussion of evolution, practice, and education of and legislation for primary care nurse practitioners. Systematic examination of public and private agencies providing health care services in the community.

**664 Health Care Delivery Issues (3)**

Demographic examination of the sociocultural and political forces affecting the health care system. Includes the role of government, fiscal constraints and factors influencing agency policies and nursing.

**670 Advanced Concepts of Clinical Nursing I (3)**

Focus of this course is on advanced physical and psycho-social cultural assessment of individuals, families and communities. Students will be challenged to devise, implement, analyze, and evaluate nursing actions based on current empirical and theoretical nursing knowledge. Students will explore, integrate, apply and evaluate the processes of change, communication, teaching/learning, professionalism, research and administration as they interface with the direct and mediated nursing practice roles.

**675 Advanced Concepts of Clinical Nursing II (3)**

Focus on application of concepts in clinical situations through independent projects.

**676 Advanced Concepts of Clinical Nursing III (Pediatrics) (3)**

Physical and psychosocial assessment and management of infants, children, and adolescents within the context of culture and environment. Focus is on preventive or ambulatory pediatrics, including the basics of well-child management: nutrition, immunization, safety, physical and psychosocial development, and management of the common problems of childhood. Prerequisites: BIO 510 Pathophysiology, NUR 600 Nursing Theory, NUR 670 Advanced Concepts of Clinical Nursing I, and NUR 683 Nursing Diagnosis and Protocol.

**677 Advanced Concepts of Clinical Nursing IV (Geriatrics) (3)**

Focus of this course is upon advanced physical and psycho-social assessment of the elderly in the context of culture and environment. Students will devise, implement, and analyze a plan of care based on nursing process, current empirical data, and theoretical nursing knowledge. Application of these concepts will occur in clinical situations through independent projects. Prerequisite: NUR 676 Advanced Concepts of Clinical Nursing III.

**682 Leadership/Management Strategies in Nursing (4)**

Examination of the impact of authority, power, and influence on nursing services. Exploration of methods used to monitor health care delivery and strategies which enable the nurse leader to decide, relate, influence, and facilitate achievement of nursing goals. Prerequisite: NUR 660 Administration/Organization Theories; MBA 601 Human Resource Management, and NUR 662 Financial Management for Nursing.

**683 Nursing Diagnosis and Protocol Development (3)**

Nursing diagnoses studied to develop nursing interventions and protocols. Medical diagnoses and protocols considered as interrelated to nursing protocols. Protocols for case management include medication, laboratory diagnostics and nutrition in prevention, wellness, episodic and chronic care.

**690 Role Preparation in Nursing (3)**

Focus is on theories of cultural, legal, and ethical processes common to all roles and role titles. Analysis of the direct and mediated practice roles in professional nursing with emphasis on health care policy and commitment to life-long learning.

**693 Community Practicum (4)**

Opportunity for students to operationalize the primary care nurse practitioner role with qualified preceptors in appropriate agencies. Prerequisite: Completion of all core and primary care nursing major courses or permission of instructor.

**695 Teaching Practicum (3)**

Focus is on the application of educational theories and strategies in the classroom and clinical setting. The student is provided the opportunity to practice appropriate role behaviors as a nurse educator under the guidance of a qualified preceptor. Prerequisite: Completion of all core and nursing education major courses or permission of instructor.

**696 Nursing Administration Practicum (6)**

Opportunity for students to operationalize the nurse administrator role with qualified preceptors in appropriate agencies. Emphasis will be on practical experience in observation of, participation in, and analysis of the various roles and functions. Prerequisite: Completion of all core and nursing administration major courses or permission of instructor.

**699 Thesis (3)**

A scientific research study that student conducts independently.

**700 Cooperative Research Project (3)**

A scientific research study conducted by a group of students.

# Ellen Whiteside McDonnell School of Social Work

Stephen M. Holloway, Ph.D., Dean  
Elane Nuehring, Ph.D., Associate Dean

In response to a demand for professionally trained social workers, Barry University established the first graduate social work program in South Florida in 1966. The M.S.W. degree program 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. A Ph.D. in social work was introduced in 1983 to prepare advanced practitioner/scholars for leadership roles within the profession.

In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who has made a significant contribution to the reform and development of social welfare programs in the State of Florida. In light of her outstanding service to the community and to the School of Social Work, the Board of Trustees bestowed this honor.

The M.S.W. curriculum provides the opportunity for students to meet the educational qualifications for licensing by the State of Florida as a Clinical Social Worker. Educational requirements can also be met for membership in the National Association of Social Workers' Academy of Certified Social Workers. The curriculum also includes courses that facilitate membership in the American Association of Marriage and Family Therapy.

## The Mission of the School

The purposes 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 University. The School educates professionals at the Master and Doctoral levels for the practice of social work within a broad spectrum of human service organizations. Special emphasis is placed on the advancement of social work research, the development of social responsibility, and professional accountability, and a dedication to community service. Within these broad aims, the School seeks to carry out its commitments with special attention to the social and multi-cultural characteristics of South Florida. Program development in the School is sensitive to the differential needs of the service systems of Dade, Broward, and Palm Beach Counties.

# Master of Social Work (M.S.W.)

Stephen M. Holloway, Ph.D., Dean  
Elane Nuehring, Ph.D., Associate Dean

The MSW program is designed to educate students to engage in a problem-centered approach to advanced direct social work practice, using a range of intervention models and methods of practice. A problem area or "focus area" is selected by students; it may be advanced direct practice in (1) health care, (2) mental health, or (3) with families and children. It is the intent of the program to develop social workers who are competent in enhancing social functioning of client systems, including individuals, families, small groups and special populations who are at risk and in need of the best level of professional service within the contexts of their communities. Graduates not only appreciate, understand and effect the therapeutic process of helping, but also have sufficient knowledge of community structure, organization and processes to ensure a more effective network of services for the South Florida community.

The MSW program is sequentially integrated to provide knowledge and skill of increasing depth and concentration. The broad educational purposes of the School are: educating students for the direct practice of social work including problem-centered intervention with individuals, families, and small groups in the community context; education for social work research with emphasis on evaluation of practice and programs; education for social responsibility and education for community service.

## ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited college or university, with satisfactory grade point average as indicated by official transcripts, showing satisfactory completion of liberal arts courses, and including a course in Human Biology.
- Three completed recommendation forms 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. Applicants who have questions about the program or the profession are encouraged to contact the School to arrange an interview.

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 Office of Admissions. 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.

## CURRICULUM

The MSW offers a single concentration in Advanced Direct Practice, which involves preparation for knowledge-based, skillful practice with individuals, families, and small groups.

During the foundation year of graduate study, students are provided a generic base of social work practice which creates the foundation for concentration during the second year. The foundation year program offers courses of required study which examine the breadth of social work practice.

Required courses during the first semester of the Foundation year of study are:

- SW 501 Social Welfare Policies and Services I
- SW 521 Social Work Practice I
- SW 551 Socio-Cultural Theories and Human Behavior

- SW 552 Personality Development and Human Behavior
- SW 581 Research I
- SW 590 Field Instruction I

Required courses during the second semester of the Foundation year of study are:

- SW 502 Social Welfare Policies and Services II
- SW 522 Direct Practice with Individuals and Families II
- SW 523 Direct Practice with Groups
- SW 567 Psychodynamics of Adult Behavior
- SW 582 Research II
- SW 592 Field Instruction II

During the second or concentration year of study, students gain advanced levels of knowledge and skill in the use of innovative models of intervention, utilizing problem centered approaches. Within the concentration of Advance Direct Practice, students elect to gain special knowledge and skills in a **focus area** by selecting a series of specialized courses and engaging in field education within the selected area.

**Focus Areas.** The selected focus areas represent compelling needs in South Florida communities and include:

- Advanced Practice with Families and Children
- Advanced Practice in Health Care
- Advanced Practice in Mental Health

The particular needs of the area's special population groups are integrated within each focus area.

Required courses during the first semester of the Concentration year of study are:

- SW 621 Direct Practice with Individuals and Families III
- SW 623 Direct Practice with Groups III
- SW 651 Psychopathology
- SW 691 Field Instruction III

Based on the student's selection of Focus Area, one of the following:

- SW 639 Policy Issues in Health Care Services
- SW 640 Policy Issues in Family & Childrens Services
- SW 641 Policy Issues in Mental Health Services

Required courses during the second semester of the Concentration year of study are:

Either

- SW 622 Direct Practice with Individuals and Families IV
- or
- SW 624 Direct Practice with Groups IV
- SW 681 Research III
- SW 692 Field Instruction IV

During the concentration year of study, students must select an indirect service course (Supervision, Administration, or Community Organization).

Additionally, they must select a course from their Focus area and two elective courses.

## EDUCATIONAL OBJECTIVES

Within the educational continuum, MSW students are expected to acquire knowledge of the values of social work as a profession and act in accord with these principles, having earlier clarified personal values through life experiences and education in liberal arts, sciences, and humanities. They acquire knowledge of the complex interrelationships between individual social functioning and familial, peer, cultural, and social forces; develop an understanding of the importance of each for assessment and problem solution; and, demonstrate ability to engage in these activities with effectiveness. Students are expected to acquire a disciplined and systematic method of thinking in identifying, analyzing and ameliorating problems wherever the locus of the problem exists, including understanding the scientific basis for problem definition and multiple causation. Students also will acquire skill in anticipating incipient problems. In both the ameliorative and preventive work, students will be able to carry out planned interventions with competence and scientifically evaluate the effectiveness of such interventions in their practices and in the programs within which they are conducted. Following from scientifically grounded practice and its evaluation, students are expected to become increasingly disciplined in use of self in interactions and interventions with others.

Students acquire knowledge and skill in a wide range of intervention models and methods of social work practice. They are expected to acquire depth of understanding and skill in applying direct social work practice methods; that is, students will graduate with knowledge of and advanced competence in social work treatment of individuals, families, and groups as they exist within their cultures and community structures.

### Education for Advanced Direct Practice

From the broad intent to educate for direct practice are derived the following objectives:

- (1) Upon successful completion of the MSW program, Barry University School of Social Work graduates will have acquired the basic and historic values of the social work profession that guide direct practice. These include the convictions that: (a) all individuals have worth and the right to be treated with human dignity and to choose and to contract for services; (b) social workers understand, value, and respect the uniqueness and special needs of culturally diverse populations; and (c) social workers are responsible for their own ethical conduct, quality of practice, and professional development in the whole range of social work practice settings.
- (2) Students will recognize information they hold from earlier life experiences and liberal arts education, and exhibit the ability to integrate and apply that information to social work practice along with new professional learning.

- (3) Graduates of the MSW program will possess scientifically grounded knowledge and skill necessary for effective and autonomous advanced direct social work practice with (a) enhancement, prevention, and ameliorative purposes; (b) individuals, families, and groups as targets; and (c) breadth and versatility as well as depth of understanding sufficient to meet diverse and challenging client needs.
- (4) Graduates of the MSW program will possess scientifically grounded knowledge and skill necessary for intervention with children, adolescents, and adults, with oppressed, often impoverished special populations singled out as having particular salience for South Florida and the profession of social work. Intervention with special populations entails both culturally sensitive and diverse social work practice techniques and effective measures to relieve oppression and its consequences.
- (5) Having chosen one of the focus areas (health care, mental health, families and children), graduates will (a) be in command of knowledge of the fundamental social programs relevant to that focus area, and the ability to analyze those programs for effectiveness and integrity with public policy in that field of social services; (b) have had educational opportunities for direct service and advocacy in relation to persons afflicted with problems specified in the focus area; (c) possess knowledge of the fundamental findings of empirical research in the focus area.

#### Education for Social Work Research

Underlying all social work and social welfare endeavors is the challenge to improve and change dysfunctional social systems. This objective requires knowledge of intrapsychic, interpersonal and environmental forces that affect, create, or threaten to undermine the functioning of social systems. It also requires knowledge of the relative value of programs and methods of intervention in improving such systems. The fulfillment of the objective requires educating for the application of social work research methods to the evaluation of programs and of practices. It also requires skeptical evaluation of social work research 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 of new methods of assessment and evaluation. It also demands historical perspective and courage to undertake a variety of research evaluation endeavors that question old assumptions and contribute to knowledge of new ways of preventing, ameliorating and remediating social dysfunctioning.

Specifically, the commitment to education for social work research at the MSW level implies that upon completion of MSW, graduates will have mastery of the concepts and skills necessary for:

- (1) scientific evaluation of one's practice and of social programs; and
- (2) critical appraisal and application of the findings of social work and other social and behavioral research to social work practice.

#### Education for Social Responsibility and for Community Service

The themes of education for social responsibility and community service are very closely related as they are interpreted at Barry University School of Social Work. The intent to educate for social responsibility assumes knowledge and understanding of the human condition of persons in our pluralistic society; the perception to identify the nature and impact of major social changes; and the acquisition of skills which may be applied to enhance the lives of oppressed people and to contribute to the end of oppression. Social responsibility assumes the development of scientific knowledge, compassionate understanding, humanistic values and keen skills in the application of direct social work methods to correct inequities in our society. Although extended to all oppressed peoples, the School expresses its concern with social inequity with special emphasis on special populations characterized by large numbers in South Florida along with financial, social, and cultural impoverishment that engenders severe social stress.

In the context of the closely related theme of education for community service, the School of Social Work acknowledges its responsibility to instill in students the commitment to provide service to the community in which it is located through practice consultation, and continuing education.

Specifically, upon completion of the MSW, graduates of Barry will:

- (1) be able to recognize oppression and discrimination and identify actions capable of making social institutions more equitable, humane and responsive to human needs of individuals and/or oppressed population groups, and
- (2) possess scientifically grounded knowledge and skill, as well as motivation, necessary (a) for effective advocacy for the social resources needed to serve diverse and victimized populations, (b) for working effectively and creatively toward the goals of the profession and the community; and (c) for collaborating with faculty, alumni and students in efforts to enhance the leadership of the School on issues of social work practice, programs, or policy.

The School develops opportunities for students to engage in learning experiences, with alumni and faculty, which identify and illuminate social issues, initiate projects, program development, and practice enhancement.

#### ACADEMIC REQUIREMENTS

A student's scholastic standing is determined by many forms of evaluation, including examinations and term papers. 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 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 3.00 (B) average and satisfactory grades in field instruction. Students who fail to meet this requirement of their foundation year of study will be denied admission to the concentration year of the program. Admissions to the concentration year is granted only to those students who have successfully completed their foundation year of professional education at Barry University 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 PROGRAMS

The School of Social Work offers a choice of part-time graduate programs. Each program is designed to accommodate persons whose family or work responsibilities interfere with full-time study or the well qualified individual who cannot finance full-time study. The goal of these programs is to educate professional social workers. Thus, all students admitted to a part-time program must have a commitment to the attainment of a Master of Social Work degree, meet the admission standards of the School, and demonstrate high potential for professional education.

Four part-time program plans are available: Daytime Program (Miami Shores campus), Extended Daytime Program (Miami Shores campus), Evening Program (Miami Shores campus and Palm Beach County), and Saturday Program (Ft. Myers/Lee County).

Both full-time and part-time students follow basically the same sequence of courses. All courses must be taken in proper sequence as described within the particular part-time program. A student who takes a leave of absence may be readmitted only in the semester which will permit proper sequencing of the courses. Part-time students must meet the same specific graduation requirements as full-time students.

Students who enter the evening programs in Palm Beach County or the Saturday program in Ft. Myers/Lee County, must plan to attend classes on the Barry University campus in Miami during the final academic year of study.

## DAYTIME PROGRAM (MIAMI SHORES)

In the first academic year, part-time students in the daytime program are expected to take a total of 10 credits each semester, enrolling in classes with full-time students. Students must be able to attend day classes up to two

days each week. During the second year of study, students are expected to complete their first field instruction experience or may elect to take the field training during the summer months between academic years.

The final academic year of study may be taken full-time or part-time. A full-time plan would include classes one or two days per week and field work three days per week or during the Summer for five days per week. A part-time plan during the second academic year would extend classes over two calendar years with field work being completed during the second calendar year or in the Summer after completion of all classes.

## EXTENDED DAYTIME PROGRAM (MIAMI SHORES)

The extended day part-time program offers the opportunity to complete ten classroom courses and the field instruction experience of the first academic year over two calendar years. Students must be able to attend day classes up to two days each week.

Fall	Spring	Fall*	Spring*	Summer
3 day classes	2 day classes	2 day classes	3 day classes	Field Instruction
Fall	Spring	Fall*	Spring*	Summer
3 day classes	3 day classes	2 day classes	2 day classes	Field Instruction

The second academic year of study would be completed over two calendar years. Classes would extend over two years with field work being completed during the second calendar year or in the Summer after completion of all classes. The diagram illustrates this four-year program (\*optional field instruction).

## EVENING PROGRAM (MIAMI SHORES OR PALM BEACH)

The evening part-time program offers the opportunity to complete all ten classroom courses and the first field instruction experience over a two-year period. Classes are offered on the Barry University campus and in Palm Beach County. The following diagram illustrates the schedule over two calendar years for meeting first-year requirements (\* optional field instruction):

Fall	Spring	Summer	Fall*	Spring*	Summer
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 may be taken full-time or part-time. A full-time plan would include classes one or two days per week and field work three days per week or during the summer for five days per week. A part-time plan during the second academic year would extend classes over two calendar years with field work being completed during the second calendar year after completion of all classes.

## SATURDAY PROGRAM (FT. MYERS)

The Saturday part-time program offers the opportunity to complete twelve classroom courses and field instruction over a two-year period in the Ft. Myers area. The diagram below shows the sequence of courses (\*optional field instruction):

Fall	Spring	Summer
2 Saturday classes	2 Saturday classes	2 Saturday classes
Fall*	Spring*	Summer
2 Saturday classes	2 Saturday classes	2 Saturday classes Field Instruction

After completing the above sequence, students would take three courses each semester on the Miami Shores campus. The final two courses and field instruction would then be completed in the Ft. Myers area.

## ADVANCED STANDING PROGRAM

Students with a bachelor's degree from an undergraduate social work program that is accredited by the Council on Social Work Education and who have received their degree within the five year period preceding their application, may apply to a nine month Advanced Standing program. Students will be admitted each fall semester. A part-time plan during the second academic year would extend classes over two calendar years with field work being completed during the second calendar year or in the Summer after completion of all classes.

## STUDENT PARTICIPATION IN THE SCHOOL'S DEVELOPMENT

The faculty of the Barry University 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 and Procedure Manual and Field Instruction Manual are on reserve in the Library for student review.

## 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.

## FIELD INSTRUCTION (10 CREDITS PER YEAR)

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

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.

First year students enroll in SW 591 and 592 for their initial field placement and second year students enroll in SW 691 and 692 for their final field placement. Each year's placement is considered one course (ten credits) although placements for full-time students span two academic semesters and separate registration is required each semester. Credit and a grade will be granted upon completion of the ten credits. If a student does not complete the full course, without an approved exception based upon sound reasons, the student will be required to repeat the entire placement.

**SOCIAL WORK GRANTS.** The School of Social Work has a separate application process for a very limited number of grants, scholarships and tuition reductions for graduate students. A financial aid application is available after an official admission decision is made.

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. Financial aid applications are analyzed and awards are made on the basis of need, minority status, academic ability and potential for professional practice. For more information contact the School of Social Work.

## REQUIRED COURSE DESCRIPTIONS - SOCIAL WORK PREFIX: SW

### 501 Social Welfare Policies and Services I: (2)

Provides a comprehensive knowledge of the social welfare system in the United States while it addresses the changing nature and needs of our society. The problems of poverty and inequality are highlighted as conditions that vitally affect the social functioning of people and constitute conditions that require the full power and most effective attention of government.

### 502 Social Welfare Policies and Services II: (2)

Focuses on policy analysis and change. Principles derived from current policy models are identified and applied to regional, state, and local policies.

### 521 Social Work Practice I: (2)

This foundation practice course provides a beginning base of practice theory from a holistic perspective. It imparts the basic values, concepts, principles and skills generic to social work practice with individuals, families, and small groups in community and organizational contexts.



**522 Direct Practice with Individuals and Families II: (2)**

Develops knowledge and skill in the helping process with individuals, couples and families. Outcomes include understanding of and skillfulness in employing the major elements of the social work interview, in managing the worker-client relationship system, in psychosocial assessment, goal setting, planning of interventions, and evaluation of outcomes.

**523 Direct Practice with Groups II: (2)**

Provides the foundations of group practice processes and methods, from beginning to termination. Application of group practice methods with support groups receives particular attention.

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

Focuses on four sets of theories that aid in the understanding of human behavior; general systems theory, cultural theories, theories of community and complex organizations, and theories concerning the oppression of special populations.

**552 Personality Development and Human Behavior: (2)**

Focuses on the physical, social and emotional development and mastery of growth crises from birth to mid-adolescence.

**567 Psychodynamics of Adult Behavior: (2)**

Continues the study of the individual from late adolescence to old age and death. Emphasis is on current research of adult behavior, middle age and aging.

**581 Research I: (2)**

Provides beginning understanding and appreciation of the concepts and techniques of social research and their application to social and work practice.

**582 Research II: (2)**

Expands knowledge of data collection techniques, descriptive and inferential statistical analysis and applies research to the evaluation of social work practice and programs.

**621 Direct Practice with Individuals and Families III: (2)**

Focuses on further differentiating the knowledge and application of the principles, concepts and use of interventions to assess and treat the problems of functioning of individuals, families and of family sub-systems.

**622 Direct Practice with Individuals and Families IV (2)**

Designed to enable students to acquire skill in the differential applications of interventions in complex circumstances involving individuals and families in which one member manifests severe psychopathological disturbance.

**623 Direct Practice with Groups III: (2)**

Emphasis is placed on the study of various approaches to group practice and the exploration of technical practice issues as the group is employed for treatment purposes.

**624 Direct Practice with Groups IV (2)**

Focuses on psychotherapeutic applications of groups practice with clients that have severe, chronic emotional disorders as well as group practice methodology with advocacy groups.

**639 Policy Issues in Health Services: (2)**

Focuses on the major social, economic, and ethical factors that impact on policies in health care and social work practice. Content includes examination of the psycho-social correlates of illness and healing, means for changing the health care systems, and the impact of health care policies on communities.

**640 Policy Issues in Family and Childrens' Services (2)**

Examines the direct and indirect impacts of social policies on families and children. Emphasis is placed on policy analysis for identifying and selecting between policy alternatives, political realities, and implementation of policy outcomes and decisions.

**641 Policy Issues in Mental Health Services: (2)**

Factors that have led to current mental health and substance abuse policies and programs are examined as a basis for developing strategies for policy change as well as planning and implementing future policy decisions. Elements that influence the design, effectiveness, and acceptance of policies and issues for professional practitioners are assessed.

**651 Psychopathology: (2)**

Reviews classifications of mental disorders to provide a basis for recognition of emotional and mental problems. The relevance of this knowledge for social work practice is emphasized.

**681 Research III: (2)**

Provides advanced knowledge and skills in research methods appropriate for analyzing and evaluating human service programs and social work interventions.



# Doctor of Philosophy Social Work

Michael P. Connolly, Ph.D.  
Acting Director of Program

The program of graduate studies leading to the Ph.D. degree prepares professional social workers for leadership as practitioner/scholars in advanced social treatment or the administration of direct service program and teaching and research of direct practice. Graduates of the program are expected to contribute to the advancement of knowledge and practice in social work.

The doctoral program is individualized to meet the interest of each student. With faculty consultation, the student designs a course of study consisting of required and core courses, electives, a doctoral practicum and dissertation.

## ADMISSION REQUIREMENTS

Candidates should have the Master of Social Work degree from an accredited school of social work, at least two years of successful professional experience following the award of the Master's degree, and demonstrated capacity to engage in advanced study.

Applicants are interviewed by a committee of the doctoral faculty. Criteria employed in determining admission include evidence of achievement in previous academic programs, increasing competency in professional performance, knowledge of critical issues associated with applicant's area of professional interest and potential for contributing to the knowledge of the profession.

Candidates generally begin their studies in the fall semester. Non-degree seeking students may enroll for a maximum of two courses with the consent of the Director of the program.

## CURRICULUM

The model curriculum spans three academic years. One of these years must be in full-time residence. Typically, a student enrolls in two courses for the first semester and three the second semester. In the second year, the practicum is individually designed by the student and faculty advisor, based

upon the student's interest and specialization. The student begins study in a specialized area, completing the area specialization paper, the candidacy examination, and the one-day-per-week practicum.

In the third year of the program the student intensively engages in implementing the dissertation research and completing all course requirements.

While the above curriculum plan is recommended, students may, with the approval of their advisors, modify the curriculum to better achieve their educational objectives.

## DEGREE REQUIREMENTS

All candidates are required to earn 45 credit hours beyond the master's degree in social work as follows:

5 required courses in research and dissertation seminars	15 credits
1. Social Science Theory course	3 credits
2. required courses in theory related to concentrations	6 credits
1 required policy course	3 credits
1 required course in social work education	3 credits
2 required area of specialization seminars	6 credits
1 required field practicum	3 credits
2 elective courses	6 credits

In addition, the student must:

Successfully complete an area studies paper approved by a committee of the doctoral faculty.

Successfully pass a candidacy examination. This examination consists of an oral examination of the student's integration of methodological and substantive knowledge in the student's area of specialization.

Successfully complete and defend a dissertation. The defense of the dissertation must take place within five years after the acceptance and approval of the dissertation proposal. Three copies of the dissertation must be deposited with the University; two copies to the university library; one copy to the doctoral program office.

## REQUIRED COURSE DESCRIPTIONS - SOCIAL WORK PREFIX: SW

**701 Comparative Theories of Social Work Practice with Individuals and Groups: (3)**  
Existing models of social work practice with individuals and small groups are examined for their underlying philosophic and value assumptions. Exploration of different theoretical perspectives on behavior, target populations which are addressed, categories and levels of goals, interventive techniques and unsettled issues of various theories is undertaken. The purpose of the course is to promote theoretical reconciliation or modification of interventive processes pertaining to social work's functions of prevention, provision, and restoration.

**702 Comparative Theories of Organization and Administration: (3)**  
Different theoretical perspectives on organization and administration of human service delivery systems are examined in this course. Existing frameworks are explored for their underlying value assumptions and for their relationship to the state-of-the-art in research development and application to social work management and practice.

**703 Theory Development in Social Sciences: (3)**

Focuses on knowledge-building in the social sciences, and the epistemology of knowledge. Scientific logic and concept formation are studied as they relate to a variety of social science disciplines and substantive areas of knowledge contributing to theory development for social work practice. The various criteria for analysis and explanation will be applied particularly to social psychological theories as illustrative of a critical approach to the methods and basis of social science knowledge.

**710 Advanced Research I: (3)**

A reintroduction is first provided to fundamental research concepts such as: the links between theory, hypotheses, and research design and options. This is followed by in-depth study of group and single subject experimental design, measurement, data collection, and statistical analysis. Exemplars of social work research conducted in these modalities illustrate research methodology focused on advancing knowledge of social work practice and administration.

**711 Advanced Research II: (3)**

Focuses on various research designs and observation modes **other** than experimental models: survey research, content analysis, historical and comparative research, meta-analyses, aggregate data analysis, policy research and field observation. The logical and intellectual links between these and experimentation will be preserved and integrated, since experimental research represents classical scientific technique.

**712 Advanced Research III: (3)**

A review and expansion of statistical techniques studies in Research I and II. The focus will be on learning micro- and macro-computer applications, and preparing students to code and enter data and perform correct statistical analysis with SPSS, basic and mini-tab. Microcomputer instructions is envisioned in collaboration with Barry University Micro-computer Lab. Macro-computer use will be organized around SERDAC's facilities.

**715 & 716 Dissertation Seminars: (3) (3)**

This seminar is conducted in relation to assisting students in assessing the researchable questions in their substantive area of specialization and in the development of a dissertation proposal.

**721 Social Policies in Health and Mental Health (3)**

Examination of current social policies affecting the administration and delivery of social work services in the health and mental health field. Special consideration will be given to potentially effective strategies which may be utilized by practitioners and administrators to strengthen or change existing policies in these areas.

**740 & 741 Area Specialization Seminars: (3) (3)**

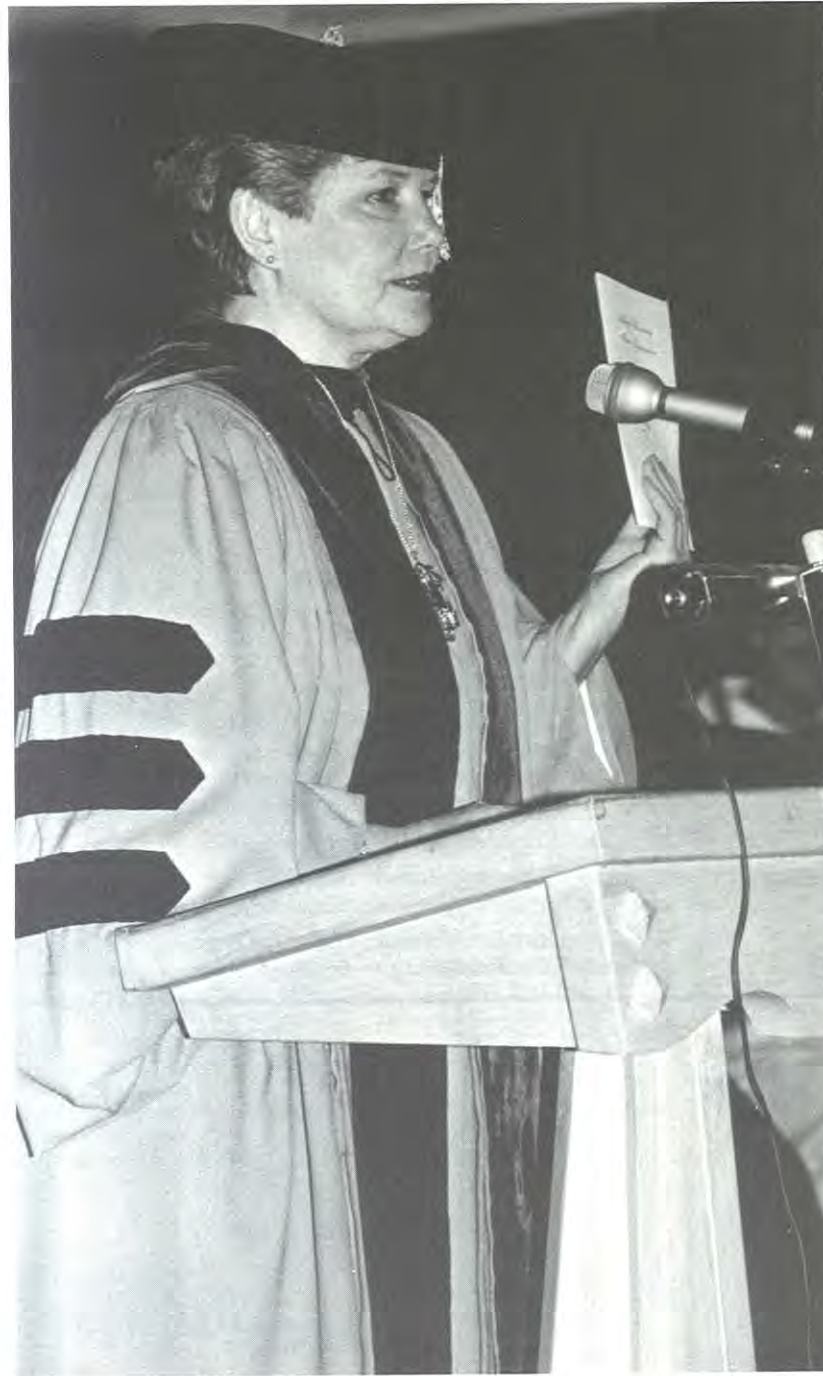
These seminars are principally organized around a student's independent study in a specialized area. Students may meet in seminar sessions, in small study groups or individually with faculty as may be required in the development of student's independent study. These seminars should culminate in an area specialization paper accepted and approved by a review committee of the faculty.

**750 Social Work Education - Issues and Methods: (3)**

A theoretical and practice-oriented approach to educational issues, curriculum construction and teaching methodology in social work education. The development of social work education and the goals of a professional curriculum provide a context for studying and assessing differential instructional methodology. Laboratory experiences in class involving student teaching affords students opportunities in the application of principles of curriculum design and instructions.

**780 Practicum (3)**

This field study course builds the student's practical knowledge in his/her concentration and specialization. A formal learning plan is developed between the academic advisor, student, and field consultant. The practicum may be scheduled for one day per week, in any semester in the second or third year.



**Executive Committee  
of the  
Administration**

*Sister Jeanne O'Laughlin, O.P., Ph.D.  
President*

*J. Patrick Lee, Ph.D.  
Vice President for Academic Affairs*

*Timothy H. Czerniec, M.B.A.  
Vice President for Business Affairs*

*George J. Wanko, Ph.D.  
Vice President for Student Services*

*F. Eugene Autrey, B.E.E.  
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