

















BARRY UNIVERSITY



1996-1997
Graduate Catalog



**A Catholic International University
Miami Shores, Florida**



BARRY UNIVERSITY



1996-1997 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.

Applications and credentials should be addressed to:

BARRY UNIVERSITY

Division of Enrollment Services
Office of Records Management
11300 N.E. Second Avenue
Miami Shores, Florida 33161-6695

General Local University Number (305) 899-3000
In-State Toll Free General University Number (800) 756-6000

PROGRAM INFORMATION INQUIRIES

Local Graduate and Allied Health (305) 899-3119

APPLICATION STATUS

Graduate Programs (305) 899-3748
Allied Health Programs (305) 899-3748
Podiatric Medicine (305) 899-3130
Financial Aid (305) 899-3673
Toll Free (800) 695-2279
Fax: (305) 899-2971

INTERCULTURAL CENTER

Contact for immigration information, international students: (305) 899-3082

E-mail: demarchis@pcsa01.barry.edu

Worldwide Web (WWW): <http://www.barry.edu>



ACCREDITATION

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, specialist and doctoral degrees. The **School of Nursing** is accredited by the National League for Nursing and is approved by the Florida Board of Nursing. The **Adrian Dominican School of Education** and the teacher education programs in the schools of Arts and Sciences, Human Performance and Leisure Sciences, and Natural and Health Sciences are approved by the Department of Education of the State of Florida as standard teacher training programs, and, because of Florida's reciprocal certification agreement, are in a position to graduate students eligible for teacher certification in most states. The **Ellen Whiteside McDonnell School of Social Work's** M.S.W. program is accredited by the Council on Social Work Education. The **School of Podiatric Medicine** is accredited by the Council on Podiatric Medical Education.

The **Occupational Therapy Program** is accredited by the Accreditation Council for Occupational Therapy Education. The **Physical Therapy Program** is accredited by the Commission for Accreditation in Physical Therapy Education (CAPTE). The **Cardiovascular Perfusion Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The **Anesthesiology Program** is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. Barry University is also a member of H.A.C.U., the Hispanic Association of Colleges and Universities.

The **Andreas School of Business** is a candidate for accreditation by the American Assembly of Collegiate Schools of Business. Candidacy status indicates that an institution has voluntarily committed to participate in a program of continuous improvement and is actively progressing toward accreditation status. Candidacy status is not accreditation and does not guarantee eventual accreditation. In addition, The University Council of Jamaica has fully accredited the Executive Master of Business Administration offered by Barry in Jamaica.

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 graduate 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, suspension or expulsion 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.

Students should conduct their academic affairs with honesty and integrity. If students are suspected of cheating, plagiarism, falsification of University records or otherwise misrepresenting themselves and/or their work, they will be subject to procedural due process.

More detailed information on the above is contained in the General Information Chapter of this Catalog and in the Student Handbook. Barry University students are responsible for the contents of both the University Catalog and the Student Handbook. The information in this Catalog supersedes all previous regulations, including tuition and fees previously published.

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ACADEMIC CALENDAR 1996-97

Fall 1996

Assembly	August 20
Orientation/Testing	August 22
Registration	August 22 - August 23
Classes Begin	August 26
Labor Day Holiday	September 2
Fall Holiday	October 11
Thanksgiving Holiday	November 28 - December 1
Classes End	December 6
Final Exams	December 9 - 13
Commencement	December 15

Spring 1997

Registration	January 9 - January 10
Classes Begin	January 13
Martin L. King Day (Holiday)	January 20
Spring Break	March 3 - March 7
Easter Holiday	March 27 - March 30
Classes End	April 30
Final Exams	May 1 - May 7
Commencement	May 9

Summer School 1997

Summer I

Classes meeting 4:00 p.m. or later	May 12 (Monday classes)
Classes Begin	May 13 (all other)
Classes End	June 20

Summer II

Classes Begin	June 23
Classes End	August 2

Weekend Occupational Therapy Program

Fall Term 1996	August 24 - December 8
Spring Term 1997	January 4 - April 20
Summer Term 1997	May 3 - August 10

Weekend Physical Therapy Program (Graduate Only)

Fall Term 1996	August 23 - December 15
Spring Term 1997	February 21 - June 15
Summer Term 1997	June 27 - August 1

The Adrian Dominican School of Education and the D. Inez Andreas School of Business also offer some programs in varying cycles.

THE MISSION OF BARRY UNIVERSITY

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 traditions. 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 primarily serving South Florida. The University seeks to attract a diverse student body, including traditional and non-traditional students, from a variety of geographic, ethnic, religious, and socio-economic backgrounds. The University seeks to recruit and retain faculty members who are dedicated to teaching and advising, to searching for and disseminating truth through scholarship, research, and creative activities; and to serving both the University and the larger community. The University seeks to maintain a staff that supports institutional needs in order to enhance the quality of university life. It seeks to provide a learning environment which challenges students to accept intellectual, personal, ethical, spiritual, and social responsibilities.

PURPOSE

The primary purpose of Barry University, as stated in the Charter, is to offer students a quality education. Furthermore, Barry commits itself to assuring a religious dimension and to providing 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 growth.
- to recognize the importance of experiential learning and on-and off-campus education of adult students.
- 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 their 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 M. 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 7,000 students, served by well over 700 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 M. Gerald Barry, 1940-1961; Mother M. Genevieve Weber, 1962-1963; 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 40 buildings, with indoor and outdoor athletic facilities, 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.

UNIVERSITY LIFE

The measure of a university is more than the size of its student body, its faculty, its campus, or its longevity. Barry University has emerged as a truly special institution of higher education.

Barry's mission transcends the statistics by which many universities measure themselves. As a Catholic institution, it goes beyond the traditional emphasis on academic excellence to embody a human quality, with personal attention to a student's social, moral, physical, emotional, and religious growth.

Above all, the purposely intimate scale of the campus and the student body, the careful selection of faculty and staff, and the Judeo-Christian religious dimension combine to create a caring environment.

STUDENT RIGHT TO KNOW ACT

Barry University is in compliance with Student Right To Know and Campus Security Act (PL 101-542). Specific information regarding this act may be obtained in the Office of Public Safety.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Barry University is in compliance with Family Educational Rights and Privacy Act of 1974 (PL 90-247). Complete information regarding this act may be found in the Student Handbook and a summary of the University's compliance appears in the schedule of classes published each term and/or semester.

BUILDINGS & FACILITIES

ACADEMIC COMPUTING RESOURCES—The Academic Computing Center is housed in the Garner Building on the main campus. It provides computer services to the campus via an Ethernet network that connects all academic buildings and offices on campus.

ADRIAN HALL—Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Data Center, the Offices of Controller, Student Financial Services, and Registrar; the administrative offices for the School of Natural and Health Sciences, science labs, and the offices of Physical Therapy and Occupational Therapy.

ADULT AND CONTINUING EDUCATION—The School of Adult and Continuing Education building was acquired in 1983 and named in honor of Frank J. Rooney, a long-time friend of Barry University.

ALUMNI HOUSE—Opened in 1995 to provide a place for alumni to meet and gather, the **Vivian A. Decker Alumni House** also houses the Office of Alumni Affairs and a memorial to Barry's fourth president, Sister Trinita Flood.

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. Andreas also houses the Department of English and Foreign Languages.

ARCHIVES AND HISTORICAL COLLECTIONS—The Barry University archival program, located on the third floor of the library building, was established in the Fall of 1991 to manage and preserve inactive University records that have administrative, historical, or legal value and to make them available for use. It also receives the donated papers of faculty, staff, and alumni. The Historical Collections contain papers and memorabilia of the Barry University founders, Congressman William Lehman's papers, and documents of social, cultural, or religious events that have affected the institution. Materials in the Archives and Historical Collections are available for use by faculty, staff, students, and alumni.

BROWNE HALL—Built in 1985 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 campus ministry activities. In January 1992, through a gift from Dwayne and Inez Andreas, the chapel was renovated in honor of Thomas P. and Mildred A. O'Neill. Masses are celebrated in Cor Jesu 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.

FARRELL HOUSE—Dedicated to Margaret Brady Farrell in recognition of her generous contributions to Barry University, Farrell was built in 1940. Originally named Maris Stella, it houses the Department of Theology and Philosophy, the Department of History and Political Science, and the Division of Academic and Instructional Services.

FINE ARTS QUADRANGLE—The Fine Arts Quadrangle contains art and music studios, lecture rooms, theater dressing rooms, the Pelican Theatre, and the Shepard & Ruth K. Broad Performing Arts Center, a 1,000-seat capacity auditorium. The departmental office of Fine Arts is located here.

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 Department of Communication, the Department of Mathematics and Computer Science, the Department of Sociology and Criminology and the administrative offices for the Dean of Arts and Sciences.

KELLEY HOUSE—Originally named Rosa Mystica, Kelley House is dedicated to Mabel Kelley for her generous contributions to Barry University. The Division of Enrollment Services and the Offices of Admissions and Financial Aid are located here.

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 executive offices for the University.

LEHMAN BUILDING—The William Lehman Building is scheduled to open in the Fall of 1996. This facility will house administrative and faculty offices for the School of Arts and Sciences, as well as a li-

brary annex containing rare books and archival materials. In addition, there will be classrooms and meeting rooms.

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 650,000 items. This includes over 2,300 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 12 million items and to 30,000 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 in 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 also contains classrooms and departmental offices.

RENEE MOTTRAM DOSS HALL—Barry's newest residence hall was built in 1990, and includes twelve undergraduate residences containing 48 bedrooms to accommodate a maximum of 96 students.

NATURAL & HEALTH SCIENCES BUILDING—Barry's newest science facility expands the number of laboratory facilities for student instruction and research. Located in the quadrangle between Adrian Hall, Weigand Hall and Fine Arts, this facility also includes classrooms, seminar rooms, and offices for several science and allied health programs.

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.

PODIATRIC MEDICINE BUILDING—This building, located at 11600 NE Second Avenue, houses classrooms and administrative offices for the School of Podiatric Medicine.

POWERS BUILDING—Built in 1994, the Powers Building is the home of the Adrian Dominican School of Education and the Ellen Whiteside McDonnell School of Social Work. It contains the administrative offices of both schools in addition to faculty offices, classrooms, and seminar rooms.

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

SPORTS COMPLEX—The sports complex includes baseball, racquetball, softball, soccer, and tennis facilities, as well as the new Health and Sports Center. The School of Human Performance and Leisure Sciences, the Department of Sport and Exercise Sciences, and the Department of Intercollegiate Athletics are housed within this beautiful facility. The Health and Sports Center also accommodates a 1500-seat-capacity arena for basketball and volleyball, a Human Performance Lab, Strength and Conditioning Room, Athletic Training Room, locker rooms and classrooms.

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

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 HALL—Named for former Barry University President, Mother Genevieve Weber, Weber Hall houses male students. The largest residence hall on campus, it contains single, double, triple and quad, air-conditioned rooms as well as the campus infirmary. Weber was built in 1946 and was originally known as Stella Matutina.

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

ADMISSIONS

ALL APPLICANTS FOR ADMISSION

It is the responsibility of the applicant to take required tests/entrance examinations and have the results forwarded to Barry University. All required credentials should be supplied to the Office of Graduate Records Management in the Division of Enrollment Services. No action will be taken by the Admissions Committee on any application until all application credentials have been received. 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.

Meeting the University's general admission requirements does not guarantee acceptance into a specific graduate program; some clinical or professional programs require an additional application and/or other program-specific requirements. Refer to the specific program for detailed information.

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 or photocopied.

Admission Requirements and Procedures

It is the responsibility of the applicant to understand and follow all procedures and to meet all requirements as outlined in the Catalog.

Before one is permitted to register as a graduate student, he/she must apply for and be accepted to graduate status (non-degree-seeking or degree-seeking) through the Office of Graduate Admissions. There are three ways in which an applicant may be accepted:

1. Non-degree acceptance—See section entitled "Non-Degree-Seeking Applicants."

2. Provisional acceptance—Upon review of his/her file by the school/department, an applicant may be granted provisional status for a **limited number of credits** (see appropriate school section for limit) while stipulated admission or academic deficiencies are being satisfied. Under this status a student may qualify for financial aid.
3. Full acceptance—Will be granted when all requirements of the Office of Graduate Admissions and the specific school have been met.

Degree programs differ in specific requirements for admission. Applicants should refer to the appropriate section of this Catalog for the program to which they are applying, and for additional requirements by a specific school.

Graduate Credit for Qualified Barry Undergraduate Seniors

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

- (1) Have a faculty advisor certify to the dean that all undergraduate graduation requirements will be met.
- (2) Have the dean file a letter with the Registrar prior to registration stating that the student will meet all requirements for a bachelor's degree and that the graduate credits (3 or 6) are over and above all undergraduate requirements.

Degree-Seeking Applicants

To be considered for full acceptance to a degree program, a graduate applicant must:

1. submit proof of a bachelor's degree from an institution which is regionally accredited or listed by the International Association of Universities.
2. submit a completed application form with a \$30.00 **nonrefundable** application fee.
3. submit an essay/statement of purpose (goals) or career narrative statement as required by the specific school.
4. provide **two** complete official transcripts from each college or university attended. (Transcripts in the applicant's possession are not acceptable as evidence of eligibility for admission, unless they have been issued to the student in a sealed official envelope.) An applicant whose degree has not yet been posted may submit a letter, on official letterhead, from the dean of the institution, verifying completion of degree requirements, until the official transcript reflecting degree is submitted. This letter will serve as acceptable evidence until the official transcript reflecting the degree is submitted.
5. provide required number of reference letters in support of graduate study (see application).
6. supply current admission entrance examination scores as required by the individual school.
7. submit any additional information required by the Office of Graduate Admissions or the individual school.
8. submit a score of 550 or better on the TOEFL examination if the applicant's first language is not English and the degree received was not issued by a university where English is the primary language of instruction.

The responsibility for obtaining all admission credentials rests with the applicant. The Office of Graduate Admissions continually reviews applications in process and notifies applicants of outstanding credentials. Completed applications are forwarded to the admitting school for review as soon as all credentials are received. The Office of Graduate Admissions will notify the applicant of the school's decision, in writing, within seven working days after a decision has been made.

Any concealment by a graduate applicant of previous college registration or academic or disciplinary record may immediately cancel and nullify the admission process at Barry University.

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), are considered non-degree-seeking students.

Such applicants must submit an application form/fee and present evidence of receipt of a bachelor's degree from a regionally accredited institution (or listed institution, if international) and may register for a limited number of credits as prescribed by the specific school in which classes are being taken. Guest students should refer to the section below.

Enrollment as a non-degree-seeking student in no way implies admission to a degree program.

The student who wishes to change his/her status from non-degree to degree-seeking must complete the required application and meet all the requirements for degree-seeking applicants, including entrance requirements, of the School in which entrance is desired.

With the approval of the dean, or a designated representative, all schools will accept a maximum of six credits to be applied from non-degree to degree-seeking with the following exceptions:

- a) The School of Education will accept a maximum of 9 credits.
- b) The School of Podiatric Medicine will accept a maximum of 16 graduate credits.
- c) The School of Social Work does not accept non-degree credits for the M.S.W. program.

Post-graduate students/applicants must submit an application form/fee and present evidence of a master's or doctoral degree from a regionally accredited institution (or listed institution, if international). The transcript must reflect that courses required as prerequisites for the desired program of study have been completed with a minimum grade of B (3.0). These prerequisites must have been completed within the indicated number of years prior to application.

School of Arts and Sciences	3 years
School of Business	5 years
School of Education	No Limit
School of Human Performance and Leisure Sciences	No Limit
School of Natural & Health Sciences	No Limit*
School of Nursing	5 years
School of Social Work	5 years

**The Graduate Admissions Committee reserves the right to request that, in certain cases, a student successfully complete a Post-Baccalaureate course to help the Committee evaluate the candidate's application.*

Applicants must have admissions approval from the desired school.

Students pursuing post-graduate work on a non-degree basis **for enrichment purposes only** will be permitted to take an unlimited number of graduate or undergraduate credits within the school which granted admission.

All of the criteria noted in the non-degree-seeking section do not apply to licensure or certificate pro-

grams. Certificate programs differ from certification programs.

Under non-degree status, students will **not** qualify for financial aid.

Guest Students

Guest students must submit an application form/fee and present a letter from the dean or department chair of the institution in which they are enrolled for a degree, stating that they are in good standing.

INTERNATIONAL APPLICANTS

As an international university, Barry University has a long tradition of welcoming qualified international students. Currently there are more than 480 undergraduate and graduate students representing over 70 countries from around the world.

Eligibility for Admission

International students may be admitted to Barry University if they meet the University's admission requirements. For the purpose of graduate 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. For immigration purposes, an international student is one whose country of birth, citizenship, and permanent residency are not the United States. The basic admission requirement for students from other countries is determined by the University and varies with the experience and background of the applicant. For a list of minimum academic admission requirements to Barry University from other countries, write: Office of International Admissions, Barry University, 11300 Northeast Second Avenue, Miami Shores, Florida 33161-6695, United States of America.

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 completion of all admission requirements and receipt of required financial statements.

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 one academic year (two semesters); and
2. a bank letter stating that the student or his/her sponsor has the funds available to pay the total cost associated with attending Barry University. The required amount is determined by the program. In-

ternational 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.

The University does not award need-based 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.

International students in F-1 visa status must fulfill the following conditions:

- Pursue a degree course of study as a full-time, degree-seeking student (at least 9 credit hours each semester for graduates).
- May not transfer schools or work off-campus without Immigration and Naturalization Service permission.
- Keep a current passport and visa which are valid for at least four years 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 Services Department at the time of registration.

Medical Requirements—It is assumed that a student is in good health and able to maintain a serious program of study. Before coming to the University, accepted candidates are strongly encouraged to submit a physician's report in English for approval by the Campus Health Center. Proof of adequate health insurance is required (with coverage of at least U.S. \$50,000.00). If proof is not available, a student will be billed accordingly and issued health insurance by the University.

Students must also demonstrate that they have had all vaccinations including: diphtheria and tetanus taken within the last ten years, measles, mumps, and rubella (two doses). All students without U.S. permanent residency or citizenship are required to comply with this University policy.

Note: A student may not register for classes without having met these medical requirements through Barry University's Health Center.

Admission Procedures For International Students

1. Application for Graduate Admission must be filled out completely and accurately.
2. Nonrefundable application fee of U.S. \$30.00 must accompany application. All monies must be paid in U.S. dollars.
3. Educational documents must be supplied as follows:
 - a. Entrance Examination: 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 International Admissions will notify students which examination is required at the time of application to the University. Students should refer to the appropriate school's admission requirements to determine the necessary examination.
 - 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 if applicable. Certified and notarized records from foreign institutions may be submitted by applicants, but the University may insist that such transcripts be sent directly to Barry University from the issuing institutions. Once credentials are submitted to the Office of International Admissions, they become the property of Barry University and will not be surrendered.
4. Transcript Evaluation Policy:
 - a. International Graduate students are required to present an evaluation of course work from an official transcript evaluation service.
 - b. Information about professional evaluating services in the United States is available by contacting the Office of International Admissions at Barry University.
5. English Translations: Documents in a language other than English must be accompanied by certified English translations. Translations supplement but do not replace original documents. Please remember to send both.
6. Syllabus of University Study: This is a description of each course or subject studied. Grading scale must show the minimum passing mark, length of

class periods and number of periods per week for each subject, and must be accompanied by certified English translations.

Intensive English Instruction

Intensive English instruction is offered at Barry University through the Language Institute For English (L.I.F.E.). Students who complete level 12 at L.I.F.E. are not required to sit for the TOEFL examination. See "Examinations" below. Students who wish to study in the L.I.F.E. program prior to applying for a graduate academic program should write:

Director, L.I.F.E.
Barry University
11300 N.E. 2nd Avenue
Miami Shores, Florida 33161-6695
United States of America

Financial Information

Barry University does not offer financial assistance or scholarships for international graduate students.

All international students entering Barry in F-1 visa status must have adequate funding to meet their expenses. (This includes personal, travel, vacation, as well as all University-related expenses).

ALL APPLICANTS/STUDENTS

Examinations

All applicants whose first language is not English are required to submit a score of at least 550 on the Test of English as a Foreign Language (TOEFL). For TOEFL application write to: The TOEFL Program, Box 899, Princeton, N.J. 08540, U.S.A.

Intensive English instruction is offered at Barry University through the Language Institute For English (L.I.F.E.) Students who complete level 12 at L.I.F.E. are not required to sit for the TOEFL examination. Students who wish to study in the L.I.F.E. program prior to applying for a graduate academic program should write: Director, L.I.F.E., Barry University, 11300 N.E. Second Avenue, Miami Shores, Florida 33161-6695, U.S.A.

Change of Status

Students wishing to change their status from non-degree to degree-seeking must inform the Office of Graduate Admissions **in writing**. All requirements for degree-seeking applicants must be met. Enrollment as a non-degree-seeking student in no way implies admission to a degree program.

Readmission and Change of Graduate Program

Students who have been academically inactive for at least one calendar year and who wish to be readmitted, and students who wish to change their graduate program must inform the Office of Graduate Records Management **in writing**. Permission for readmission/change of program must be approved by the dean of the school involved.

Change of Address

Applicants are responsible for immediately informing the Office of Graduate Admissions **in writing** of any change of address. The Office of Graduate Records Management does not accept responsibility for communications sent to a wrong address if no change of address has been submitted in a timely manner.

Name Change

Applicants are responsible for immediately informing the Office of Graduate Records Management **in writing** of any name change. This information must be supported by official documentation (i.e., marriage license, court documentation, etc.).

STUDENT LIFE

DIVISION OF STUDENT SERVICES

The Student Services Division of Barry University adheres to the philosophy that students succeed when all aspects of their development are at the optimum level.

The developmental purposes of the division are personal growth, the coordination of out-of-the-classroom activities, the general well-being of individual students and student groups, and the establishment of a caring environment where learning can take place. This developmental approach to total education stresses such traits as values, maturity, responsibility for self and others, a religious dimension, and a sense of community service.

Members of the Student Services staff believe that the student's education is primarily his or her own responsibility. There will be times when individual students will need direction, counseling and encouragement; the staff stands ready to serve as a support system to help students embrace the mission of the University.

CAMPUS MINISTRY

Campus Ministry promotes the mission of Barry University as stated in the Charter; it is to offer quality education, to assure a religious dimension, and to provide community service within a more caring environment. Thus this ministry provides the University community—students, faculty, administration and staff—with opportunities to explore, deepen, expand, and strengthen the spiritual and ethical dimensions of their being as they develop and apply knowledge and skill to their academic environment. This includes friendship and support, worship and prayer, study and reflection, and an active commitment to a more just and peaceful community.

It also recognizes and fulfills the basic aspects of Campus Ministry: forming a faith community through liturgy and instruction, appropriating the faith in actions and relationships, forming a Christian conscience for moral judgments and decisions, educating for justice in response to social and economic needs, facilitating personal development in consideration of one's values, and developing leaders for the future willing to share gifts and talents with others.

HOUSING

Limited on-campus air-conditioned accommodations within the residence halls are available to full-time, degree-seeking students. Application and information are available through The office of Residential Life. This office can also help students interested in pursuing off-campus living accommodations in the community.

All students desiring to live on campus must request a housing application from the Office of Graduate Admissions or the Office of Residential Life. Acceptance by the University does not assure a student of on-campus housing. The student must complete an application for housing in order to receive consideration. Housing assignments are made on a first-come, first-served basis, in priority order of the date received.

Before applying for housing, each applicant 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 resides on campus. Students must contact the Office of Student Financial Services to receive a refund of any monies.

A resident moving out of the residence halls during the agreement period must cancel the agreement in the Office of Residential Life in writing, and will forfeit his/her deposit. There are three agreement periods: Fall/Spring, Summer I, and Summer II.

Housing applications must also be accompanied with proof of health insurance or students will automatically be billed for University insurance. The required Health Information Form must be completed and submitted to the Campus Health Center.

The residence halls and dining facilities are closed during the Christmas holidays and the periods between the end of the summer session and the opening of the fall semester. Resident students should plan ahead to make travel arrangements and living accommodations around these dates.

CAREER AND COUNSELING CENTER

The purpose of the Career and Counseling Center is to offer quality education through programs related to career education and personal development. In conjunction with the University's mission imperative of a caring environment, the Center provides career counseling to students, alumni, faculty, and staff. Personal counseling is also available to students, faculty, and staff in an atmosphere of respect and confidentiality. It is the policy of the Center to provide services to potential employers whose mission is consistent with the mission of the University.

Both career and personal counseling are conducted on an appointment basis. In order to serve our varied student population, evening and weekend appointments are available as requested. Twenty-four hour emergency services are available via a beeper system or through Campus Public Safety.

Personal Counseling Services

Students are encouraged to use the counseling services whenever those services would be helpful. When requested, or when appropriate, referrals are made to the University consulting psychiatrist, to physicians and/or community agencies through the Career and Counseling Center. Confidentiality is maintained.

Currently enrolled students who, by their actions, are suspected of being psychologically unable to function adequately as members of the student body may be required to provide a clearance from the University's consulting psychiatrist as a condition for continued enrollment in the University. This condition of clearance from the University's consulting psychiatrist may also apply to those students who withdraw from the University for psychiatric treatment and subsequently seek readmission (see Policy on Medical Leave).

Career Counseling

The following services are available to Barry University students, faculty, staff and alumni:

- Individual career counseling
- Career interest testing
- Full-time and part-time job listing
- Credential file service
- Resume writing, interview skills assistance
- On-campus recruiting
- Computer-assisted career information job search
- Career library resources

Testing Services

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

Reliable, valid interest inventory and personality tests are available.

The Miller Analogies Test is also administered as a service to those wishing to pursue graduate study. There is a charge for this service.

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. Purchases may be made using cash, personal checks, and/or credit cards.

FOOD SERVICE

Food service is available in Thompson Hall, second floor, on a cash basis. Students on a meal plan must present appropriate ID cards. Meals are served cafeteria-style seven days per week and include, Monday-Friday, breakfast from 7:00 a.m. to 9:30 a.m., lunch from 11:30 a.m. - 1:15 p.m., and dinner from 4:45 - 6:45 p.m. On Saturday, breakfast is served from 8:30 a.m. - 10:00 a.m., and the Sunday brunch is served from 10:30 a.m. - 1:15 p.m.

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

UNIVERSITY HEALTH CENTER

Hours: Monday - Friday, 9:00 a.m. to 5:00 p.m.
Evenings and weekends: Health advisors available by beeper system, or through Campus Public Safety.

The purpose of the Student Health Center is to establish a caring environment while striving to enhance the educational process by modifying or removing health-related barriers to learning and by promoting an optimal level of wellness. The Health Center continues to explore options for the delivery of health care

services to the University community while remaining sensitive to and supportive of individual circumstances, family, community, culture, and religion.

The Health Center provides a format to assess the needs of students by providing a bio-psycho-social-spiritual approach to health care. It also provides community service through community health presentations and programs.

Services provided include the following:

1. first aid and emergency assistance
2. general health assessments
3. referral to community health professionals and/or agencies
4. evaluation of episodic illnesses and administration of medications and treatments as appropriate
5. health resource information and guidance in health education for individuals and groups

All residential and international students are required to have a health history on file in the Health Center to assure that appropriate medical care can be given to the student should the need arise. All resident and international students are required to have:

1. current health history with documentation of a tetanus/diphtheria vaccination within the last ten (10) years and two (2) measles, mumps, and rubella vaccinations;
2. signed medical authorization form; and
3. insurance information form.

Health insurance is recommended for all students. All resident and international students and student athletes are required to submit proof of health insurance to the Health Center. Student health insurance information and claim forms may be obtained from the Health Center.

The Health Center is open from 9:00 a.m. to 5:00 p.m., Monday through Friday. In the event of an emergency, student health advisors are available on weekends and evenings and can be contacted via Residential Life Advisors (RA's), a beeper system, or through Campus Public Safety.

INTERNATIONAL STUDENT SERVICES

The International Student Services Department provides Barry students, faculty, and staff with quality support services that pertain to international student issues. Services offered include immigration procedures, academic assistance, and financial guidance.

To prepare students to excel in a global community, our Intercultural Center seeks to provide all students with an understanding and knowledge of multicultural issues. Active and purpose-driven international assistants/student leaders promote diversity on campus and within the Greater Miami community under the guidance of the International Student Services Department.

One of the primary functions of the International Student Services Department is to assist international students with immigration procedures. It is essential for students to maintain appropriate legal status while they are pursuing their studies. Every effort is made to promote awareness of the benefits available and limitations affecting international students under federal (INS and USIA) regulations. Regulations include visa matters and employment eligibility.

Prior to registration for fall and spring semesters, a mandatory and specialized orientation program for international students is provided. Students must bring official documentation which includes an I-20 or IAP-66 form, valid passport and I-94 card to this orientation. During orientation, students are given information on how to confront problems and issues of cultural adjustment while studying in the United States. The International Student Services Department provides a caring and supportive environment for international students and the global Barry community.

STUDENT ACTIVITIES

Student Activities is a specific application of the general purpose of Barry University as stated in the Mission Statement. Its purpose is to offer to the University community opportunities for personal and social growth, leadership skills development, and the exploration of new areas and ideas. The Office of Student Activities sponsors special events for the campus community.

THEATRE

The University Department of Fine Arts produces a diversified program of dramatic, dance, and musical presentations.

BARRY UNIVERSITY CHORALE

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 Music and Theatre faculty, present studio recitals and public concerts. The Art and Photography 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.

PUBLICATIONS

The Office of University Relations publishes the BARRY MAGAZINE and THE FLAME twice a year, as well as the PRESIDENT'S REPORT and FOR U on a monthly schedule. In addition, the BARRY BUCCANEER is written and published monthly by Barry students.

ALUMNI ASSOCIATION

The Board of Directors of the Alumni Association is a national Board which meets three times a year on the Barry campus to plan the annual business of the Association. The Office of Alumni Affairs, located in the Vivian A. Decker Alumni House, 103 N.E. 115 Street, Miami Shores, (across from the main campus) assists and supports the efforts of the Association and its chapters.

Annual events include the Barry Homecoming/Reunion, a celebration of the spirit of Barry and the memories of years past; and the Alumni Recognition Celebration which honors notable Barry alumni. The Alumni Association fosters scholarship efforts, promotes chapter activities, and coordinates BarryNet, a program which assists both Barry students and alumni with valuable networking opportunities. Alumni publications also include THE CONNECTION, THE FLAME, and the BARRY MAGAZINE.

SPORTS AND RECREATION

Barry's on-campus \$4.5 million Health & Sports Center includes an indoor gymnasium, a fitness center with a full complement of cardiovascular machines and free weight equipment, a human performance lab, and student locker rooms. In addition, there is an outdoor tennis, basketball, and racquetball complex. Also located on campus are an outdoor pool and a sand volleyball court. Students are welcome to use these outstanding facilities. All participants are required to present a valid Barry ID for all recreational facility use.

Campus Recreation

The Office of Campus Recreation at Barry operates its programs on the philosophy of providing wholesome recreation for everyone who is a part of the Barry community. By providing students, faculty, and staff with a broad-based program of activities, a safe environment, and a chance to incorporate movement and recreation into the daily schedule, there is "something for everyone."

Campus recreation extends campus awareness of a healthy, holistic approach towards recreation and exercise during leisure hours and encourages cooperation with other organizations and institutions which share the same objectives.

Intramural sports carries the thrust of the program with perennial favorites flag football, softball, soccer, and basketball leading the way. Teams may compete with other schools in select sports.

A variety of club sport offerings give students an opportunity to participate in organized sport activities which are not included among Barry's selections of NCAA intercollegiate teams. Both intramural sports and club sport participants must show proof of medical insurance.

Organized recreational events expose students to activities off-campus like canoeing, fishing, and snorkeling. In addition, opportunities may be available for joining walk/jog groups. All campus recreation participants are required to present a valid Barry ID for all activities.

TUITION, FEES, AND FINANCIAL AID

At Barry University, the purpose of the Office of Student Account Services and the Office of Financial Aid is to act in partnership with students to provide the necessary guidance in financial planning related to attendance. Students are encouraged to contact the Office of Financial Aid, phone (305) 899- 3673, or the Office of Student Account Services, phone (305) 899- 3585, for information and assistance.

The estimated costs per student for the current year are listed below. All students are assessed tuition and fees on a semester basis. All rates given are subject to change without notice.

1996-1997 TUITION AND FEE SCHEDULE

Effective July 1, 1996

TUITION: For tuition discount information, see "Types of Financial Aid," p. 22.

Arts and Sciences D.Min., per credit	510.00
Education Graduate programs, per credit	405.00
Ph.D., per credit	510.00
Human Performance and Leisure	
Sciences Graduate programs, per credit ...	405.00
Nursing Graduate Programs, per credit	405.00
Ph.D., per credit	510.00
Social Work M.S.W., per credit	405.00
Ph.D., per credit	510.00
Podiatric Medicine Full-time, per year	18,000.00
Part-time, per credit	565.00
Jamaica Executive Master of Business	
Administration (US Dollars)	
Class of 1998, (inclusive of books)	
per year USD	8,250.00
Class of 1997 (inclusive of books)	
per year USD	7,500.00
Graduate, all other, per credit	405.00
Summer I 1996, Graduate per credit	390.00
Summer II 1996, Graduate per credit	405.00

Application fee	30.00
Registration fee	10.00
Special Course fee	Variable
Graduation fee	100.00
Drop/Add fee	10.00
Parking fee	10.00
Student Services fee	
All full-time students	120.00
Podiatric Medicine students	140.00
All other students, per credit	10.00
Deferred Payment Plan fee	40.00
Late Deferred Payment Plan fee	10.00
Returned Check fee	25.00
Declined Credit Card fee	40.00
Room & Board, per semester, 20-meal plan	
(14 meal plan is \$25 less)	
Graduate, Private, air conditioned	3150.00
Room Damage Deposit	200.00
Health Insurance (8/12/96 - 8/11/97)	
	Domestic International
Student only Under Age 25	\$405.00 \$440.00
Age 25-29	510.00 554.00
Age 30-34	645.00 700.00
Age 35 & Over	795.00 863.00
Spouse (up to age 35)	
Each dependent child	

TOTAL EXPENSES FOR EACH SEMESTER MUST BE PAID PRIOR TO COMPLETION OF REGISTRATION. STUDENTS SHOULD COME TO REGISTRATION PREPARED TO PAY THE DIFFERENCE BETWEEN ESTIMATED FINANCIAL AID, IF ANY, AND THE TOTAL CHARGES FOR THE SEMESTER.

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.

IF A STUDENT'S ACCOUNT SHALL BECOME DELINQUENT, THE ACCOUNT MAY BE REFERRED TO A COLLECTION AGENCY OR TO AN ATTORNEY OR BOTH. IN SUCH EVENT, THE STUDENT SHALL BE LIABLE FOR THE BALANCE DUE PLUS ANY FEES OF THE COLLECTION AGENCY, ATTORNEYS' FEES, COURT COSTS, AND ALL OTHER CHARGES ASSOCIATED WITH THE COLLECTION OF THE DEBT.

INSTITUTIONAL 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.

All fees, outside of tuition and room and board, are nonrefundable.

Refund Policy for Title IV Funds:

If a student withdraws completely from the institution during any given enrollment period, calculations must be performed to determine what amount of the student Title IV federal financial aid is to be returned. Refunds of Title IV monies are calculated in accordance with Federal Regulations. If a student has attended Barry University before, a standard calculation based on the institutional refund policy will be used to determine the amount of Title IV funds to be returned. This calculation will be used through the established period of institutional refund. If this calculation indicates that monies should be returned, a specific order of refund has been established by the federal government.

The order of distribution of refunds is specified as follows:

1. to outstanding balances on Federal Family Education Loan Programs (Subsidized and Unsubsidized Stafford Loans);
2. to outstanding balances on Federal Perkins Loans;
3. to other Federal sources of aid;
4. to other State, private, or institutional aid;
5. to the student.

Calculation of refunds to Title IV funds for students attending Barry University for the first time must be determined using the pro rata formula based on the percentage of the enrollment period remaining after the student withdraws. For these students, calculations to determine refunds to Title IV funds will be made up to the 60% point in any given period of enrollment. The order of distribution of refunds is specified above.

For additional information on refunds to Title IV sources, please contact the Office of Financial Aid at (305) 899-3673 or 1-800-695-2279.

Refund Policy for State of Florida Funds

A refund will be due to the State of Florida when a student is not enrolled fulltime at the end of the institution's established add/drop period. The State requires a full refund of monies.

STUDENT DISMISSAL

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

HEALTH INSURANCE

Health insurance is required for all resident students, international students, and all student-athletes. It is strongly recommended that all students be covered by some type of health insurance. Students may enroll in the insurance policy offered through the University if they are taking 6 or more credit hours. The insurance fee will be charged to all resident students, international students, and student-athletes, if proof of other insurance coverage is not provided to the Campus Health Center within 30 days of the first day of each semester.

FINANCIAL AID FOR GRADUATE STUDENTS

The purpose of the Office of Financial Aid is to provide financial aid and financial planning services to students who need assistance in order to enroll or to continue their enrollment at Barry University. The Office of Financial Aid fulfills its purpose by following established procedures and practices which ensure the equitable and consistent treatment of all financial aid applicants. The programs are administered in accordance with nationally established philosophies of financial aid for post-secondary education. The basis of these philosophies is the belief that the family is the primary resource for meeting educational expenses and financial aid is available for bridging the gap between those resources and college costs. The total cost of attending college will include not only tuition and fees, room and board, books and supplies, but personal and travel expenses as well. The Free Application for Federal Student Aid (FAFSA) is the document used by Barry University to collect confidential information from students for the purpose of determining eligibility primarily for federal student financial aid. This information is processed by the federally-approved Multiple Data Entry processors, and the results are sent to Barry at the request of the student.

DETERMINING ELIGIBILITY FOR FINANCIAL AID

A student is eligible for student aid when he or she meets all of the following criteria:

- Enrollment, or acceptance for enrollment, in a degree-seeking program of study.
- Registration as at least a half-time student.

- U.S. citizenship, or qualification as an eligible non-citizen.
- Satisfactory academic progress.
- Completion of the necessary financial aid applications by the appropriate deadlines.

For federal financial aid purposes, "satisfactory academic progress" means that the student must be in good standing in his or her program of study. For further information regarding academic progress, refer to the specific requirements pertaining to the academic program the student is pursuing.

In order to qualify as an eligible non-citizen, students must be permanent residents with an Alien Registration Card, Form I-551 or Form I-551C, with a currently valid expiration date. Passports stamped "Processed for I-551" with a valid expiration date are also acceptable. Students may also present a "Temporary Resident Card," Form I-688, with a valid expiration date to qualify as eligible non-citizens. Note that the I-688A and I-688B do not qualify the student as an eligible non-citizen. No federal financial aid is available to international students.

APPLYING FOR FINANCIAL AID

After applying for admission, students submit the completed packet of financial aid forms, available through Barry's Financial Aid Office. This packet includes: the Free Application for Federal Student Aid (FAFSA), the Barry University Graduate and Professional Financial Aid Supplemental Application, and a Financial Aid Transcript. Individuals whose applications are selected for verification may have to submit additional documentation. Students will be notified if tax returns or verification forms are required to complete the verification process.

The Free Application for Federal Student Aid (FAFSA) should be forwarded to one of the federally approved Multiple Data Entry Processors designating Barry as the recipient of the application data. Barry University's Institutional Code is 001466. Financial Aid Transcripts are required from all colleges and universities previously attended by the student regardless of whether or not financial aid was received at the prior institution(s). The remainder of the supporting applications and documentation should be sent directly to the Office of Financial Aid at Barry.

TYPES OF FINANCIAL AID

Professional Scholarships Provided by the University:

A number of sources of financial aid are available to qualified students, including federal, state, and university loans; grants, scholarships, and discounts. These are detailed in this Financial Aid section and in

the chapters of specific schools and programs. The following discounts apply to qualified students in particular programs:

Education: All educators receive at least a 30-percent discount which reduces the listed tuition.

Human Performance and Leisure Sciences: A 30-percent tuition discount is available to all educators employed by a public or private school system. This discount is inclusive of all other Barry grants for which one might qualify and is not applicable if tuition is otherwise covered by an employer or some other organization.

Nursing M.S.N.: A 30-percent tuition discount is available for R.N.s employed full-time unless tuition is paid through a grant or subsidy.

Nursing Ph.D.: A 20-percent tuition discount is available for doctoral students unless tuition is paid through a grant or subsidy.

Social Work: Employees of public sector agencies receive a 50-percent discount for the full M.S.W. program. Employees of social service organizations receive a 30-percent discount for the full M.S.W. program.

Doctor of Ministry: A 30-percent discount is available for students in the Doctor of Ministry program. Clergy members of religious communities (sisters, brothers, etc.) receive a 30-percent tuition discount for all graduate programs.

Loans

FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFELP)

Low-interest loans for students who are registered at least as halftime, are provided by private lenders such as banks, credit unions, and savings and loan associations. There are two types of FFELP loans for graduate and professional students: the Subsidized Federal Stafford Loan and the Unsubsidized Federal Stafford Loan. To receive the subsidized or unsubsidized Stafford Loan, students must submit a Free Application for Federal Student Aid to one of the federally approved Multiple Data Entry Processors. The FAFSA contains pertinent information regarding the student's income and assets. This information will be used to determine eligibility for both loan programs. Students must have U.S. citizenship or qualification as an eligible non-citizen in order to apply for these loans. International students are not eligible for federal financial aid.

The **Subsidized Federal Stafford Loan** is need-based. The government assumes the interest for Subsidized Stafford Loans. For graduate and professional students, the annual limit is \$8,500. The maximum aggregate debt that can be accumulated is \$65,500, including the debt assumed for undergraduate study. The interest rate is variable, tied to the 91-day T-Bill,

plus 3.10%, capped at 8.25%. There is a 3% origination fee and up to a 1% insurance fee on the Stafford loans. Repayment begins six months after the student ceases to be enrolled at half-time status. Students have up to 10 years to pay.

The **Unsubsidized Federal Stafford Loan** provides additional funds for educational expenses. This is a non-need based loan. Students must meet the same citizenship criteria required of Subsidized Stafford Loan applicants. Graduate and professional students can borrow up to \$18,500 per year, with an aggregate loan limit of \$138,500 minus any funds received under the Subsidized Stafford Loan program. The interest rate is variable, tied to the 91-day T-Bill, capped at 8.25%. The origination fee is 3%, with an insurance fee of up to 1%. Repayment begins six months after the student ceases to be enrolled at half-time status. Students have up to 10 years to repay.

There are **alternative loan programs** for students who find the federal loans insufficient to meet their educational expenses. These loans are offered by private agencies and vary in interest rates and terms. While they are not need based, students must be credit worthy to borrow. Many of these loans are specifically tailored to graduate and professional students. The Financial Aid Office maintains applications for these loan programs.

School of Business

MARIE BAIER FOUNDATION SCHOLARSHIP

This annual scholarship, provided by the Marie Baier Foundation, is directed to deserving graduate students in the Andreas School of Business. Factors to be considered may include scholastic achievement, financial need, and/or service to the community. Further information may be obtained from the Andreas School of Business.

School of Nursing

NURSING TUITION REDUCTION, TRAINEESHIPS AND SCHOLARSHIPS

Students enrolled in the School of Nursing are eligible for scholarships, loans and grants for graduate study. Interested students may obtain further information from the Associate Dean of the Graduate Program in Nursing. Present funding includes:

- 30% discount for full-time employed registered nurses in the M.S.N. program
- Professional Nurse Traineeships for full-time study
- Nursing scholarships in specialized areas
- 20% tuition reduction for the Ph.D. program

School of Podiatric Medicine (B.U.S.P.M.)

Scholarship Funds:

DR. MARVIN STEINBERG PODIATRIC ALUMNI SCHOLARSHIP FUND

This fund, established by the family of Dr. Marvin Steinberg, noted podiatric educator, will provide an annual scholarship to an academically qualified B.U.S.P.M. 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 B.U.S.P.M. students. For information, call the School of Podiatric Medicine.

PODIATRIC MERIT SCHOLARSHIP

The Barry University School of Podiatric Medicine offers academic scholarships ranging from \$2500 to half-tuition for highly qualified students. Selection of scholarship recipients is at the discretion of the scholarship committee. No formal application is necessary for this award. For further information, contact the Office of Podiatric Admissions.

Podiatry Loans:

H.E.A.L. PROGRAM

The Health Education Assistance Loan Program is a federally insured loan program for eligible students in the School of Podiatric Medicine. To be eligible, a student must have borrowed under this program prior to October 1, 1995, and must demonstrate financial need, be a U.S. citizen or permanent resident, and a full-time student in good academic standing.

Credit-worthy students may borrow up to \$20,000 per academic year, if eligible. The interest rate on H.E.A.L. loans is variable and is determined by computing the average of the bond equivalent rates for the ninety-one day U.S. Treasury Bills, plus 3.0 percent. Repayment begins ten months after the student ceases full-time enrollment or ceases to be a participant in an accredited internship or residency program.

As previously mentioned, there are other **alternative loan programs** available to meet the student's educational expenses. The terms and interest rates vary, and students must be credit-worthy to borrow. Applications may be obtained from the Office of Financial Aid.

POLICY REGARDING DISBURSEMENT OF LOANS FOR STUDENTS ENROLLED IN THE SCHOOL OF PODIATRIC MEDICINE

It is the policy of the Office of Financial Aid to assist all students with financial planning as well as financial aid for their time enrolled at Barry. Loans for the B.U.S.P.M. program are multiply disbursed in accordance with federal regulations and Barry University's school terms. A multiply-disbursed loan affords the student a more prudent use of funds and lends itself to sensible borrowing practices.

First-year B.U.S.P.M. students must successfully complete two semesters (fall and spring) in order to progress a grade level and to begin the next borrowing cycle. Upper division B.U.S.P.M. students must successfully complete three semesters (summer/fall/spring) in order to progress a grade level and to begin the next borrowing cycle.

School of Social Work

SOCIAL WORK GRANTS AND SCHOLARSHIPS

Students applying for financial aid through the University, i.e., student loans, please reference the description under the heading, "Applying for Financial Aid."

The School of Social Work has a separate application process for certain grants and scholarships. These grants and scholarships include the following:

- Social Work Discount
- Tuition Reduction for Florida Residents
- Scholarships for Concentration Year Social Work Students
- Scholarships Subsidized by Friends of the University
- Barry Scholarships

Applicants for grants and scholarships listed above, with the exception of Social Work Discounts, must request the Free Application for Federal Student Aid (FAFSA) Form and the School of Social Work's Financial Aid Supplemental Form from the School. These applications will assess the student's financial need for federal loan programs and for some of the available scholarship programs.

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 Discounts

Students are entitled to a discount on tuition if they are employed in a social service or human service capacity, having direct contact with clients individually

or in groups for 24 hours or more per week. The nature of their employment must reflect basic social work tasks, objectives, and goals. Students employed in public agencies, i.e., those accountable to an official of city, county, state, or federal government, are entitled to a 50% discount on tuition for the program. Students employed in non-government agencies are entitled to a 30% discount for the program. These discounts are not available to students having tuition paid through a grant or subsidy.

Students who wish to take advantage of these Social Work Discounts are required to submit a letter on company letterhead from their employer, verifying employment of at least 24 hours per week, and must include a Social Security or Barry University Student Identification Number. This letter should be sent to Ms. Helen Hancock, School of Social Work, Barry University. Once the letter is received, the University's Business Office will be notified. All letters requesting these discounts must be submitted prior to the beginning of each fall semester.

Tuition Reduction For Florida Residents

In an effort to increase opportunities for Florida residents to obtain graduate social work education in South Florida, the State of Florida entered into a contract on July 10, 1979 with Barry University's School of Social Work. This contract allows a limited number of Florida residents to enroll in the graduate social work program at tuition rates equal to those charged graduate students in the State University System. Tuition reduction is available only to residents of Florida. For the 1996-97 academic year, the tuition for students in this program was \$118.73 per semester credit.

Recipients of this tuition reduction will meet the same admission/graduation requirements and standards as other students enrolled in the Social Work Master's program. Applicants for this reduction should request the two forms (FAFSA and the School of Social Work's Financial Aid Supplemental Form) from Barry University's School of Social Work. The FAFSA should be submitted to the Multiple Data Processor in the envelope provided with the application. The School of Social Work's Financial Aid Supplement Form is returned to the School of Social Work. Students should keep copies for their records.

The Admissions and Scholarship Committee of the School of Social Work will select students for tuition reduction on the basis of financial need, minority status, potential for professional practice, and academic ability. Applicants will be notified by mail of the Committee's decisions prior to July 31, 1996.

Scholarships for Concentration Year

Scholarships are offered annually by the Florida Association of School Social Workers. Criteria, including application deadline and amount of scholarship, are developed during the month of May and the University is notified. The Association is especially interested in encouraging minority students and part-time students who qualify. Application forms and criteria for eligibility can be obtained from Barry University's School of Social Work Office, Room 128 in the Powers Building, or by calling (305) 899-3905.

No discount policy will apply to courses with tuition already discounted below the regular rates.

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.

SIMA ROSS SCHOLARSHIP

This annual scholarship provides funds for students in the School of Social Work. Since 1985, \$1,000 has been given annually. Criteria for the award is based on financial need. Funds are distributed on a yearly basis when available.

DR. NETA AND JOHN KOLASA SCHOLARSHIP

This scholarship was established for students of high scholastic standing seeking entry to Barry University's School of Social Work at the masters and/or doctoral level(s). The criteria for recipients of the scholarship are financial need, interest in services for women, and/or those intending to reenter the workforce after being absent.

DR. BEULAH ROTHMAN SCHOLARSHIP

This scholarship fund was established by Mr. Lester Rothman to honor the memory and work of Dr. Beulah Rothman, distinguished professor and nationally recognized leader in the professional education of social workers. Scholarship awards range from \$1000 to \$2500 and are made to matriculated doctoral students in the School of Social Work. Criteria include an interest in social group work, level of academic performance and financial need.

BARRY SCHOLARSHIPS

These full-tuition scholarships are available for students who demonstrate academic achievement, involvement in extra-curricular/community activities and financial need. The number of scholarships is very limited.

Veterans and Eligible Dependents

The Federal Government has programs which provide financial assistance for veterans and eligible dependents. Information may be obtained from the local or regional Veterans Administration Offices or by calling the Office of Financial Aid at Barry. A student must be fully accepted into a degree-seeking program approved by the State Approving Agency for Veterans Training. Determination of eligibility for benefits will be made by the Veterans Administration.

STANDARDS OF PROGRESS POLICY FOR VETERANS. Satisfactory progress for students receiving Veterans Educational Benefits 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; less than 3.0 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, the student's SPA is still below the satisfactory level, the Veterans Administration (VA) will be notified of the unsatisfactory progress and the student's Veterans Educational Benefits will be terminated. A student whose educational benefits have been terminated with the Veterans Administration (VA) for unsatisfactory progress may petition the Registrar of the University for readmission. A University official will discuss with the student the problems relating to the unsatisfactory progress of the student. If the cause of the unsatisfactory progress has been removed, and the student is readmitted, he or she will be recertified for Veterans Educational Benefits.

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

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 Services; posted official notes; and official instructions given to students. While Barry University provides academic advising, the responsibility for planning individual programs rests with the students. Students are expected to become familiar with the requirements of the University, of the schools in which they are enrolled, and of their major disciplines.

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 students in support of an application for admission or for transfer credit cannot be returned to the student, photocopied, nor sent elsewhere at his/her request. In exceptional cases, however, where another transcript is unobtainable, or can be secured only with the greatest difficulty (as is sometimes true with international records), copies may be prepared and released to prevent hardship to the student. The student should present a signed request to the Office of the Registrar. Usually 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.

Students have the right to access or have copies made of the information in their file (per the Buckley Privacy Act, 1974), with the following exceptions:

1. transcripts—Students must request a copy of the transcript from the originating institution.
2. health records
3. confidential recommendations, if
 - a. the student has waived the right to see the recommendations, and/or
 - b. the person making the recommendation has noted on the form that the student is not to see the comments.

Advisors

Prior to registration, students are assigned faculty advisors. Students should meet regularly with their advisors 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. School deans and department chairs supervise the academic advising program and are available for consultation with students.

Attendance

Students are expected to attend classes and laboratory sessions. At the beginning of the semester, all instructors will define specific requirements for attendance in their classes as they relate to the course grade.

Summer Sessions

For most graduate programs, summer sessions are held every year, one during May and June, the other in June and July. Requirements for admission to the summer sessions are the same as for the regular academic year.

The length of the summer sessions may vary within individual schools. For example, the Andreas School of Business offers only one summer session for their graduate programs, and the School of Education offers summer courses of varying lengths.

Withdrawals

Matriculated 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 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 the dean, and then sent to the Office of the Registrar for final processing. **Failure to follow the outlined procedure will result in failure in the course(s).**

Class Adjustments

Changes to original schedules must be done during the period of schedule adjustment on a "Registration Adjustment" form. Adjustments must be authorized by the student's advisor.

Grade Reports

Grade reports are issued at the end of each term. Any error in designation, grade appeal or omission of course should be reported to the Registrar within two weeks of receipt. Students may not receive a transcript of credits or grade report until their financial accounts have been settled.

GOOD STANDING— PROBATION—SUSPENSION

A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above.

A student who has been suspended for academic reasons generally may not petition the Office of Admissions for readmission until one year has elapsed. The Admissions Office must have the approval of the dean of the appropriate school to readmit a student following suspension.

A student suspended for any reason will be subject to those criteria and guidelines specified in the University Catalog in effect at the time of readmission.

TRANSFERABILITY OF CREDITS

Transferability of credits is at the discretion of the accepting institution. It is the applicant's responsibility to confirm whether or not credits will be accepted by another college of the applicant's choice.

The number of credits and types of courses acceptable for transfer into a graduate program is limited. Generally, a maximum of six (6) credits may be accepted from another institution toward a Barry degree. Such credits must meet the following criteria:

- Only courses for which a grade of A or B was earned will be considered.
- Previously earned credits, if accepted for transfer will be counted as having been taken in one year of the time limitation to complete the degree.
- Only credits will be transferred, not grades or grade point averages.

Domestic credits must originate from institutions accredited by any of the following six regional associations:

- New England Association of Schools and Colleges
- Middle States Association of Colleges and Secondary Schools, Commissions on Institutions of Higher Education
- North Central Association of Colleges and Schools, Commission on Colleges and Universities
- Northwest Association of Secondary and Higher Schools, Commission on Higher Schools
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

International credits must originate as follows:

- Institutions must be approved by the government as degree-granting institutions in countries where they are located.
- The accreditation status of all foreign institutions must be evaluated through either Josef Silny and Associates, Inc., or World Education Services, Inc.

The academic advisor will facilitate the process for the acceptance of graduate credit to be transferred into Barry University.

Request to Register at Another Institution

Once matriculated, a Barry student is expected to fulfill all coursework at Barry University; therefore, permission to take courses elsewhere is granted only in exceptional cases for very extenuating circumstances which preclude the opportunity to enroll in these courses at Barry in subsequent terms.

Barry University students who wish to take courses at another institution for the purpose of transferring the credits back to Barry must obtain prior written approval from the dean of the school that offers the course in the academic subject area to be transferred and from the dean of the Barry University school where the student is enrolled.

It is the student's responsibility to assure that two copies of the official transcript are sent to the Registrar at Barry University following completion of this course.

GRADUATE DEGREE PROGRAMS

The School of Arts and Sciences offers the following:

- Communication, M.A.
- Pastoral Ministry for Hispanics, M.A.
- Theology, M.A.
- Clinical Psychology, M.S.
- School Psychology, M.S.
- Doctor of Ministry, D.Min.

Andreas School of Business offers the following:

- Master of Business Administration, M.B.A.
- Executive M.B.A. in Kingston, Jamaica
- Postgraduate Certificate Programs:
 - Accounting, Finance, International Business Management, Management Information Systems, Marketing

Adrian Dominican School of Education offers the following:

- Computer Science Education, M.S., Ed.S.
- Educational Leadership, M.S., Ed.S.
- Educational Technology Applications, M.S., Ed.S.
- Elementary Education, M.S.
- Exceptional Student Education, M.S., Ed.S.
- Guidance and Counseling, M.S., Ed.S.
- Higher Education Administration, M.S.
- Human Resources Development and Administration, M.S.
- HRDA Leadership of Not-for-Profit/Religious Organizations, M.S.
- Marriage and Family Counseling, M.S., Ed.S.
- Marriage and Family and Mental Health Counseling Dual Degree Program, M.S., Ed.S.
- Mental Health Counseling, M.S., Ed.S.
- Montessori Elementary Education, M.S., Ed.S.
- Montessori Early Childhood Education, M.S., Ed.S.
- PreK-Primary Education, M.S.
- Reading, M.S., Ed.S.
- Rehabilitation Counseling, M.S., Ed.S.
- Leadership and Education, Ph.D., with Specializations in Counseling, Leadership, and Educational Technology

The School of Human Performance and Leisure Sciences offers:

- Athletic Training, M.S.
- Sport Management, M.S.
- Sport Management/Master of Business Admin., M.S.S.M./M.B.A.

The School of Natural and Health Sciences offers:

- Anesthesiology, M.S.
- Biology, M.S.
- Biomedical Sciences, M.S.
- Health Services Administration, M.S.
- Physical Therapy, M.S.

The School of Podiatric Medicine offers the degree of D.P.M., Doctor of Podiatric Medicine

The School of Nursing offers:

- Nursing, M.S.N. degree with specializations in Nursing Administration including a dual degree with Andreas School of Business, M.S.N./M.B.A.
- Nursing Education
- Nurse Practitioner
- Doctor of Philosophy in Nursing, Ph.D.

The School of Social Work offers:

- Master of Social Work, M.S.W.
- Doctor of Philosophy in Social Work, Ph.D.

UNDERGRADUATE DEGREES

(Further information may be found in the Barry University Undergraduate Catalog.)

The School of Adult and Continuing Education

- Professional Studies, B.P.S.
- Liberal Studies, B.L.S.
- Public Administration, B.P.A.
- Legal Studies, B.S.L.S.
- Technology, B.S.T.

The School of Arts and Sciences

- Art, B.A., B.F.A.
 - Ceramics
 - Painting and Drawing
- Broadcast Communication, B.A.
- Chemistry, B.S.
 - Environmental Track
 - Pre-dental
 - Pre-medical
 - Pre-pharmacy
- Communication Studies, B.S.
- Computer Science, B.S.
- Criminology, B.S.
- Engineering, Dual Degree
 - Pre-Engineering
- English, B.A.
 - Literature
 - Professional Writing
 - Secondary Education
- French, B.A.
- History, B.A.

International Studies, B.S.
 Liberal Studies, B.A.
 Mathematical Sciences, B.S.
 Secondary Education
 Philosophy, B.A.
 Photography, B.F.A., B.A.
 Biomedical/Forensic
 Creative
 Computer Imaging
 Photo/Communication
 Political Science, B.S.
 Social Science Minor
 Secondary Education
 Pre-Law, B.A.
 Psychology, B.S.
 Public Relations, B.S.
 Sociology, B.S.
 Spanish, B.A.
 Theatre, B.A.
 Theology, B.A.

The Andreas School of Business
 Accounting, B.S.
 Economics/Finance, B.S.
 International Business, B.S.
 Management, B.S.
 Management Information Systems, B.S.
 Marketing, B.S.

The School of Education
 Elementary Education, B.S.
 Exceptional Student Education, B.S.
 PreK-Primary Education, B.S.

The School of Human Performance and Leisure
 Sciences
 Exercise Science, B.S.
 Physical Education, B.S.
 Sport Management, B.S.
 Sports Medicine—Athletic Training, B.S.

The School of Natural and Health Sciences
 Biology, B.S.
 Non-Medical Track
 Ecological Studies Track
 Major for the Med Lab Technician
 Marine Biology Track
 Physical Therapy Track
 Professional Track
 Pre-dental
 Pre-medical
 Pre-optometry
 Pre-podiatry
 Pre-veterinary
 Cardiovascular Perfusion, B.S.
 Cytotechnology, B.S.
 Diagnostic Medical Ultrasound Technology, B.S.
 Medical Technology, B.S.
 Nuclear Medicine Technology, B.S.
 Occupational Therapy, B.S.

The School of Nursing
 Basic Option
 Two-Year Option
 Three-Year Option
 Accelerated Option
 L.P.N. to B.S.N. Option
 R.N. to B.S.N. Option
 R.N. to B.S.N./M.S.N. Option

GRADUATE STUDENT STATUS

A graduate student's status is determined by the number of credit hours attempted in a given semester/term as follows:

Full-time	9 credits or above
Part-time	8 credits or below

GRADING SYSTEM

Graduate students are expected to maintain a (3.0) B average. Each school sets its own policy regarding a grade of F. Students should refer to the appropriate section of the catalog and/or contact his/her academic advisor.

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
	IP	In Progress
No Credit	NC	No credit
Incomplete	I	A grade not reported as completed within the time required by the school becomes an F.
Withdraw	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, an F is earned, which is computed in the grade point average.

* The grade of D is not used in the School of Social Work, the School of Education, or the School of Nursing. The grade of C or D is not used in the Ph.D. in Nursing program.

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.

REQUIREMENTS FOR GRADUATION

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

- 1) achieve a minimum cumulative GPA of 3.00 in their graduate program;
- 2) complete all degree requirements specified for the appropriate degree program; and
- 3) 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.

POLICIES AND PROCEDURES

PROCEDURE FOR APPEAL OF GRADES

There will be a standing University committee, the purpose of which is to address requests for revision of academic grade(s) after preliminary means of appeal have been exhausted.

The standing committee known as the Committee on Grades will consist of three faculty members and two students, one undergraduate and one graduate. The committee members will be proposed annually by the Academic Affairs Council and be approved by the Provost/Vice President for Academic Affairs. One of the faculty members on the committee will be named chair by the Provost/Vice President for Academic Affairs. An alternate faculty and student member will also be appointed following the above procedure, and will serve in case of illness or in case a member is party to an appeal. The committee will establish its internal decision-making procedure which will be made public. The committee is free to seek the advice of others when it feels it lacks the expertise in a particular academic area.

The faculty member responsible for the course is the only person who may make a grade change. When a student appeals a grade, the student will provide the faculty member with a copy of all petitions.

A challenge to a grade received in a course, comprehensive examination, thesis, or other graduation requirement will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus.

The following procedures are applicable in all schools with regard to challenges to grades. A student wishing to challenge a grade will proceed in the following manner:

- a. If the student's school has a grade appeal procedure, such procedure will be followed and all such remedies must be exhausted prior to filing a petition. In the event that the grievance is not settled at the school level, the student may file the Grade Appeal Form with the Chair of the Committee on Grades, whereupon the procedure set forth will apply. The student must file the form no later than five working days after the final decision of the student's school.
- b. If the student's school has no grade appeal procedure, the following will apply:
 - (1) If the grade challenged is in a course, the student will first discuss the matter with the faculty member teaching the course in an effort to resolve the grievance informally. If the grievance is not settled, the student may then file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than 120 calendar days after the date on which the grade was due in the Registrar's office.
 - (2) If the grade is received in a comprehensive examination or on a thesis, the student may file the Grade Appeal Form with the chair of the department who will seek an informal reconciliation. The form must be filed no later than five working days after the grade is received. If reconciliation is not achieved at the departmental level, the student may file the Grade Appeal Form with the dean of the school. The form must be filed no later than five working days after receiving the department chair's decision in the case. The dean will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The dean will render a decision within thirty

- calendar days and inform the student and faculty member in writing.
- c. If the student wishes to appeal the decision of the dean, he or she may file the Grade Appeal Form with the Chair of the Committee on Grades. The form must be filed no later than five working days after the student is notified of the dean's decision. The Committee on Grades will make a formal investigation, hearing both the student and faculty member. The Committee will reach a decision within thirty calendar days and notify the student, the faculty member, and the Provost/Vice President for Academic Affairs in writing. The decision will be either that the grade will stand, or that the faculty member will change the grade as recommended by the committee. If the faculty member disagrees with the recommended change, he or she will promptly inform the committee chair of that decision. The committee chair will then notify the Registrar, through the Provost/Vice President for Academic Affairs, that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.
 - d. The student and/or the faculty member may appeal the decision of the Committee on Grades by sending the Grade Appeal Form to the Provost/Vice President for Academic Affairs no later than five working days after notification of the Committee's decision. The decision of the Provost/Vice President is the final University appeal. The Provost/Vice President will make a decision within thirty calendar days and inform the student and faculty member in writing. In instances where the Provost/Vice President recommends a grade change and the faculty member does not follow the recommendation, the Provost/Vice President will inform the Registrar that the grade will not affect the student's grade point average, cause the course to be repeated, or prevent continuation in the University.

POLICY ON MEDICAL LEAVE

The purpose of this policy is to ensure that all Barry students with incipient emotional, mental health, or physical needs receive timely assessment and access to service. The policy shall cover all students unless the specific school or department in which the student is enrolled has a more specified or comprehensive policy with respect to mental and physical health and disposition.

When a student experiences serious medical or psychological problems while enrolled as a student in Barry University, he or she may request to take a voluntary medical leave-of-absence. If approved by the Vice President for Student Services, the student will leave campus, be granted grades of W in all enrolled

courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Barry after the problem has been treated and resolved.

Similarly, the University may require a student to take a medical leave-of-absence if, in the judgment of the Vice President for Student Services or his/her designee, the student (a) poses a threat to the lives or safety of himself/herself or other members of the Barry community, or (b) has a medical or psychological problem which cannot be properly treated in the University setting, or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Barry Community.

In making the decision to require a student to take a medical leave, the Vice President for Student Services or his/her designee acts out of concern for the student and his or her rights, concern for other students and concern for the University as a whole. The Vice President will have to consider whether the University is able to provide the level of care and guidance needed, whether there is a likelihood that the student will pose a threat to himself/herself or others and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits.

For both voluntary and required leaves, the policy on refunds contained in the Catalogue will apply.

READMISSION REQUIREMENTS FOR MEDICAL LEAVES

If a student must leave Barry University for medical reasons, he or she must take sufficient time away (normally six months to a year) to adequately address the issues that necessitated the leave. During this absence, the University expects the student to undergo professional healthcare treatment as the primary method of resolving the problems. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status, and in such cases the University may withhold readmission until such time that appropriate treatment has been received.

A student on medical leave, who wishes to return, must initiate a request for readmission by writing a letter to the Vice President for Student Services, or his/her designee, detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate healthcare professional are the basis upon which the Vice President, or his/her designee, makes the judgment that the health circumstances causing the student to leave have been ad-

equately addressed and that there is a reasonable assurance that the student will be able to resume his/her studies.

The letter from the healthcare professional must address at least the following questions: What were the reasons for the student seeing you, how often did you meet, what gains were made, do you feel the student is able to handle the intellectual, physical and personal demands of being a full-time resident/computer student, do you feel the student is ready to return to full-time studies at Barry, and are there any special conditions under which the student should be readmitted? This letter should be directed to the Vice President for Student Services, or his/her designee.

The information gathered is reviewed by the appropriate healthcare professionals at Barry and by the Vice President for Student Services, or his/her designee. The decision to readmit a student from a medical leave-of-absence is a professional judgment which may be reversed if a student fails to be a responsible member of the Barry community. When a student is permitted to return, special conditions or requirements may be outlined at the time, and upon return, the student is expected to meet periodically with the Vice President or his/her designee. Similarly, it is advisable for the student, during the first term back, to establish a professional relationship with a member of the Health and/or Counseling Center. [Note: The Vice President for Student Services renders a decision for readmission to the University, not readmission to individual schools or divisions (majors). This is the prerogative of respective deans. Dialogue regarding readmission to a particular school or division is the responsibility of the individual students.]

SUBSTANCE ABUSE

Barry University acknowledges the problem of substance abuse in our society and perceives this problem as a serious threat to employees and students. It is the intent of the University to establish and maintain a drug-free workplace. It is the University's further intent to comply in every respect with the Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) as presently constituted to be amended in the future.

Barry University condemns the possession, use or distribution of illicit drugs and the abuse of alcohol and drugs/substances, whether prescriptive or non-prescriptive. Any student or employee found to be in the possession of, using, selling, trading, or offering for sale illicit drugs or alcohol on the University's property or as part of the University's activities will be subject to disciplinary action as well as applicable local, state, and federal laws.

As a condition of employment, all employees and students must abide by the terms of this policy. Under federal law, an employee working under, or student receiving funds from a federal grant or contract, must report his/her criminal drug statute conviction for a violation occurring in the University to the Administration not later than five (5) days after such conviction. If said employee/student is receiving federal grant or contract funds, the University is required to give notice of the conviction to the contracting agency within ten (10) days after learning of it. Employees/students convicted must, under the terms of this policy, have sanctions imposed within thirty days of the date the University Administration learns of the conviction. (For complete policy, contact the Office of Vice President for Student Services or the Human Resources Office on campus.)

POLICIES AND PROCEDURES RELATING TO SEXUAL HARASSMENT

Barry University seeks to prevent harassment of its students, employees, and those who seek to join the campus community in any capacity.

Sexual harassment includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant, when:

- Toleration of the conduct is an explicit or implicit term or condition of employment, admission or academic evaluation.
- Submission to or rejection of such conduct is used as a basis for a personal decision or academic evaluation affecting such individuals.
- The conduct has the purpose or effect of interfering with an individual's work performance, or creating an intimidating, hostile, or offensive working or learning environment.

The above definition is in line with the Equal Employment Opportunity Commission's regulations on sexual harassment.

Barry University, its officers and employees are responsible for maintaining a working and learning environment free from sexual harassment. Existing disciplinary and grievance procedures or informal procedures, as appropriate, shall serve as the framework for resolving allegations of sexual harassment. Responsibilities include making widely known the prohibitions against sexual harassment and ensuring the existence of appropriate procedures for dealing with allegations of sexual harassment.

ACADEMIC DISHONESTY POLICY

(From the Barry University Faculty Handbook)

Cheating and Plagiarism: Definitions

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

An Incident of Cheating or Plagiarism

An incident upon which a faculty member may take action will be an event which the faculty member witnesses or has written evidence to support. A faculty member must observe this evidence directly and may not take action solely on the report of another party.

Procedures for Handling Cheating and Plagiarism

Any faculty member discovering a case of suspected cheating or plagiarism shall make a responsible effort to confront the student with the evidence within five working days.

If the student can explain the incident to the satisfaction of the faculty member, no further action is warranted.

If the student denies cheating and the faculty member continues to believe cheating has occurred, the faculty member will send an Academic Dishonesty Form to the faculty member's dean.

- a. The dean will hold a hearing in which the faculty member will present the evidence against the student. The dean will decide who, in addition to the above, may be present at the hearing.
- b. The dean will determine whether or not the evidence indicates that cheating/plagiarism has taken place.

If the student has admitted or has been found guilty of cheating or plagiarism, the following records will be kept:

- a. The faculty member will send an Academic Dishonesty Form to the student's dean and advisor. The dean will inform the student in writing that these forms have been sent.
- b. The faculty member's dean shall place on file the records of the incident to be kept in the Office of the Provost/Vice President for Academic Affairs. This record shall be destroyed upon graduation or other forms of separation from the University if no further incidents of cheating or plagiarism occur.
- c. If the records in the Office of the Provost/Vice President for Academic Affairs indicate that the

student has committed two offenses, both incidents become part of the student's permanent academic record.

The faculty member shall decide how the student will be graded for the course in which cheating or plagiarism occurred. Typical penalties include:

- a. The student may be required to resubmit the assignment or take a new examination.
- b. The student may receive a failing grade on the assignment or examination in question.
- c. The student may receive a failing grade for the course.

For a second or subsequent offense, the student shall be subject to suspension or dismissal from the University by the Provost/Vice President for Academic Affairs.

The student may appeal any of the above decisions in writing to the Provost/Vice President for Academic Affairs within 30 working days.

Responsibilities of the Faculty

Faculty should, at the beginning of each course and on the syllabus, explain plagiarism and cheating, and the penalties for such behavior and refer students to University publications which state the policies. Faculty should do everything within reason to prevent cheating and plagiarism.

Responsibilities of Students

Students are responsible for knowing the policies regarding cheating and plagiarism and the penalties for such behavior. Failure of an individual faculty member to remind the student as to what constitutes cheating and plagiarism does not relieve the student of this responsibility.

Students must take care not to provide opportunities for others to cheat.

Students must inform the faculty member if cheating or plagiarism is taking place.

Policy on Hazing

Hazing is defined as any act whether physical, mental, emotional or psychological, which subjects another person, voluntarily or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate him or her, or which may in any fashion compromise his/her inherent dignity as a person.

Hazing is inherently in conflict with the mission of Barry University and therefore will not be tolerated. Every effort will be made to insure that students will not encounter the humiliation and danger of hazing.

ACADEMIC COMPUTING CENTER

John M. Beaubrun, M.B.A., Assistant Vice President and Dean
Thomas Ayers, M.S., Assistant Dean

The Academic Computing Center is housed in the Garner building and provides computing services to all academic and administrative offices on and off campus. It is the mission of the center to provide the user community with the highest level of service and support; and to provide the University with a competitive edge in Information Systems Technology. The center consists of four separate support groups, addressing the different resource needs of the university. All non-instructional support from the center is coordinated through a central common Helpdesk.

HELPDESK

Academic Computing provides a 24 hour helpdesk for the support of University Computing. The helpdesk is staffed for immediate phone support during normal office hours, 8:00 am to 5:00 pm, and is available after hours through an automated answering system and the HELPDESK e-mail account. The helpdesk is intended to be the primary point of contact with the center for faculty and staff seeking computer center services. The helpdesk also maintains a network of departmental liaisons as a first line of support for faculty and staff offices.

CENTRAL COMPUTING SERVICES

Central Computing Services manages and maintains a series of nine DEC minicomputers running both OSF/1 and VMS. These computers are the primary servers for "BarryNet", the campus-wide ethernet network and collectively provide network, library and instructional services.

Network Services: AXP DEC 3000-400(BUAXP1), VAXstation 4000-90(BU4090), MicroVAX 3100-80(PCSA01, LABSRV), MicroVAX 3100-30/40(ACE), VAXstation 3100(BARRY1)
Library Services: VAX 4000-20(BLISS) **Instructional Services:** Alpha Sable 2100(DOMINIC), DEC 3000 600S(MARTIN)

Central Computing Services installs, maintains and upgrades all the software running on these servers including compilers and statistical applications. This also includes support for internet applications and mail, bitnet mail and campus electronic mail. Some of the more popular internet applications include gopher, lynx, NCSA Mosaic and Netscape.

The internet domain for the University is "BARRY.EDU". All registered students are provided with a computer account at no additional cost and student e-mail addresses are of the form

S9999999@DOMINIC.BARRY.EDU,
where 9999999 is the student number. World Wide Web access to BUCWIS, the Barry University Campus-Wide Information System is available at
<http://www.barry.edu/barryhome.html>

DESKTOP COMPUTING SERVICES

The Desktop Computing Services group is responsible for the maintenance and support of all microcomputers on- and off-campus. The group manages all computer equipment deliveries, system configurations, and network operating systems installation. While the group's primary focus is hardware maintenance, desktop problems frequently involve an integration of hardware and software services.

The University currently has an inventory of over 900 microcomputers with 60 of them spread out among 9 remote sites in Dade, Broward, Palm Beach, Monroe, and Collier/Lee counties; the Orlando Area; and the Treasure Coast.

NETWORK SERVICES

Network Services provides the network that allows users to access "BarryNet" applications, the library system, the administrative system, and systems throughout the world via the Internet. On the main campus, 1007 ethernet connection points are accessed via 24 hub locations in 20 buildings.

Network Services also provides twenty dial-in lines 24 hours a day for users who wish to access minicomputer applications and the Internet from home. Dialing in allows users access to applications for programming, statistics, electronic mail, and Web browsing, just to name a few.

University Modem Numbers:

DADE (305) 899-3636
BROWARD (305) 359-0038

INSTRUCTIONAL SERVICES

Thomas Ayers, M.S., Director

The Instructional Services group of Academic Computing is responsible for providing academic users with the highest level of service and support in the use of current Academic Information Systems. It is also the mission of Instructional Services to direct, develop, and manage all current and future computer and information systems needs of the academic units of the university.

OPEN LAB - GARNER ROOM 247

The main lab is available to all current students, faculty, and staff of the University and provides access to over 50 applications packages and 5 operating systems. Those students wishing to use the lab must have completed, be currently enrolled in, or have successfully tested out of CAT 101 or 102. The lab is equipped with sixty networked microcomputers and a number of minicomputer terminals. The microcomputers consist of a mix of Macintosh, IBM, Zenith, and Gateway 286, 386, and 486 machines. The Lab

maintains four networked laser printers and a system printer for minicomputer applications. Normal lab operating hours are as follows:

Monday - Thursday	7:30 a.m. - Midnight
Friday and Saturday	8:00 a.m. - 10:00 p.m.
Sunday	1:00 p.m. - Midnight

Holiday hours, Summer hours, and other changes to the scheduled hours are posted in the lab. Computer Lab Voice Number: (305) 899-3601

CLASSROOM LABS

For teaching, there are six networked classrooms with twenty-five computers and a networked printer in each room. These rooms are used exclusively by classes requiring hands-on computer access. The teacher's workstation is equipped with an overhead projection system connected to the computer.

PRESENTATION CLASSROOM

For teaching, there is also a twenty-four seat lecture/demonstration classroom available with a multimedia enhanced teacher's workstation equipped with an overhead projection system. Faculty currently reserve this room for semester long classes and one day presentations.

FACULTY LAB

Instructional Services provides a computer lab strictly for the use of faculty. The faculty lab, Room 245, is located adjacent to the main computer lab on the second floor of the Garner Building. The lab is equipped with the following hardware: Zenith and Gateway computers equipped with CD-ROM drives, a Macintosh computer, a laser printer, an HP flat-bed scanner, an HP Color Inkjet printer and an NCS survey and answer sheet scanner.

COMPUTER APPLICATIONS TRAINING

Instructional Services provides software applications training to students, faculty, and staff. Faculty and staff are offered non-credit training sessions and seminars. Students are offered credit courses through the University Schedule. These credit courses are electives and prerequisites to various courses throughout the University. Graduate students are required to possess the skills necessary to utilize the Computer Lab. Students not possessing these skills should take CAT 101 or 102 at the undergraduate level.

Course Descriptions— Computing Prefix: CAT

101 Basic Computing Skills (2)

This course will provide students with basic computer literacy training. Hands-on training will be provided in electronic mail, Internet tools, computerized library skills, the Windows operating environment, and wordprocessing. This course will provide the necessary introductory-level training for students who have never used microcomputers and/or wordprocessing software. It is a hands-on lab course. No prerequisites. (Course may be offered for 1 cr. under the titles CAT 101 BCS: Wordprocessing or CAT 101 BCS: Internet/Library Tools.)

102 Basic Computer Applications (3)

This course will provide students with basic computer applications training. Hands-on training will be provided in electronic mail, Internet tools, computerized library skills, the Windows integrated operating environment, wordprocessing, spreadsheets and an introduction to graphic presentations. This course will provide the necessary introductory-level training for students who have never use microcomputers and/or applications software. It is a hands-on lab course. No prerequisites.

115 Advanced Wordprocessing (1)

This course is designed to provide the student with advanced features of wordprocessing. The course will provide the necessary level of training to prepare high-quality documents; it is a hands-on lab course. Prerequisite: CAT 101 or 102.

120 Electronic Spreadsheets (1)

This course is designed to provide the student with a basic proficiency in the use of electronic spreadsheet software. The course will provide the necessary introductory level training for students who have never used microcomputers and/or spreadsheet software; it is a hands-on lab course. No prerequisites.

130 Database Applications (1)

This course is designed to provide the student with a basic proficiency in database applications software. The course will provide the necessary introductory level training for students who have never used microcomputers and/or database applications software; it is a hands-on lab course. No prerequisites.

140 PageMaker (1)

This course is designed to provide the student with a basic understanding of desktop publishing using PageMaker. The course will provide the necessary level of training to prepare high quality desktop publishing documents; it is a hands-on lab course. No prerequisites.

160 Introduction to Computer Graphics (1-3)

This course is designed to provide the student with a basic understanding of Computer Graphics. The course will provide the necessary level of training to prepare graphic presentations; it is a hands-on lab course. No prerequisites.

199 Special Topics (1-3)

Course content to be determined each semester by Instructional Services as requested by faculty, staff and/or students to fill specific training needs or interests.

ACADEMIC AND INSTRUCTIONAL SERVICES

M. Eileen McDonough, Ed.D., Dean

In addition to its undergraduate programs, the Division of Academic and Instructional Services is responsible for the CLAST Test and for Disabled Student Services. The office has a T.D.D., (305) 899-3488.

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES

Under the guidance of the Division of Academic and Instructional Services, the Office of Services for Students with Disabilities (O.S.S.D.) assists students with disabilities in pursuing a quality education at Barry University. The Office of Services for Students with Disabilities is located in Farrell, Room 109 (899-3480). This office has a T.D.D.—(305) 899-3488.

The Office of Services for Students with Disabilities (O.S.S.D.) provides assistance within its resources to students having physical, visual, hearing, speech, learning, psychological, chronic, and temporary disabilities. Students must request services by meeting with an O.S.S.D. counselor, preferably two weeks before enrollment, in order to assess student needs and coordinate appropriate services and accommodations. All services provided are based on individual needs and available University resources.

The O.S.S.D. programs have been designed to integrate students with disabilities into the University community. The University strives to provide a holistic educational experience which prepares the student to be united and equal with the non-disabled population.

Appeals

The student may appeal to the Director of O.S.S.D. any decision related to a requested accommodation or auxiliary aid. Such an appeal must be made in writing to the Director no later than 10 days following the decision regarding a requested accommodation or aid. Any position paper, brief, medical documentation or other written material which the student desires to be reviewed by the Director shall be submitted together with the notice of appeal. The Director of O.S.S.D. shall investigate and respond to the notice of appeal in writing, stating his or her decision, together with the reasons for either affirming or reversing the previous decision as to an accommodation or auxiliary aid. A student may within 10 days of the Director of O.S.S.D.'s written decision on a student appeal, file a second appeal with the Vice President for Academic Affairs, together with all written material which the student desires to be reviewed by the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs shall be in writing either affirming or reversing the decision of the Director of O.S.S.D. A student may within 10 days of the Vice President for Academic Affairs' written decision on a student appeal file a final appeal with the President of the University, together with all written material which the student desires to be reviewed by the President. The decision of the President shall be in writing and shall be final and binding upon the student and the University.

SCHOOL OF ARTS AND SCIENCES

Laura S. Armesto, Ph.D., Dean
Linda M. Peterson, Ph.D., Associate Dean

School of
Arts and Sciences

The School of Arts and Sciences offers six graduate programs. These programs are designed to provide successful graduates with the knowledge, skills, and abilities to make contributions to their profession and community at an advanced level.

The School of Arts and Sciences offers the following master's degree programs:

- Clinical Psychology, M.S.
- Communication, M.A.
- Pastoral Ministry for Hispanics, M.A.
- School Psychology, M.S.
- Theology, M.A.

The School of Arts and Sciences also offers the following doctoral degree program:

- Doctor of Ministry Degree, D.Min.

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 institution 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 specifying 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.

Enrollment as a non-degree-seeking student in no way implies admission to a degree program.

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. Requires departmental approval.

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, except in the case of School Psychology which has an eight-year maximum.

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 or more must seek the written approval of the Chair/Director and of the Dean.

READMITTANCE

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. Any grade below a C may be cause for dismissal from the graduate program in which the student is enrolled. No student will graduate with a grade point average less than 3.0.

ASSISTANTSHIPS

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

UNDERGRADUATE PROGRAMS

The School of Arts and Sciences also offers the following undergraduate programs:

Art
 Painting and Drawing
 Ceramics
 Broadcast Communication
 Chemistry
 pre-medical
 pre-dental
 pre-pharmacy
 environmental
 Communication Arts
 Computer Science
 Criminology
 Engineering (Dual Degree)
 English
 Literature
 Professional Writing
 Secondary Education
 French
 History
 Social Science
 Secondary Education
 International Studies
 Liberal Studies
 Mathematical Sciences
 Secondary Education
 Philosophy
 Photography
 Creative
 Biomedical/Forensic

Computer Imaging
 Communication
 Political Science
 Social Science
 Secondary Education
 Pre-Engineering
 Pre-Law
 Psychology
 Public Relations
 Sociology
 Spanish
 Theatre
 Musical Theatre
 Theology

Please refer to the Barry University Undergraduate Catalog for detailed information.



MASTER OF SCIENCE IN CLINICAL 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 offers candidates the opportunity to prepare for licensing in the category of Mental Health Counselor.

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 1000 on the verbal and quantitative sections of the GRE.
- Students are admitted for the fall and spring semesters only.

ADDITIONAL REQUIREMENTS

The faculty in the Clinical Psychology program reserve the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Clinical Psychology program. Graduation from the program is recommended when students are personally and academically ready for entry into the profession.

GRADUATION REQUIREMENTS

Students complete 48 semester hours with a minimum grade point average of 3.0 (B) with no more than two Cs. If a student earns a C in any of the following courses, the course must be repeated: PSY 596, PSY 602, PSY 610, PSY 611. A second C in a repeated course will be cause for dismissal from the program. Any grade below a C may be cause for dismissal from the program. No more than two courses may be repeated.

The master's thesis (PSY 699), clinical practicum (PSY 665), and three 1-credit clinical modules are required prior to graduation.

Required Courses	39 semester hours
PSY 552 Child and Adolescent Pathology	3
PSY 564 Human Development	3
PSY 590 Physiological Psychology	3
PSY 596 Techniques of Therapy	3
PSY 602 Clinical Psychopathology	3
PSY 607 Statistics and Design	3
PSY 610 Clinical Assessment I	3
PSY 611 Clinical Assessment II	3
PSY 615 Clinical Ethics	3
PSY 699 Master's Thesis	6
PSY 665 Clinical Practicum	6
Electives	6 semester hours
* PSY 528 Human Sexuality	3
PSY 594 Substance Abuse	3
* PSY 625 Advanced Personality	3
* PSY 635 Group Therapy	3
* Required for licensure.	

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

The Master of Science in School Psychology was developed to respond to the increasing need for school psychologists. Students who complete the School Psychology program will have completed the academic requirements in accordance with standards set by the National Association of School Psychologists (NASP). Following the internship, students will be prepared to meet licensure requirements for the private practice of school psychology as set forth by the State of Florida, as well as certification requirements as set forth by the Florida State Board of Education, Plan Two.

ADMISSION REQUIREMENTS AND POLICIES

In addition to the requirements of the School of Arts and Sciences, requirements for admission include the following:

- a bachelor's degree with a minimum of a 3.0 grade point average from an accredited institution;
- a combined score of at least 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE);
- two letters of recommendation from academic sources; and
- successful completion of undergraduate courses in developmental psychology, physiological psychology, psychology of learning, abnormal psychology, and tests and measurements.

ADDITIONAL REQUIREMENTS

Because of the applied nature of the program and the variety of interpersonal relationships which the profession demands, successful applicants must demonstrate a high level of maturity and flexibility. The faculty in the School Psychology program reserve the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the School Psychology program. Internship placement and/or graduation from the program is recommended when students are personally and academically ready for entry into the profession.

GRADUATION REQUIREMENTS

Students must earn 60 semester hours with a minimum grade point average of 3.0 (B). Courses in which a student earns a C must be repeated. A second C in a repeated course or any grade below a C is cause for termination from the program. No more than two courses can be repeated.

Required Courses 60 semester hours

Psychological Foundations (9 semester hours)

PSY 564 Adv. Developmental Psychology	3
PSY 602 Clinical Psychopathology	3
PSY 625 Adv. Personality Theory	3

Educational Foundations (12 semester hours)

PSY 571 Exceptionality in Learning and Behavior	3
PSY 573 Purposes/Organization of Schools	3
PSY 641 Role and Function of the School Psychologist	3
PSY 646 The School Psychologist in Multi-Cultural Settings	3

Psychoeducational**Evaluation Methods** (12 semester hours)

PSY 607	Statistics and Research Design	3
PSY 610	Clinical Assessment I	3
PSY 611	Clinical Assessment II	3
PSY 612	Clinical Psychoeducational Assessment	3

Psychoeducational**Interventions** (15 semester hours)

PSY 596	Techniques of Therapy	3
PSY 620	Behavior Modification	3
PSY 635	Group Therapy	3
PSY 642	Diagnostic Teaching Techniques	3
PSY 644	Techniques of Consultation	3

Internship (12 semester hours)

PSY 648	Field Experience	3
PSY 649	Internship	9

**Course Descriptions—
Psychology Prefix: PSY**

All courses numbered at the 500 level may be open to undergraduates properly qualified to take them by permission of the Department Chair.

528 Human Sexuality (3)

A survey of issues, theories and scientific findings with regard to physiological, developmental and emotional aspects of sexuality, as well as issues of sexual dysfunction and its treatment. (Summer)

552 Child and Adolescent Psychopathology (3)

Comprehensive study of the etiology, diagnosis, and treatment of personality disorders common to the child and adolescent.

564 Human Development Throughout the Lifespan (3)

Physical, intellectual, social, and emotional development throughout the lifespan. (Fall)

571 Exceptionality in Learning and Behavior (3)

A survey of psychological, physical, cognitive, communication, and social/emotional exceptionalities in human development; application techniques for developing effective classroom behavior management, helps students increase their sensitivity to the psychological needs of families and teachers of exceptional children. (Fall)

573 Purposes/Organization of Schools (3)

Includes the relationship between psychoeducational goals and school curricula; recent trends and innovations; nature of special education and related psychological services. The course is designed to meet the needs of psychologists who function in a school setting. (Summer)

590 Physiological Psychology (3)

Review of neuroanatomy, physiological processes, and psychopharmacology. (Fall)

594 Substance Abuse (3)

Consideration of habituating and addicting drugs, including alcohol, and their effects upon society. (Spring)

596 Techniques of Therapy (3)

Counseling theories and techniques of behavior change and psychotherapeutic intervention. Prerequisite: PSY 602. (Spring)

598 Advanced Topic Seminars (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.

602 Clinical Psychopathology (3)

Detailed description and analysis of the DMS-IV with an exploration of case history materials. Diagnostic and therapeutic issues are considered. (Spring)

605 Statistics (3)

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

607 Statistics and Research Design (3)

Emphasis on theoretical and practical interpretation of psychological and educational research results. (Fall)

610 Clinical Assessment I (3)

Rationale, administration, and interpretation of clinical assessments including proper administration and scoring of the Wechsler Child and Adult Intelligence scales and the MMPI-2. Course includes formal report writing. Prerequisite: PSY 602, PSY 605. (Fall)

611 Clinical Assessment II (3)

Continuation of clinical assessment techniques with emphasis on projective personality measures, including the Rorschach, TAT, projective drawings, incomplete sentences, the clinical interview, and behavioral assessment. Integration of the data into a psychological report is emphasized. Prerequisite: PSY 610. (Spring)

612 Clinical Psychoeducational Assessment (3)

Development of reading, mathematics and language arts processes and methods for their assessment; assessment of visual, auditory, haptic, and language disorders; assessment of learning styles; learning strategies, special populations; direct methods of assessment of academic behavior. Students will be taught to incorporate the outcomes of these assessments into the psychological report. (Spring)

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. (Fall)

616 Experimental Design (3)

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

617 Clinical Module I - Interviewing Skills (1)

Taken concurrently with PSY 602, this applied course is designed to facilitate the development of clinical skills using role play and analog approaches, with videotape, peer and instructor feedback.

618 Clinical Module II - Attending Skills (1)

Taken concurrently with PSY 610, this applied module is designed to build skills needed to establish and maintain a therapeutic relationship with clients. Uses videotape, peer and instructor feedback.

619 Clinical Module III - Influencing Skills (1)

Taken concurrently with PSY 596, this applied module is designed to build skills needed to engage in fundamental therapeutic activities that form the foundation of behavior change.

620 Behavior Modification (3)

Reviews psychology of learning, integrating applied behavior management techniques. Students are trained in counseling parents and teachers in the psychology of behavior management. (Spring)

625 Advanced Personality (3)

Historical foundations, contemporary theory, and research in the area of personality. (Summer)

635 Group Therapy (3)

Introduction to theories, practice, and research findings of group psychotherapy. Issues are explored through readings and participation in an ongoing group. Leader interventions are analyzed in terms of integrating group process and interpersonal phenomena. (Summer)

641 Role and Function of the School Psychologist (3)

Theoretical, scientific, and practical issues in professional school psychology. School psychology as a professional specialty, including history and systems, role and function, models of practice, with particular attention to the context of a multicultural urban setting. Legal and ethical issues are also covered. (Fall)

642 Diagnostic Teaching Techniques (3)

Focus on collaboration with teachers on design, implementation, and evaluation of intervention strategies tied to the integration of psychological and educational assessment outcomes. Prerequisite: PSY 571. (Summer)

644 Techniques of Consultation (3)

Concepts and practice of consultation in a variety of settings, including child-centered, teacher-centered, and system-centered techniques. (Fall)

646 School Psychologist in Multicultural Settings (3)

Includes issues related to assessment, counseling, consultation, educational equity, home-school collaboration. Prerequisite: PSY 641. (Spring)

648 Field Experience (3)

Students are placed one day each week in a school setting to observe school psychologists and special education settings. Supervision by Psychology Department faculty and on-site supervisor. Corequisite: PSY 641. (Fall)

649 Internship (9)

Fifteen hundred (1500) hours of supervised field training designed to refine existing competencies in formal and informal assessment, consultation, and intervention. Prerequisites: All other coursework must be completed. (See "additional requirements" above.) (Fall, Spring)

665 Clinical Practicum (6)

Supervised experience in applied mental health facilities. Diagnostic and therapeutic skills are practiced. Offered with credit/no credit option only. Prerequisites: PSY 596, 602, 610, 611 and approval of proposal for master's thesis. (Fall, Spring)

699 Master's Thesis (6)

Supervised, independent research study. Ongoing research must be presented at the student forum. The completed study must be formally presented to the faculty. Offered with the credit/no credit option only. Prerequisites: PSY 605, PSY 616. (Fall, Spring)

729 Continuous Registration (1)

Research in residence or continuous registration for all departments/schools offering graduate programs.



MASTER OF ARTS IN COMMUNICATION

The purpose of the Master of Arts in Communication is to prepare individuals for careers in various communication professions, including broadcasting, public relations, advertising, media management, and corporate communication. Students have the opportunity to focus their studies by taking suggested coursework in at least two of the following areas: broadcast communication, corporate communication, and public relations.

GRADUATION REQUIREMENTS

The Master of Arts in Communication requires the successful completion of the required core (9 credit hours), five courses selected from at least two areas of concentration (15 hours), plus an additional four elective courses (12 hours) for a total of 36 hours. A thesis or graduate project may be selected as elective hours (the student who intends to pursue a doctorate is expected to elect a thesis). The student also is required to successfully complete a comprehensive examination at the conclusion of the coursework.

A cumulative average of B (3.0) or better is required for graduation. Any student who has received two C grades or a grade below a C while in the program is liable to departmental or school action, including dismissal. 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 Chair.

ADMISSION REQUIREMENTS

The Master of Arts in Communication is open to all qualified candidates who meet the following requirements:

- a bachelor's degree from a regionally accredited institution of higher education;

- an undergraduate grade point average of B or better in an appropriate discipline;
- 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; and
- two letters of recommendation.

DEGREE REQUIREMENTS

Required Core: (9 semester hours)

COM 506	Overview of Communication Sciences	3
COM 507	Communication Theory	3
COM 637	Communication Research	3

Areas of Concentration: (15 semester hours)

Select five courses from at least two of the following areas**

Broadcast Communication:

COM 591	Television Production and Directing*	3
COM 595	Communication Law	3
COM 596	Electronic Media Advertising	3
COM 597	Media Management	3
COM 598	Broadcast Journalism	3
COM 605	Advanced TV Production	3
COM 626	Media Programming	3
COM 634	Writing Fiction for the Media	3
COM 644	Satellite Communication	3

* Students who plan to enroll in COM 591 Television Production and Directing must first demonstrate competency with studio equipment if they were not undergraduate broadcast majors.

Corporate Communication:

COM 615	Communication Management	3
COM 617	Communication and Organizational Change	3
COM 621	Future Technologies	3
COM 622	Corporate Video	3
COM 628	Management Issues in Communication	3

Public Relations:

COM 590	Public Relations Principles and Case Studies	3
COM 690	Public Relations Campaigns*	3
COM 691	Public Relations Tools and Techniques*	3

* Students who plan to enroll in COM 690 Public Relations Campaigns or COM 691 Public Relations Tools and Techniques and who do not have public relations courses in their undergraduate programs must first complete COM 590 Public Relations Principles and Case Studies.

Elective Courses (12 semester hours) 12

Thesis or Graduate Project is optional.

The student who intends to pursue a doctorate is expected to select a thesis.

A maximum of 6 hours outside the department may be selected with the approval of the graduate advisor and Department Chair.

** Prerequisites apply to some courses

Course Descriptions— Communication Prefix: COM

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

506 Overview of Communication Sciences (3)

Survey of research techniques in graduate communication studies. Includes an overview of the historical development of the field as well as of interpersonal communication, mass communication, organizational communication, and public relations. This course is required of all graduate students during the first year of graduate study.

507 Communication Theory (3)

Graduate study of the theoretical orientations in the field of human communication. Focus on 20th Century theorists and schools of thought.

509 Organizational Communication (3)

Focus on the nature and functions of communication in organizational settings. The course seeks to provide students with an understanding of the concepts and methods needed to assess and improve the nature of communication processes in organizations.

531 Media Relations and Sport (3)

Study of professional and collegiate sports and the media. Knowledge of studio equipment helpful but not required. Same as SES 531.

590 Public Relations Principles and Case Studies (3)

Analysis of public relations principles and techniques through case studies and application of those principles and techniques to a public relations campaign.

591 Television 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. Prerequisite: COM 514 or permission of instructor and Department Chair.

595 Communication Law (3)

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

596 Electronic Media Advertising (3)

Exploration of the creative process in advertising with an emphasis on copywriting and storyboarding. 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. Exploration of its role in America and of its future in worldwide mass communication.

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 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 organization. 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. (Also TEL 617.)

621 Future Technologies (3)

Introduction to contemporary communication technologies of the future. Study of the impact of technology and change on the individual and society. (Also TEL 621.)

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 and teleconferencing video. (Also TEL 622.)

626 Media Programming (3)

Overview of programming categories, network and local formats, research and programming strategies.

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. Analysis of research in communication. (Also TEL 637.)

644 Satellite Communication (3)

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

650 Graduate Project (3)

A creative project which synthesizes the student's program of study.

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 in 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 communication setting; CR/NCR grade; unpaid internships only. Prerequisite: 24 graduate credit hours, and permission of advisor and instructor.

697 Special Topics (3)

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

699 Master's Thesis (3-6)

Individual research supervised by a member of the graduate faculty.

701 Independent 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.

729 Continuous Registration

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

MASTER OF ARTS IN THEOLOGY

The graduate program in 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 program 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 western Catholic tradi-

tion, including a close acquaintance with its origins, development, and kinship to Protestant, eastern Christian, and Jewish traditions. Theological reflection demands openness to experience as well as awareness of the world and of contemporary human needs.

As an integral part of a larger community, the graduate program in Theology 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 Miami area provide.

The program attempts to accomplish this mission in light of the following goals:

1. Providing students with a sound academic foundation in Christian theology.
2. Assisting students to engage in theological research.
3. Integrating insights gained through theological reflection with actual experience.
4. Relating the vision of Roman Catholic theology to other Christian traditions as well as to Judaism and to the human religious experience.

ADMISSION REQUIREMENTS AND POLICIES

See School of Arts and Sciences requirements. Sufficient undergraduate preparation or life experience, usually 18 hours of undergraduate theology or religious studies. A minimum score of 40 on the Miller Analogies Test or 1000 on the G.R.E.

Provisional acceptance may be granted on an individual basis. See "Admission Requirements and Policies" section.

Non-degree-seeking acceptance: See "Admission Requirements and Policies" section.

REQUIREMENTS FOR GRADUATION

For completion of the degree, students must 1) complete a minimum of 30 course credit hours, or complete 27 course credit hours and 3 thesis research credit hours culminating in a satisfactory thesis according to an acceptable style sheet; and 2) pass written and oral comprehensive examinations.

Comprehensive Examinations

The Department will provide students with a list of topics and questions in Old Testament, New Testament, systematic theology, and moral theology together with a reading list. The student will be expected to prepare all topic areas and questions. On the day of the examination, two questions from each area will be presented. The student will choose one question from each area.

The oral examination will be based on the responses to the written examination as well as on other topics and questions in the five areas and the thesis, if applicable. It will last one hour and will include at least three examiners.

Transfer of Credit

A maximum of six graduate semester hours in Religious Studies or Theology may be transferred from another regionally accredited college or university. Such course work must be relevant to the discipline, reflecting a 3.0 or better, and must be earned within the seven-year time limitation of the degree.

Time Limitations

Students pursuing the Master of Arts in Theology are permitted seven years from the date of initial matriculation to complete requirements. Degrees may be completed on a full- or part-time basis. Courses are available in the afternoon and evening.

CERTIFICATE IN THEOLOGICAL STUDIES

Persons who do not intend to obtain a Master's degree in Theology but want to acquire some of its professional training may take courses and, upon completion of six core courses or two core courses and four specialization courses such as Scripture or Ethics, may be granted a Certificate in Theological Studies for the credits earned.

Core Curriculum Required of all Students in Master's Program in Theology:

- One Biblical Course
- One Systematic Course
- One Liturgical Course
- One Morality Course
- THE 511 Theological Methods

Master of Arts Course Listings (Course descriptions are found under the Doctor of Ministry program)

- 511 Theological Methodology
- 600 Torah
- 601 Synoptic Gospels and Acts
- 605 Johannine Literature
- 610 Prophetic Literature
- 611 Pauline Theology
- 612 Wisdom Literature
- 626 Historical Books
- 628 Deutero-Pauline and Early Catholic Letters
- 635 Ecclesiology: The Mystery of the Church
- 636 Christology
- 637 The Christian God and the Human Response
- 641 Liturgical Time and Prayer
- 642 Sacramental Theology
- 643 Rites of Christian Initiation
- 644 Issues in Ecumenism
- 645 Salvation, Eschatology, and Hope

- 646 Pneumatology, Grace and the Christian Life
- 647 New Trends in Moral Theology
- 651 History of Christian Theology
- 652 Critical Issues in Bioethics
- 653 Bioethics Today and Yesterday
- 654 Classics in Roman Catholic and Protestant Medical Ethics
- 655 Principles of Christian Morality
- 656 Catholic Social Thought
- 658 Death and Dying: Theology and Ministry
- 659 Pastoral Care and Human Sexuality
- 660 Pastoral Care and Cross-Cultural Counseling
- 661 The Gospel and Conflict in the Church
- 662 Liberating Theologies
- 663 Pastoral Care Ethics
- 664 Theology of Evangelization
- 665 Historical Resolutions in Moral Theology
- 666 Topics in Pastoral Theology
- 699 Thesis Research
- 701 Independent Study
- 705 Old Testament Exegesis
- 706 New Testament Exegesis
- 708 Advanced Liturgical Preaching
- 709 Topics in Liturgy and Sacraments
- 710 Topics in Systematic Theology
- 711 Topics in Moral Theology
- 712 Topics in Moral Bio-Medical Ethics

GRADUATE THEOLOGY COURSE LISTINGS—THEOLOGY PREFIX: THE

Courses numbered 500 are for Master of Arts credit, courses numbered 600 or 700 are for Master of Arts and Doctor of Ministry credit, and courses numbered 800 are for Doctor of Ministry credit.

DOCTOR OF MINISTRY DEGREE PROGRAM (D.MIN.)

The Doctor of Ministry degree is an advanced degree designed to develop theological reflection on ministerial practice for ordained and non-ordained women and men. It places emphasis on academic theology that is applied to contemporary ministry.

Candidates will usually have a minimum of three years' experience in ministry after receiving the M. Div. degree or its equivalent. M. Div. equivalence will be determined by the D. Min. Committee.

The D.Min. program provides an opportunity for continued theological study in a formal manner. The degree can be structured to meet the needs of persons engaged in full-time ministry from a variety of denominational backgrounds. The program requires a student to engage in two critical tasks:

- 1) To look at an important theological issue or project in the context of academic study. In general, this task is pursued through academic courses and the writing of a thesis.
- 2) To look at the practice of ministry. The practice of ministry follows a clear conception of the Church's ministry and whether ministry is practiced with knowledge and skill. In general, this task is pursued through the Supervised In-Service Project.

DEGREE CONCENTRATIONS

At Barry University, there are four concentrations in the D.Min. program:

- a) Biblical Theology in Ministry
- b) Systematic Theology in Ministry
- c) Moral Theology and Bioethics in Ministry
- d) Pastoral Theology in Ministry

ADMISSIONS REQUIREMENTS:

- 1) Master of Divinity or its equivalent;
- 2) ordinarily three years of ministry experience;
- 3) written autobiography of ministry and theological journey;
- 4) interview with members of D.Min. Committee; and
- 5) three letters of recommendation. One must be an academic reference.

COURSE OF STUDY

To receive the D.Min. degree, students are required to complete stages of classroom study, directed research and writing, and a supervised in-service experience. The exact course of study will vary according to the concentration chosen by the student. It is expected that the student takes the majority of elective courses within his or her area of degree concentration.

Orientation Program

All new students are required to participate in a one-week orientation program at the start of their studies. The orientation will provide 1) an overview of the program, 2) an explanation of the various requirements and stages of the program, 3) information and guidance about the resources of Barry University, and 4) an opportunity to meet professors and students in order to be more fully integrated on a personal level in the D.Min. program.

Course Work Requirements

Each student in any degree concentration completes a minimum of 24 credit hours of course work at an advanced level. Minimum course work includes the following distribution:

a) Biblical Hermeneutics and Theology	3 hours
b) Systematic and Liturgical Theology	3 hours
c) Pastoral Theology	3 hours
d) Moral and Spiritual Theology	3 hours
e) Electives	12 hours

Three of these courses must include peer learning.

In addition to the courses offered within the Department of Theology and Philosophy, a student can take two graduate-level courses in other schools or departments of Barry University with the approval of the dean of the respective school and the chair of the Theology and Philosophy Department.

Six hours of elective courses may be completed as directed studies. Guidelines for directed studies are available from the Chair of the Department.

Upon completion of 12 credit hours of course work, the student participates in a D.Min. Thesis Seminar. This seminar will be designed to assist students in the development of research skills, scholarly writing, and the thesis proposal. The Thesis Seminar is developed by members of the graduate faculty to respond to the specific needs of candidates.

Upon completion of all course work, students must successfully pass a comprehensive examination.

Additional Requirements

After fulfilling course work requirements, each student in the D.Min. program completes the following additional program elements:

- a) A thesis for which eight credit hours are awarded and a letter grade is earned. The thesis will be related to course work and reflect a student's goals for the concluding elements of his/her D.Min. program. Guidelines for this element of the program are available from the Chair of the Department.
- b) A Supervised In-Service Project for which six credit hours are awarded and a letter grade is given by the thesis director. It is expected that the In-Service Project will be related to the student's proposed area of ministry and form in part the conclusion of the practical dimension of the thesis. Guidelines for this element of the program are available from the Chair of the Department.
- c) Upon completion of all elements of the degree program, students will participate in an exit experience. This experience is designed to assist the successful candidate in review, evaluation and pro-

jection of the next stages in professional growth. The focus of the experience will be the integration of the thesis and in-service project into the candidate's theological perspective as applied to ministry. Particulars on the exit experience are available from the Chair of the Department.

Locations for the D.Min Program

A student who participates in the D.Min. program at Barry University may complete his or her course work requirements through any of the options below:

1. **Study through the year at Barry**—Barry University offers D.Min. level courses each fall, spring and summer term. Each course is three credit hours. Students in the metropolitan Miami area or students who desire to pursue doctoral studies on a full-time basis can avail themselves of this study option. Course times will be arranged to accommodate students in ministry. Housing arrangements for students who wish to live on campus can be made through the Office of Residential Life.
2. **Summer study at Barry**—Barry University offers D.Min level courses each of the two summer sessions. Each summer session course will meet two times per week for six weeks. A weekend series of class meetings will be arranged to accommodate students' needs. Housing arrangements for students who wish to live on campus can be made through the Office of Residential Life.
3. **Transfer Credit**—A student may transfer up to six credit hours from another institution toward course work requirements. These must be at an advanced level and appropriate to the goals of the D.Min. program. Intention to do study at another institution and transfer credit must be approved first by the Chair of the Department. Upon completion of the course work at another institution, transcripts must be sent to the Chair of the Department.

RESIDENCY REQUIREMENTS

The Doctor of Ministry degree standards stipulate that D.Min. programs have residency requirements which provide times of significant disengagement from the usual routines of ministry for concentrated study. In the Barry University D.Min. program, the residency requirement is fulfilled in the following ways:

- a) Students who take classes during the fall, spring, and summer while continuing to be involved in their usual ministries fulfill the residency requirements by enrolling for six credit hours in two semesters during their program.
- b) Students who take classes only in the summer sessions fulfill the residency requirements by regular participation in the summer program for three consecutive summers taking at least two courses per summer. In

addition, students will spend one month in residence on the Barry campus for library research and direction during the thesis segment of their program.

TIME LIMITATIONS AND COMPLETION DEADLINES

It is expected that a D.Min. student will complete the degree within six years of matriculation. Continuation of students beyond six years will be allowed only if there is evidence of an active and sustained pursuit of the degree.

Requests for extensions due to extenuating circumstances should be directed to the Chair of the Department and will be considered by the D.Min. Committee.

A D.Min. student may choose not to enroll for a semester. If the student does not enroll for the subsequent semester, a continuation fee will be charged. A second semester of non-enrollment will result in a second continuation fee and review by the D.Min. Committee concerning the student's continuation in the program.

GRADUATION REQUIREMENTS

Students in all concentrations must complete the following:

- a) Participation in the Orientation Program.
- b) Satisfactory completion of 24 credit hours of course work as specified above for the various degree concentrations. Nine credit hours must be from seminars that include peer learning sessions. Students who receive a grade below B for a class will not receive credit for that course.
- c) Satisfactory completion of a written comprehensive exam.
- d) Satisfactory completion of a thesis seminar.
- e) Satisfactory completion of a thesis for eight credit hours.
- f) Satisfactory completion of an in-service project for six credit hours.
- g) Satisfactory completion of the residency requirement.
- h) Satisfactory completion of the exit experience.
- i) Demonstration, in the judgment of the faculty, of an adequate measure of personal and professional maturity.

CONCENTRATIONS

Biblical Theology in Ministry

The concentration in biblical theology has the goal of preparing the student in the substantive foundations of Christian belief as revealed in the Scriptures. This concentration includes a serious study of Sacred Scripture using various scholarly methods and the explorations of models of ministry that are shaped by Scripture. Its concern is how scriptural theology shapes

and enriches ministry through teaching, preaching and evangelization.

Students may choose a course of study to a D.Min. degree that is more concerned with Sacred Scripture by taking most of their electives in Scripture, and selecting a thesis and in-service project that apply Scripture to a ministry situation.

Systematic Theology in Ministry

The concentration in systematic theology is designed to enable students to explore the doctrinal and liturgical developments of the Christian community in order to discover new insights into the ministry of the Church. The systematic formulations of Christian faith as found in the teachings and writings of the great Christian thinkers form the central content of this concentration.

Students may choose a course of study to a D.Min. degree that is more concerned with systematic theology by taking most of their electives in systematic theology and selecting a thesis and in-service project that apply systematic theology to a ministry situation. The topic of the thesis and project can be in dogmatic or liturgical theology.

Moral Theology in Ministry

The concentration in moral theology has the goal of preparing the student for the moral challenges that face contemporary ministry. The student may take an option for a general approach to morality which will include issues of conscience formation, virtue and moral freedom. The primary concern of the concentration in moral theology is understanding the implications of individual and communal behavior that lead to conversion and continued development in the practice of the moral life.

This concentration also provides a focus in bio-medical ethics through a serious study of the theological meaning of human life. Students will be able to make an analysis of health care methods and make applications to specific issues that confront health care professionals. This focus is recommended for persons in health care ministry and for health care professionals.

Students may choose a course of study to a D.Min. degree that is more concerned with moral theology by taking most of their electives in morality or bioethics, and selecting a thesis and in-service project that apply moral theology to a ministry situation.

Pastoral Theology in Ministry

The concentration in pastoral theology has the goal of serving the total person in a pastoral context. The pastoral theology concentration includes, but is not limited to, the spiritual, psychological, economic, political, and cultural aspects of pastoral care. Its con-

cern is all aspects of human experience that contribute to human happiness in light of divine revelation.

Students may choose a course of study to a D.Min. degree that is more concerned with pastoral theology by taking most of their electives in these areas, and selecting a thesis and in-service project that include aspects of pastoral theology.

Course Descriptions— Theology Prefix: THE

Courses numbered 500 are for Master of Arts credit, courses numbered 600 or 700 are for Master of Arts and Doctor of Ministry credit, and courses numbered 800 are for Doctor of Ministry credit.

511 Theological Methodology (3)

History of the study of theology. Introduction to the major concerns and authors in the main areas of contemporary theology. Methods of theological research. This course is required of all M.A. students.

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 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. Formerly THE 534.

605 Johannine 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 the role of the prophets. Major emphasis will be on the prophets from the eighth to the sixth centuries. Formerly THE 535.

611 Pauline Literature (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.

626 Historical Books (3)

An analysis of the historical books to explore the influence these writings had on Israel's self-understanding and the role that this biblical material has had in Christian belief. The theological importance of these books for messianic expectations and the promise to David will be related to the understanding of who Jesus was as the Son of David.

628 Deutero-Pauline and Early Catholic Letters (3)

A study of "letters" attributed to Paul but regarded by many today as having different authors, namely; 2 Thessalonians, Colossians, Ephesians, 1 & 2 Timothy, Titus and Hebrews, and of later literature 1 & 2 Peter, James, and Jude. The concept of pseudepigraphy in the ancient world. The relation between a) 1 and 2 Thessalonians, b) Colossians and Ephesians, and c) Jude and 2 Peter.

635 Ecclesiology: The Mystery of the Church (3)

An examination of the foundations for ecclesiology in the New Testament and its development in different Christian traditions with a view of the kerygmatic, sacramental, and charismatic dimensions of the Church. Church life, structure, and mission will also receive attention.

636 Christology (3)

An examination of the New Testament foundations for Christology and of doctrinal developments in the tradition of the Church. Attention will also focus on contemporary issues in Christology including methodology and the meaning of incarnation.

637 The Christian God and the Human Response (3)

A study of the Christian God as Trinity and the human response to this revelation. Foundations and developments in trinitarian theology will receive considerable attention. The course will also consider the nature and destiny of humankind considered in relation to the Triune God; special references to secularization and faith in God. Formerly THE 536.

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)

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.

644 Issues in Ecumenism (3)

An examination of the ecumenical movement and its importance for Christian unity. Ecclesiological models as well as classical doctrinal conflicts will be the subject of investigation as various ecumenical dialogues (both multilateral and bilateral) are considered.

645 Salvation, Eschatology and Hope (3)

An examination of the traditional place of eschatology in dogmatics (death, judgement, heaven, hell) and its relationship to soteriology, atonement and parousia. Attention will be given to the role of eschatology and hope in contemporary theologies and its significance for preaching.

646 Pneumatology, Grace and the Christian Life (3)

An examination of the theology of the Holy Spirit with reference to the order of salvation, theologies of grace, charisms and gifts. Attention will be given to the differences in Catholic, Protestant, and Orthodox approaches with an emphasis on changing models of understanding the work of the Holy Spirit and its relationship to theological anthropology.

647 New Trends in Moral Theology (3)

This course will examine new theories and applications of moral theology and Christian ethics to contemporary concerns. Attention will be given to the return to virtue ethics, the ongoing debate between proportionalism and deontology, and the use of Scripture as the primary guide of moral theory.

651 History of Christian Thought (3)

An examination of the significant moments in the development of Christian intellectual life with an emphasis on paradigm shifts in the theological and philosophical discourse. Five periods will be subject of inquiry: Patristic, Medieval, Reformation, Renaissance, Modern. For each period students will be introduced to the predominant mode of theological reflection, its perceived foundations, its doctrinal focus, and the diversity and debates which were engendered.

652 Critical Issues in Bioethics (3)

This course will examine some of the major debates in contemporary bioethics. The focus will be on theoretical as well as practical issues.

653 Bioethics Today and Yesterday (3)

This course will examine developments in bioethics since World War II. Special attention will be given to the rise of consequentialism, the influence of W.D. Ross's ethics, the debates over abortion and euthanasia.

654 Classics in Roman Catholic and Protestant Medical Ethics (3)

This course will examine the medical ethics developed by American Roman Catholic and Protestant ethicists. This focus will be on essays that deal with theoretical as well as practical issues. The medical ethics developed by American Roman Catholic and Protestant ethicists: John Ford, Gerald Kelly, Joseph Fletcher, John Connery, Paul Ramsey, Kevin O'Rourke, Richard McCormick, and James Gustafson.

655 Principles of Christian Morality (3)

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 teachings on major social issues in the papal encyclicals, conciliar documents, and episcopal pronouncements from Leo XIII to the present day. Formerly THE 538.

658 Death and Dying: Theology and Ministry (3)

This course will examine recent theology of death and dying, and relate to the ministry of chaplains, pastors, and educators.

659 Pastoral Care and Human Sexuality (3)

An inter-disciplinary, inter-personal and cross-cultural exploration of goals, dynamics, and skills as they affect ministries relating to issues of human sexuality, i.e., goals-ethics-moral foundations; definitional-developmental perspectives; sexual issues within congregations; male-female relationships, etc.

660 Pastoral Care and Cross-Cultural Counseling (3)

An exploration of the literature and practices in pastoral theology of counseling cross-culturally. Issues of mission and globalization will be explored, as well as a definition of culture that prepares participants to offer care within and between cultures of a congregation.

661 The Gospel and Conflict in the Church (3)

A study of conflict in biblical and theological traditions and implications for a contemporary parish or congregation. Attention will be given to the theological, pastoral, and social origins of conflict within the church.

662 Liberating Theologies (3)

A study of the major writings of contemporary Latin American, African, feminist, and African-American liberation theologians to explore implications for the social ministry within the contemporary church.

663 Pastoral Care Ethics (3)

This course presents issues related to professional functioning in a pastoral context. Issues of power abuse, sexual abuse, financial mismanagement, etc., will be explored in the context of moral theology and professional ethics.

664 Theology of Evangelization (3)

An exploration of models of evangelization and mission activity from an historical and theological perspective to discover effective models of ministry at home and abroad.

665 Historical Resolutions in Moral Theology (3)

This course will examine the historical development of the discipline of moral theology through the causes of debates and the vigorous exploration of resolutions. Attention will be given to the influence of the great thinkers, how their influence is still prevalent, and whether their influence is still valid.

666 Topics in Pastoral Ministry (3)

Topics of interest to faculty and students.

699 Thesis Research (3)

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

701 Independent Studies (3)

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

705 Old Testament Exegesis (3)

A course including specialized topics in Old Testament, designed for students who have completed courses in the areas of Prophetic literature, Torah, Wisdom literature, and historical books.

706 New Testament Exegesis (3)

A course including specialized topics in New Testament, designed for students who have completed courses in the areas of Synoptic Gospels, Johannine literature, Pauline theology, and Deutero-Pauline and Early Catholic letters.

708 Advanced Liturgical Preaching (3)

An advanced study of the theology of preaching within the context of the tradition of the church and its place in contemporary worship. Methods, content, and various context will be examined to come enrich the student's preaching ability.

709 Topics in Liturgy and Sacraments (3)

Selected topics of contemporary interest in liturgical and sacramental theology.

710 Topics in Systematic Theology (3)

Specialized topics of interest to Faculty/Students.

711 Topics in Moral Theology (3)

This course will examine issues of contemporary import and their presumable resolutions.

712 Topics in Moral Bio-Medical Ethics (3)

Selected topics in contemporary health care that challenge persons in ministry to search for ethical behaviors.

801 D.Min. Thesis in Ministry (8)

Eight credit hours

802 D. Min. Supervised In-Service Project (6)

Six credit hours

MASTER OF ARTS IN PASTORAL MINISTRY FOR HISPANICS

(For further information, please contact (305) 279-2333)

Required Courses (27 semester hours)

RSP 421/521	Pastoral Planning and Evaluation	3
RSP 433/533	Theology of Ministries	3
RSP 460/560	Foundations of Theology	3
RSP 461/561	The Bible: Its Liberating Message	3
RSP 462/562	Jesus Liberator & His Community of Faith	3
RSP 463/563	The Sacraments & Liturgical Creativity	3
RSP 465/565	Anthropology & Spirituality of Hispanics	3
RSP 466/566	Pastoral Principles for Hispanic Ministry	3
RSP 467/567	Ethical Principles & Social Doctrine	3
Elective Courses (15 semester hours)		
RSP 409/509	Pastoral Seminar I	3
RSP 410/510	Pastoral Seminar II	3
RSP 411/511	Pastoral Seminar III	3
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 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 464/564	History of the Church in USA	3
RSP 487/587	Seminar	1-6
RSP 492/592	Workshop	1-2
RSP 570	Directed Research	6

Course Descriptions— South East Pastoral Institute Prefix: RSP

301 Immersion in Spanish Language and Culture (6)

Inmersión 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 Pastoral Seminar I (3)

Seminario Pastoral I

Overview of the Christian journey with reference to anthropological foundations, vocation, covenant, ecclesiology, and present models for pastoral ministry.

410/510 Pastoral Seminar II (3)

Seminario Pastoral 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.

411/511 Pastoral Seminar III (3)

Seminario Pastoral III

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.

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)

Trabajo y Decisiones en Equipo

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 conditioning by family, history, and culture as it 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 related to person, family, and community, fundamental values clarifications; revisions of life; communal prayer.

431/531 Evangelization and Hispanic Culture (2)
Evangelizacion y Cultura Hispana

Scriptural bases of the evangelizing mission of the church and its historical development. Relationship of Gospel and culture and the faith expressions found in hispanic spirituality. Special emphasis of guidelines for evangelizing of U.S. hispanics.

432/532 Basic Ecclesial Community (2)
Comunidad Eclesial Basica

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)
Teologia 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 religious 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)
Musica 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 Sociologia

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 Contemporanea

Contemporary trends in spirituality; ecclesial renewal and its influence on 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 Teologia

Study of the concepts of revelation, faith, grace, dogma, tradition, and the magisterium.

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.

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.

463/563 The Sacraments and Liturgical Creativity (3)
Los Sacramentos y la Creatividad Liturgica

Sacramental theology and its liturgical implications; special emphasis on liturgical creativity of the sacraments of initiation within the present norms of the church.

464/564 History of the Church in USA (3)
Historia de la Iglesia en Estados Unidos

Roman Catholicism in the 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.

465/565 Anthropology and Spirituality of the Hispanic People (3)
Antropologia 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.

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.

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.

487/587 Seminar (1-6)
Seminario

Selected topics as determined by special needs and/or interests of students in collaboration with faculty member and approval of the Director.

492/592 Workshop (1-2)

570 Directed Research (6)

MASTER OF ARTS IN PASTORAL THEOLOGY

As a response to Barry University's mission to Southern Florida, courses are now being offered in the Dioceses of Venice through the direction of the School for Pastoral Ministry of that diocese. (2200 Kings Hwy, Bld 3L, Suite 65. Port Charlotte, FL 33980, (941) 624-6339). The courses are directed towards the preparation of a well-educated laity who will assume greater responsibility for the teaching and healing mission of the Church.

GRADUATE ADMISSION REQUIREMENTS AND POLICIES

- Bachelor's degree from a regionally accredited institution with at least a 3.0 cumulative grade point average (B) as indicated by transcripts.
- Sufficient undergraduate preparation (usually 18 credit hours in Theology/Religious Studies at the undergraduate level) or life experience as verified by objective norms.
- At the request of the administration of the School, some formal standardized test (e.g., Miller Analogies Test or GRE) to assure the competence of the student to pursue graduate studies.

- Three letters of recommendation.
- A short essay indicating why a graduate degree will help fulfill one's career goals.
- Admission is selective, but provisional acceptance may be granted by the administration of the School for Pastoral Ministry.

TRANSFER CREDITS

A maximum of six graduate credit hours may be transferred from another college or university towards a graduate degree at Barry University. Such coursework must be approved by the administration before credit is awarded.

TIME LIMITATION

A student will be allowed no more than seven years to complete the program. An extension may be granted for sufficient reason by the Director of the School for Pastoral Ministry.

ADVISEMENT

Each student pursuing graduate courses will be assigned a faculty advisor.

THESIS/PROJECT REPORTS

Each student is required to provide three bound copies of the master's thesis or project report. One copy will be kept in the School library and the other two copies will be kept at Barry University.

SPECIAL OCCURRENCES

- Any student seeking a leave of absence from the program must have the written approval of the Director of the program.
- No student will graduate with a cumulative grade point average below 3.0. Any student receiving a grade below C may be considered for dismissal from the program.

GRADUATION REQUIREMENTS

- A student must complete 27 credits and a supervised research thesis or a supervised practicum in a special areas of ministry, which results in a project report, which will be awarded three credits to total 30 required credits.
- Among these credits, a student must pursue SPM 500 Issues in Contemporary Church Ministry, and SPM 510, Theological Methods, as well as one course in Scripture Studies, Systematic Theology, Liturgy/and or Spirituality, Moral Theology. A written or oral comprehensive examination will also be required.

Course Descriptions— Pastoral Theology Prefix: RPM

Each course is for three graduate credit hours.

500 Issues in Contemporary Church Ministry

The scriptural and theological foundations for church ministry; the variety of gifts and variety of ministries; Baptism/Confirmation and Holy Orders; Practical aspects of ministry; Human development and faith development; pastoral plans and shared responsibility; human interaction and conflict resolution. (This course is required of all MA students.)

501 Scripture Studies: The Historical and Wisdom Literature

The foundational influence of the Mosaic Torah on Hebrew thought; the development of the kingdom and its trials and tribulations; the influence of Greek thought in the Israelites and the development of the wisdom literature.

502 Scripture Studies: The Prophetic Literature

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 message as promulgated by a variety of major and minor prophets of Israel.

503 Scripture Studies: The Synoptic Gospels and the Johannine Literature

A study of the influences of the primitive church communities on the development of the written Gospels. The Synoptic Question; the distinctive theologies of Mark, Matthew, Luke; the Johannine literature with an emphasis on the Gospel according to John.

504 Scripture Studies: The Pauline and the Catholic Epistles

The primitive Christian community as portrayed in the Acts of Apostles; the mission and journeys of Paul; the major epistles and their underlying theology; the letters attributed to Paul; other letters accepted into the canon of scripture by the Church.

510 Theological Methodology

History of the study of theology; introduction to the major concerns and authors in the main areas of contemporary theology. Methods of theological research. (This course is required of all M.A. students.)

511 Special Issues in Christian Theology

An analysis of the development of Trinitarian theology; current theologies of the Trinity; God the Creator, Redeemer, and Sanctifier; contemporary questions in Christology, liberation, and feminist theology.

512 Ecclesiology: The Mystery of the Church

An examination of the foundations for a theology of the Church in scripture; the development of various

models of viewing the Church; the development of theologies on the authoritative teaching role of the episcopal and papal Magisterium, ecumenism.

513 Selected Periods in the History of the Church

The Patristic period and the development of theological controversies; the Medieval period and the rise of universities; the ages of Reformation and Renaissance; the Modern period with a special treatment of the two Vatican Councils.

520 The Sacraments of the Church

Christ, the primordial sacrament; religious experience, symbol, and cult; the Sacraments of Initiation, with an emphasis on the rite of Christian initiation of adults and the centrality of the Eucharist; the other sacraments in the life of the Church and their relationship to the Paschal Mystery.

521 Christian Spirituality

The history of Christian Spirituality and the varied emphases in different eras; the theologies of the Holy Spirit with reference to the order of salvation, theologies of grace, charisms and gifts; contemporary movements in Christian Spirituality.

522 Liturgical Time and Prayer

The nature of liturgy as source and summit of the spiritual life of the Church; the shape of the Eucharistic liturgy; the rhythm of daily prayer as reflected in the Liturgy of the Hours, the liturgical year; art and environment in Christian worship.

530 Christian Morality

The scriptures as a source of Christian morality; the influence of the natural law; fundamental questions regarding freedom, knowledge and conscience; moral issues in interpersonal relations; justice, sexuality, abortion, euthanasia, recent bio-medical debates.

531 Catholic Social Thought

An examination of the teachings on major social issues in the documents of Vatican II, the papal encyclicals, and the teachings of the American Bishops.

540 Practicum in Pastoral Ministry

Under the direction of an experienced person in a specific ministry, the student will be involved in pastoral work. The student must complete a project report.

541 Directed Research

Under the direction of a faculty member, the student will research a specific area of interest and produce a written thesis.

550 Special Topics in Christian Theology

Varied courses will be developed at special times to address pertinent and timely issues in contemporary Christian theology, such as liberation and feminist theology, Christianity and Islam issues.

D. INEZ ANDREAS SCHOOL OF BUSINESS

Lewis W. Lash, D.B.A., Dean

Ron Lennon, Ph.D., Associate Dean

Faculty: Blanco, Burroughs, Clotney, Cramer, Cruz, Daghestani, Duchatelet, Fiedler, Gallagher, Gober, Gochenouer, Henson, Hervitz, P. Lash, Morrell, Nickerson, Palit, Salvaneschi, Scarborough, Sharland, Tyler.



School of Business

MISSION

The Andreas School of Business is charged with implementing the mission of Barry University within the domain of business. To that end, the first and foremost part of our mission is to work for the success of our diverse student body by providing modern, effective educational programs with a global perspective designed to develop professional careers and leadership, utilizing an outstanding experienced, scholarly and accessible faculty within a caring and ethical environment.

The second part of our mission is to serve the South Florida business community, which extends to the Caribbean and Latin America in particular and to the world in general, by providing graduates with the requisite knowledge, skills, values and attitudes to become effective business leaders in multicultural environments,

by being responsive to community needs for special business educational services, making scholarly contributions, and by promoting free enterprise as an important means for improving the quality of life.

GRADUATE PROGRAMS

The Andreas School of Business offers two graduate degree programs: (1) The Master of Business Administration (MBA), and (2) The Executive Master of Business Administration (EMBA) which is offered at our off-campus site in Kingston, Jamaica.

The Andreas School of Business also offers post-graduate certificate programs in Accounting, Finance, International Business, Management, Management Information Systems, and Marketing.

MASTER OF BUSINESS ADMINISTRATION

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.

The objectives of the graduate programs offered by the Andreas School of Business are to provide the global business community with well-rounded individuals who

- can apply critical thinking to unstructured, interdisciplinary business problems;
- can communicate effectively to various constituencies;
- have the skills to work in a dynamic environment; and
- will emerge as respected business leaders.

It should be understood that the MBA offers advanced level course work. 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 (or a listed international institution) and the Graduate Management Admission Test (GMAT).

Generally, admission is granted only to those with a high promise of success in graduate 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 x undergraduate GPA
plus GMAT score,

OR

1000 points based upon the formula:

200 x the upper division (junior and senior)
undergraduate GPA
plus the GMAT score.

The above formula notwithstanding, the Admissions Committee reserves the right to prescribe a minimum GMAT score for applicants.

(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 Graduate Admissions Offices at Barry.)

At the time of entry, or shortly thereafter, students must also have satisfactorily completed (C grade or better) the following undergraduate courses:

Prerequisite Courses

- 6 credit hours of Introductory Accounting
- 6 credit hours of Macro and Microeconomics or equivalents
- 3 credit hours of Algebra or Precalculus or equivalent
- 3 credit hours of Statistics or equivalent
- 3 credit hours of Introductory Computer Skills
- 3 credit hours of Finance
- 3 credit hours of Management
- 3 credit hours of Marketing

These courses may be taken at any accredited institution or waived via CLEP testing. They may be taken as survey courses (no graduate credit earned) in the Graduate Curriculum (see MBA 510, 552, 562, 582).

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 of MBA course work only; satisfaction of prerequisite course work does not count against this six semester hour cap).

All admission requirements must be satisfied and the provisional status changed to degree-seeking status by the beginning of the second semester.

TRANSFER CREDIT

Acceptance of graduate transfer credits from approved institutions is dependent on the pertinence of the work to the MBA 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 concentration courses in the MBA program.
2. No graduate credit will be allowed for correspondence or extension work.
3. **Students may not transfer credits after they have entered the program.**

DEGREE REQUIREMENTS

To qualify for the degree of Master of Business Administration, candidates must:

1. be fully accepted into the program.
2. complete at least 42 semester hours of required and concentration courses with a grade point average of 3.0 or greater and with no grade below C; and
3. meet all general requirements of the University for a master's degree and complete the program within five years from date of initial matriculation.

GRADING POLICY

The A grade is for the outstanding student, one who has mastered nearly all the material presented in the course and demonstrates exceptional performance or who, in very difficult courses, has mastered much more than the typical student in the class.

The B grade is for the student who has mastered most of the material presented and who is deemed ready for more advanced study in the discipline or for practical application.

The C grade is for students who grasp much of the material, but who has not grasped some important or basic material.

The D grade is not used in the School of Business for graduate students.

The F grade is for students who must repeat the course and perform at a much higher level to be deemed worthy of a graduate degree.

ACADEMIC PROGRAM

The MBA degree requires 42 semester hours of course work (45 for International Business and Management Information Science concentrations). Students may either choose to complete the requirements for the general MBA or choose a concentration from the following areas: Accounting, Finance, Health Services Administration, International Business, Management, Management Information Systems or Marketing.

Students may not take courses with MPA prefix designations toward their MBA degree (except Accounting concentration students).

Preparatory Courses: 24 semester hours – may be waived

- * MAT 108 Precalculus Mathematics for Business
- * FIN 319 Financial Management I
- * MGT 305 Organizational Behavior and Management
- * MKT 306 Marketing Concepts
- * MBA 510 Computer Applications for Business
- * MBA 552 Statistics for Business

- * MBA 562 Principles of Accounting
- * MBA 582 Principles of Economics
- * May **only** be taken on a Credit/No Credit basis (no graduate credit earned).

MBA Required Courses: 33 required semester hours, (except Accounting and MIS concentrations)

- MBA 603 International Business
- * MBA 608 Organizational Behavior
- MBA 617 Technology and Information Systems
- MBA 621 Managerial Finance
- MBA 646 Marketing in a Dynamic Environment
- MBA 651 Business Research and Applications
- MBA 654 Production/Distribution of Goods/Services
- MBA 660 Managerial Accounting
- MBA 681 Economics for Strategic Decisions
- MBA 692 Social, Legal, and Ethical Aspects of Business
- MBA 693 Strategy and Policy in a Global Environment

* Suggested entry-level course.

MBA Concentrations:

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 663 Business Taxation
- MPA 664 Advanced Auditing
- MPA 665 Accounting Theory and Practice I
- MPA 668 Fund Accounting

Accounting concentration students may not substitute any other MBA or MPA courses in place of those stated above.

Finance — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

- MBA 612 International Finance
- MBA 622 Investment Analysis
- MBA 624 Financial Markets and Institutions
- MBA 628 Advanced Topics in Financial Management

Health Services Administration — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

- HSA 530 Health Law, Ethics and Social Issues

HSA	540	Quality Assurance and Utilization Review
HSA	610	Financing and Delivery of Health Care Services
HSA	620	Health Care Budgeting and Financial Management

International Business — The Common Body of Knowledge courses plus the following 12 required semester hours:

MBA	612	International Finance
MBA	613	International Marketing
MBA	614	Cross-Cultural Management
MBA	700	Independent Study (Must be approved by advisor in advance)

Management — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

MBA	601	Human Resource Management
MBA	605	Entrepreneurial Management
MBA	607	Business Consulting
MBA	614	Cross-Cultural Management
MBA	652	Management Science

Management Information Systems — The Common Body of Knowledge courses (with the exception of MBA 617) plus the following 15 required semester hours:

MIS	630	Data Communications & Computer Networks
MIS	645	Current Topics in Software Development
MIS	650	Database Management Systems
MIS	653	Systems Analysis and Design
MIS	675	Strategic Uses of Information Technology

(Courses must be approved in advance by the student's advisor).

Marketing — The Common Body of Knowledge courses plus 9 required semester hours chosen from the following:

MBA	613	International Marketing
MBA	643	Buyer Motivation and Behavior
MBA	644	Marketing Research
MBA	645	Marketing Strategy

General MBA:

Students are not required to select a concentration. Those who do not may choose any three concentration courses for which they have met the prerequisites and earn a General MBA.

**Graduate Course Descriptions —
Business Prefix: MBA**

510 Computer Applications for Business (3)

This course is intended for the novice computer user. It will cover the fundamentals of microcomputer systems and software applications for wordprocessing, spreadsheet, and database. An introduction to the Internet and its potential will also be explored. (Credit is not applicable to a graduate degree.)

552 Statistics for Business (3)

Preparatory course in statistical tools, techniques, and methods for students who need the statistics prerequisite. Topics include data collection and presentation; set properties; rules of probability; probability distributions; descriptive estimation; hypothesis testing; analysis of variance; regression analysis; forecasting; decision theory; and the application of these topics to business issues. Prerequisites: None (Credit is not applicable to a graduate degree.)

562 Principles of Accounting (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. (Credit is not applicable to a graduate degree.)

582 Principles of Economics (3)

Preparatory course in economics for students who lack the economics prerequisites. Topics covered include: supply and demand; elasticity; market structure; GNP; inflation; unemployment; fiscal and monetary policy; foreign exchange; and balance of payments. (Credit is not applicable to a graduate degree.)

601 Human Resource Management (3)

This survey course is designed to provide the line manager or staff specialist with an expanded understanding of the processes which management utilizes today to ensure that the right number/quality of persons are being hired, that appropriate governmental regulations are being adhered to, and that the internal policies provide a work environment which encourages cost-competitive labor costs and maximum worker satisfaction.

603 International Business (3)

This course focuses on the opportunities and risks of the complex environment of international business, with an emphasis on the unique problems involved in managing international operations. Main topics include foreign economic, political, legal, and cultural environments; international market analysis; foreign exchange; risk management; international human resource management; and the mechanics of import

and export transactions. Special emphasis is placed on the transformations occurring in Eastern Europe, the European Community, and Latin America. Prerequisites: MBA 608, 646.

605 Entrepreneurial Management (3)

An overview of the managerial function of operating a small business enterprise with emphasis on planning, organizing, and controlling. Specific attention is given to demand analysis, to developing the business plan, and to financing sources including the Small Business Administration. Innovation is the key concept of this course.

607 Business Consulting (3)

This course concerns itself with the planning and implementation strategies for a consulting concern. The course will focus on elements of a consulting practice such as defining, structuring, and positioning of the business for financial success. The importance of proper marketing techniques, as well as fee-setting and legal considerations of a consulting practice will be examined.

608 Organizational Behavior (3)

A careful analysis of selected behavioral science concepts and their applications to management. Examines the interactions that occur at three different levels: the individual, the group, and the organization. Attention is focused on the blending of traditional topics such as perception, motivation, and group behavior with current topics which include organizational citizenship behaviors, teamwork, cooperation, conflict, new communication technology, cross-cultural issues, coaching, empowerment, and leadership. Prerequisites: MGT 305 or equivalent.

612 International Finance (3)

This course examines the international economic, monetary, and financial environment and presents a detailed analysis of the principles and practices of international financial management. The course emphasizes international economic and financial concepts and their application to international business operations. Key topics include the functioning of foreign exchange markets and international capital and money markets, international portfolio diversification, multinational capital budgeting, import-export financing, direct foreign investment and international banking. Prerequisites: MBA 603, MBA 621.

613 International Marketing (3)

This course deals with the adjustments to marketing strategy needed to remain competitive in the global economy. It focuses on the managerial decision-making involved in screening foreign markets and in developing appropriate product, promotion, pricing, and distribution strategies, given the diversity of economic,

legal, cultural, and political environments. Furthermore, the course examines alternative marketing strategies for small and medium-size companies engaged in exports and imports. Prerequisites: MBA 646.

614 Cross-Cultural Management (3)

International managers require sensitivity to the need to adapt their leadership and management skills and practices to culture-bound differences in workplace behavior and attitudes. This course explores how differences in cultural core values shape the behavior and attitudes of workers, managerial colleagues, and negotiating partners. Prerequisite: MBA 608.

617 Technology and Information Systems (3)

This course examines the role of information systems in supporting a wide range of organizational functions. Areas to be explored include the use of information systems to support administrative operations, to support decision making and to support overall strategic initiatives and corporate philosophies. This course is oriented toward the general MBA student, not the technical specialist. The course will provide a managerial perspective on the use, design, and evaluation of information systems. Prerequisite: MBA 510 or equivalent.

621 Managerial Finance (3)

The objective of this course is the development of the student's understanding of financial theory, and the ability to apply the techniques and methods of finance to business problems. Topics include the financial environment; value maximization; capital budgeting; valuation techniques; financial planning and forecasting; capital structure and the cost of capital; options theory; and corporate restructuring. Prerequisites: FIN 319 and MBA 562 or their equivalents.

622 Investment Analysis (3)

Study of principles and practices used in analyzing marketable securities. Course coverage includes investment risks, portfolio management, and policies of institutional investors. Prerequisite: MBA 621.

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. Prerequisite: MBA 621.

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 621.

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 646.

644 Marketing Research (3)

Research methodology is applied to marketing problems. Topics covered include measurement, survey research, experimentation, and statistical analysis. Prerequisite: MBA 646.

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 646.

646 Marketing in a Dynamic Environment (3)

This course will examine current marketing concepts and practices using an analytical approach to the development of marketing policies in a dynamic environment. Major topic areas that will be covered are: advertising, sales promotion, personal selling, pricing, product mix development and analysis; selection of distribution channels; marketing research; consumer behavior; and strategy development. Prerequisite: MKT 306 or equivalent.

651 Business Research and Applications (3)

The purpose of this course is to provide students with a better awareness and understanding of business research techniques. The course uses the methods and techniques covered conceptually in previous statistics and mathematics courses and applies them to everyday business problems. Prerequisite: MBA 552 or equivalent.

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. Prerequisites: MAT 108 and MBA 552 or equivalents.

654 Production and Distribution of Goods and Services (3)

This course addresses the challenges and opportunities faced by organizations as they strive to produce and generate products and services that provide value to the customer in today's global business environment. To truly appreciate all of this, the student will be exposed to the whole process from the design and development of products and services to the other end where modern marketing techniques are applied to make sure that the customer receives what he/she needs, when it is needed, and at the lowest possible price. The course also emphasizes the

interconnectedness of this whole process to related functions such as information technology, finance, staffing, communication and others. Prerequisites: MGT 305, MBA 552 or their equivalents.

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 562 or equivalents.

665 Special Topics in Business (3)

The content of this course will typically reflect the interest of a faculty member or a group of students. The course provides a means for introducing current issues into the curriculum. Special permission from the Associate Dean needed to take this course. Prerequisite: As needed.

681 Economics for Strategic Decisions (3)

This course emphasizes the application of macroeconomic and microeconomic theory in management decision-making and in the development and implementation of business strategy and tactics. The course focuses on techniques and models for monitoring and analyzing macroeconomic conditions; international economic trends; and the production, cost, and pricing decision of firms under different market structures. Prerequisite: MBA 582 or equivalent.

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 for The Florida State Board of Accountancy.

692 Social, Legal, and Ethical Aspects of Business (3)

This course is structured to create an awareness of and sensitivity to the social, legal, and ethical issues which influence the management of business enterprises. Topics such as strategy and the nonmarket environment, nonmarket strategies and government institutions, government and markets, international business and nonmarket issues, and ethics and responsibility are considered. Prerequisites: MBA 608, 646, and 660.

693 Strategy and Policy in A Global Environment (3)

This capstone course integrates all management processes in the activities which management follows in formulating strategy in a highly competitive environment as well as the key activities utilized in implementing a well-thought out strategy. This course is to

be taken at the conclusion of the required MBA sequence of courses (in the student's final semester of the MBA program). Prerequisites: All Common Body of Knowledge courses.

700 Independent Study (3)

Opportunity for research in areas of special interest. Prerequisite: Recommendation by faculty member and approval of the Associate Dean/Dean.

Graduate Course Description — Management Information Systems Prefix: MIS

630 Data Communications & Computer Networks (3)

A thorough coverage of data communications and computer networks, covering media, satellite-based systems, microwave links, carrier systems, forward error correction, modulation types and techniques, modems, packet switching, satellite networks, local area networks, and distributed processing. Network architectures and protocols will be analyzed.

645 Current Topics in Software Development (3)

This course examines non-procedural and graphical languages used for prototyping and implementation of computer programs that can be developed by non-programmers as well as professional programmers.

650 Database Management Systems (3)

This is a course in the design and implementation of database applications in a MIS environment. The network, hierarchical, relational and semantic models are examined. Concepts include optimization, security, integrity, database design, and query languages (with particular emphasis on SQL).

653 Systems Analysis and Design (3)

This course provides an overview of modern software engineering methodology and the use of CASE tools. The entire life cycle of large software projects is examined. The course stresses the importance of rigor in the development of software in order to produce a quality product that is delivered on time and within budget and that satisfies all its requirements.

675 Strategic Uses of Information Technology (3)

Study of the current and future impact of information technology (computers, telecommunications, and office automation) on the development of corporate strategy. Use of cases to illustrate the techniques for managing information technology to gain competitive advantage. Prerequisite: MIS 653.

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 Standards).

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, and the four required financial statements including disclosures. Emphasis on current accounting developments.

668 Fund Accounting (3)

A study in the theory and practical application of accounting principles to not-for-profit organizations and governmental entities. Prerequisite: ACC 437 or equivalent.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (JAMAICA)

The Executive MBA (EMBA) program is an 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. *A satisfactory undergraduate grade point average or satisfactory score on the Graduate Management Admission Test (GMAT) is required. Students with less than a 2.75 grade point average will be admitted to the program only in rare instances.*

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 EMBA program is offered at our off-campus site in Kingston, Jamaica. For a separate brochure or further information on this program, please contact our office in Kingston, Jamaica (809) 978-2725 or fax (809) 978-3729.

COURSE OFFERINGS:

EMB	600	Management of Organizations
EMB	603	International Business
EMB	608	Human Resources Management
EMB	611	Information Systems and Computer Applications
EMB	620	Managerial Finance
EMB	640	Marketing Management
EMB	652	Management Science for Managers
EMB	660	Managerial Accounting
EMB	680	Managerial Economics
EMB	690	Social, Legal and Ethical Aspects of Business
EMB	698	Advanced Topics in Management
EMB	699	Planning and Policy Seminar

Executive MBA Course Descriptions — Executive Business Prefix: EMB

600 Management of Organizations

This foundation course will provide an exploratory review of management thought and how organizations can most effectively carry out the planning, organizing, leading, and controlling functions in the global, competitive environment in which most firms exist. Case problems will be utilized to assist the student in translating concepts into the real-world environment.

603 International Business

This course focuses on the opportunities and threats of the complex environment of international business, with an emphasis on the unique problems 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, and the mechanics of import and export transactions. Special emphasis is placed on the transformations occurring in Eastern Europe, the European Community, and Latin America.

608 Human Resources Management

This course will explore the strategic processes by which management successfully integrates the human resources into the organization's efforts to achieve established goals. The areas of human resource planning, staffing, compensation, ensuring employee influence, reward systems, and employee relations will be explored, utilizing a case method as a key learning tool.

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 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.

620 Managerial Finance

The objective of this course is development of the student's ability to apply the main techniques of financial analysis to corporate problems. Topics include an overview of the financial environment, ratio analysis, financial planning and budgeting, working capital management, sources and forms of long-term finance, financial structure and the cost of capital and decisions involving long-term assets.

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.

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. Prerequisites: MAT 108 and MBA 552 or equivalents.

660 Managerial Accounting

Emphasis on the uses of accounting data to assist managers in planning operations, controlling activities, and making decisions. The course will show what kinds of information the manager needs, where this information can be obtained, and how it is used in directing the affairs of business organizations. Prerequisite: MBA 562 or equivalents.

680 Managerial Economics

This course focuses on the study of the firms's costing and pricing decisions under different market structures, government regulation, and macroeconomic conditions. The overall theme of the course is the application of economic logic and tools to the management process, and the interpretation of current economic events, making extensive use of case studies. Prerequisite: MBA 552, 582 or equivalents.

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.

698 Advanced Topics in Business

Many important and timely topics for executives do not fit into any of the courses in the existing curriculum, but are worthy of inclusion in this program. Each year the faculty will identify several such subjects and develop modules to be covered in this course. Topics will be current and relevant to the South Florida business environment.

699 Planning and Policy Seminar

In this capstone course, the student integrates and applies knowledge obtained in the functional areas of management, marketing, finance, and economics to formulate and implement strategy from the perspective of the general manager. Extensive use of case studies provides opportunities to strengthen problem identification and decision-making skills. Emphasis is on how to convert intuition and vision into objectives and action plans for their achievement.

ADRIAN DOMINICAN SCHOOL OF EDUCATION

Evelyn Piche, O.P., Ph.D., Dean

Faculty: Baker, Baldrige, Bohning, Burke, Carmichael-Schwab, Dezek, Donohue, Duffy, Esnard, Evans, Fisher, Foote, Gillig, Giordano, Houghton, Hubschman, Hunter, LeBlanc, Levine, Liftin, Murphy, Powell, Radeloff, Rice, Rubin, Shannon, Siena, Simpson, Singer, Skaruppa, Superfisky, Tulloss, Tureen, Wanko, Wolman.

The Adrian Dominican School of Education offers students a comprehensive range of updated professional programs designed to meet the current needs of educators, administrators, counselors, instructional technologists, and human resource leaders for the 21st century. Programs have been created to prepare students to function as competent professionals in their chosen careers and to broaden, deepen, and expand their professional lives.

The faculty is committed to promoting the mission of Barry in a caring, educational environment which includes teaching, advising, scholarship, research, and supportive service to Barry and the surrounding community. Through continued curricular development, the School is responsive to the needs of its culturally diverse student population and community.

OBJECTIVES:

- The Adrian Dominican School of Education, through a competent and academically prepared faculty, offers contemporary programs designed to:
- meet current professional standards including licensure and certification requirements.
 - provide knowledge and skills which enable graduates to practice in their career choices.

- develop attitudes which encourage a life-long commitment to quality teaching and learning.

PROGRAM SITES

School of Education programs are offered both on campus and at a variety of off-campus sites. Special arrangements can be made to offer courses and complete programs for groups at schools and other sites. Please consult the appropriate program director for further information.

MASTER OF SCIENCE IN EDUCATION

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

- Educational Technology Applications
- Computer Science Education
- Educational Leadership
- Elementary Education
- Exceptional Student Education
- Guidance and Counseling
- Higher Education Administration
- Human Resources Development and Administration
- HRDA-Leadership of Not-For-Profit/Religious Organizations



Marriage and Family Counseling
 Marriage and Family Counseling and
 Mental Health Counseling
 Mental Health Counseling
 Montessori Elementary Education
 Montessori Early Childhood Education
 PreK-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, and Reading are eligible for certification in many states without specific course analysis.

In order to complete their major, all students seeking Florida state certification must comply with any new requirement prescribed by the state.

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 cumulative grade point average of 3.00 (B) or higher.
- Acceptable and recent score on the Miller Analogies Test or Graduate Record Examination.
- 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.
- Applicant's statement of purpose and goals.

SPECIAL STUDENT STATUS (Non-degree-seeking and provisionally accepted)

Applicants may be permitted to take three graduate courses (nine credits) in Education on the basis of a signed application and proof of a bachelor's degree from an accredited institution of higher education. Students under this status will not be allowed to register for courses beyond the nine-credit (three courses) limitation. Any of the courses taken under Special Student Status can be applied to a degree program only after the student is fully accepted and only if he/she applies to a particular program.

GENERAL GRADUATION REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

- Successful completion of the stated number of required semester hours for each program, including

the requisites listed and all required specialization courses.

- Maintain a grade point average of 3.00(B) or higher.
- Passing grade on a final written and/or oral comprehensive examination in a specific area of specialization.
- All requirements for Florida certification, including passing of the subject area specialization of the Florida Teacher Certification Examination, must be achieved before the University recommends the student for master's level certification, if enrolled in a state-approved program. (A copy of the student's professional teacher certificate must be on file in the Adrian Dominican School of Education Office.)
- Seven years are permitted to complete degree requirements from the date of initial matriculation.
- Processing of all graduate degrees can only be accomplished through student completion of appropriate University forms and procedures.

STANDARDS OF PROGRESS

All students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in good academic standing and to graduate. Any student who receives three* C's in the program is subject to departmental or School action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

*four C's in programs of more than 40 credits

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 higher.
- Credits 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 Educational Technology Applications, Computer Science Education, Educational Leadership, Elementary Education, Exceptional Student Education, Guidance and Counseling, Human Resources Development and Administration, HRDA-Leadership of Not-For-Profit/Religious Organizations, Marriage and Family Counseling, Marriage and Family Counseling and Mental Health Counseling, Mental Health Counseling, Montessori Elementary and Early Childhood Educa-

tion, Rehabilitation Counseling, PreK-Primary Education and Reading must take EDU 601, Methodology of Research (3 s.h.), ordinarily within the first six to twelve (6-12) semester hours of their program.

The faculty of the Adrian Dominican School of Education reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship and personal suitability.

MASTER OF SCIENCE IN EDUCATIONAL COMPUTING AND TECHNOLOGY PROGRAM

The Master of Science Degree in Educational Technology Applications and Computer Science Education are 36-semester-hour programs for educators and trainers who use computers/technologies in their disciplines, train individuals to use computers/technologies, or teach computer science courses. The programs prepare 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 Educational Technology Applications has been developed to meet the needs of educators who desire to use computers/technologies effectively in their content area.

Following the completion of the MASTER OF SCIENCE DEGREE in EDUCATIONAL TECHNOLOGY APPLICATIONS or COMPUTER SCIENCE EDUCATION, graduates will have acquired the ability to:

1. demonstrate their knowledge of methods and strategies for teaching the content in educational technology application courses and/or computer science courses.
2. design and develop computer-based materials for teaching and learning which reflect the needs of students.
3. evaluate, select, and integrate computer/technology hardware and software to support the instructional process.
4. apply current instructional principles, research, and appropriate assessment practices to the effective instructional uses of computers and related technologies.
5. demonstrate knowledge of uses and benefits of computers and related technologies for problem solving, data collection, information management, communications, presentations, and decision-making for teachers and students.

6. demonstrate knowledge of the characteristics and capabilities of computer/technology hardware and software and their applications for instructional delivery and management.
7. demonstrate their knowledge and skills for the use and application of software productivity tools and/or computer languages within educational environments.

The courses in the Graduate Educational Technology Applications and Computer Science Education programs enable educators to use technology tools in order to improve the teaching and learning that takes place in the classroom. These courses use a variety of software which includes those generic to all disciplines and those specific only to education. Students needing additional time to become proficient with the mechanics of hardware and software operations/functions, are required to spend appropriate time outside class. Applicants must have teaching experience in educational institutions and must have basic computer/technology skills before entering either Educational Computing and Technology (ECT) program. Permission of the advisor is needed prior to the first computer/technology education course. Barry University makes available several learning resources for obtaining these needed skills. These include: audio-visual materials, interactive multimedia materials, computer software tutorials, tutorial print materials, staff members for consultation and training courses. Many of these supportive services are available through the Academic Computing Center.

PROGRAM TRACKS

COMPUTER SCIENCE EDUCATION (36 sem. hrs.)

Required Courses (30 sem. hrs.)

EDU	601	Methodology of Research
ECT	505	Introduction to Computers/ Technologies in Education
ECT	534	Using Software for Educational Applications
ECT	603	Programming with Applications in Education: BASIC
ECT	604	Programming with Applications in Education: PASCAL I
ECT	605	Programming with Applications in Education: PASCAL II
ECT	606	Advanced Programming with Applications in Education
ECT	627	Teaching Computer Programming
ECT	639	Computer Technology Applications for Education
ECT	653	Telecommunications in Education

Elective Courses (6 s.h.)

The elective courses must include at least one additional computer language course. (See list of suggested elective courses.)

EDUCATIONAL TECHNOLOGY APPLICATIONS (36 s.h.)

Required Courses (30 s.h.)

EDU	601	Methodology of Research
ECT	505	Introduction to Computers/ Technologies in Education
ECT	534	Using Software for Educational Applications
ECT	565	Multimedia Applications in Education
ECT	603	Programming with Applications in Education: BASIC
ECT	607	Design and Evaluation of Instructional Systems
ECT	609	Courseware Development
ECT	639	Computer Technology Applications for Education
ECT	641	Implementing Computer-Based Programs
ECT	653	Telecommunications in Education

Elective Courses (6 s.h.)

The elective courses must include at least one additional computer language course. (See list of suggested elective courses.)

Suggested Elective Courses

ECT	600	Programming with Applications in Education: LOGO
ECT	607	Design and Evaluation of Computer-Based Education
ECT	609	Courseware Development
ECT	617	Advanced Technology-Based Instructional Design
ECT	627	Teaching Computer Programming
ECT	641	Implementing Computer-Based Programs
ECT	642	Educational Theory and Instructional Technology
ECT	643	Evaluation of Technology-Based Instructional Systems
ECT	670-688	Discipline Application Courses

Other educational computing and technology elective courses are listed in the catalog.

ALTERNATIVE COMPUTER SCIENCE (K-12) EDUCATIONAL CERTIFICATION (Proposed for Fall 1996)

This track is designed for individuals seeking a master's or educational specialist degree but have little or no background in education and/or educational technology. The program enables individuals to pursue a different career by taking evening graduate courses which will lead to Florida Department of Education certification and subsequent employment as teachers in public or private K-12 schools.

MASTER OF SCIENCE IN COUNSELING PROGRAMS

MISSION AND GOALS

The mission of the Counseling Programs at Barry University is to provide students with the knowledge and skills necessary to perform competently and successfully as professional counseling practitioners. More specifically, the common goals for professional growth and development shared by all the counseling specializations at Barry University are as follows:

General Program Goals

1. increase students' knowledge of counseling theories and techniques;
2. enhance students' ability to apply theory and techniques in counseling relationships and settings;
3. increase students' understanding of and ability to use the results of testing;
4. increase students' understanding of and ability to use the results of research;
5. provide students with the skills to deal with families and couples on at least a basic level;
6. provide students with the knowledge and skills to deal effectively with gender, social and cultural differences in counseling populations;
7. enhance students' understanding of and commitment to the counseling profession.

Rehabilitation Counseling Specialization Goals

The Rehabilitation Counseling Program offers students the opportunity to work with persons with physical or mental disabilities to enhance their personal, social, emotional, and vocational development to:

1. enhance students' knowledge of the physical and mental aspects of disability;
2. identify clients' strengths and weaknesses in order to facilitate their placement in appropriate work settings;

3. understand the roles and responsibilities of the rehabilitative counselor and the history and legislation associated therewith; and
4. acquaint students with the philosophy, organization and eligibility of rehabilitation services.

Guidance and Counseling Specialization Goals

1. Develop the knowledge and skills necessary to provide developmental guidance activities.
2. Develop the knowledge and skills to provide counseling to students in preschool to high school.
3. Understand the specific role and function of the school counselor in the helping professions.
4. Develop the knowledge and skills necessary to consult with teachers, administrators, parents and other professionals within the school setting.

Mental Health Counseling Specialization Goals

1. Understand the history and development of the Mental Health Counseling specialization.
2. Develop the knowledge and skills to provide counseling in a mental health setting or agency.
3. Understand the specific role and function of the mental health counselor in the helping professions.
4. Develop the knowledge and skills necessary to function as part of a multi-disciplinary mental health team member in a community agency, with other mental health service providers.
5. Develop a knowledge and understanding of abnormal behavior (psychopathology) as it applies to the mental health counselor.
6. Develop a knowledge and understanding of psychopharmacology as it applies to the mental health counselor.

Marriage and Family Counseling Specialization Goals

1. Understand the history and development of marriage and family counseling as a specialization within the counseling profession.
2. Introduce students to current thinking about theory and practice within the family counseling specialization.
3. Facilitate understanding of the major models in the area of marriage and family counseling.
4. Assist students in developing a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.
5. Facilitate students' development of basic family counseling, interviewing, and intervention skills.

Special Admission Requirement

A personal interview may be required of students seeking the M.S. degree in the counseling program.

Program Outline

All counseling specializations require completion of 39 semester hours of core courses plus the stated required courses for each specialization:

Core Courses (36 s.h.)

CSL	600	Legal & 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	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 (18 s.h.)

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.

CSL	585	Principles of Guidance
CSL	588	Crisis Intervention
CSL	612	Child Guidance and Therapy
CSL	639	Physical and Mental Disabilities
CSL	680	Family Therapy
CSL	682	Consultation Procedures

Marriage and Family Counseling (21 s.h.)

Marriage and Family Counseling provides the course work necessary for meeting state licensure requirements as a marriage and family therapist. The curriculum focuses on brief, ecologically-oriented perspectives for understanding and working with couples and families.

CSL	569	Mental Health
CSL	650	Human Sexuality
CSL	680	Family Therapy
CSL	687	Marriage and Family Systems
CSL	688	Marital Therapy
CSL	689	Issues in Marriage and Family

CSL 691 Personality Theories

Mental Health Counseling (15 s.h.)

Mental Health Counseling provides the course work necessary for functioning as a mental health counselor in applied settings and addresses the academic requirements for certification as a mental health practitioner and for licensure as a mental health counselor.

CSL 569 Mental Health
 CSL 589 Introduction to Mental Health Counseling
 CSL 650 Human Sexuality
 CSL 680 Family Therapy
 CSL 691 Personality Theories

Dual Specialization in Marriage and Family Counseling and Mental Health Counseling (24 s.h.)

The dual specialization in marriage and family counseling and mental health counseling provides the course work necessary for preparing students academically for licensure in both marriage and family counseling and mental health counseling. The curriculum addresses the theory and practice of both mental health counseling and marriage and family counseling.

CSL 569 Mental Health
 CSL 650 Human Sexuality
 CSL 589 Introduction to Mental Health Counseling
 CSL 680 Family Therapy
 CSL 687 Marital and Family Systems
 CSL 688 Marital Therapy
 CSL 689 Issues in Marriage and Family
 CSL 691 Personality Theories

Rehabilitation Counseling (9 s.h.)

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 counselor (C.R.C.) or insurance rehabilitation specialist (C.I.R.S.).

CSL 639 Physical and Mental Disabilities
 CSL 683 Industrial Rehabilitation/Risk Management
 CSL 685 Rehabilitation Issues

Electives

Mental Health Counseling 9 semester hours
 Marriage and Family Counseling 3 semester hours
 Dual Specialization in Marriage and Family Counseling and Mental Health Counseling 6 semester hours

Totals

Guidance and Counseling 54 semester hours
 Mental Health Counseling 60 semester hours
 Marriage and Family Counseling 60 semester hours
 Dual Specialization in Marriage and Family Counseling and Mental Health Counseling 66 semester hours
 Rehabilitation Counseling 48 semester hours

Additional Specializations

More than one area of specialization may be completed by taking the specialty courses, practicum, and internship in each specialty. Only students who have completed the requirements for a given specialty will be endorsed for licensure/certification or employment in that area. It is the sole responsibility of the student to comply with the requirements for licensure.

Course Times

Courses on the Barry campus are usually offered from 4:00-7:00 p.m. and 7:00-10:00 p.m. (Monday-Thursday) or on Saturday, 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.

Additional Graduation Requirement

— The completion of a scholarly paper.

Additional Requirements

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are personally and academically ready for entry into the counseling profession. Professional liability insurance coverage is required during matriculation in the Counseling Program.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

Educational Leadership is a 36-semester-hour graduate program leading to the Master of Science degree in Educational Leadership and eligibility for the Florida Educational Leadership Certificate (K-12), Level I.

Barry University's Educational Leadership Program values meaningful change and reflects the full range of current knowledge and issues in education. The caring environment of the Educational Leadership Program is responsive to the needs of a diverse student population. Competent faculty members draw upon students' life experiences to facilitate mutual professional and personal growth. Upon completion, students are prepared to assume leadership positions in various organizations in their communities.

The program integrates the knowledge, skills, and competencies necessary for successful leadership. These include:

- the ability to be proactive and decisive with a moral and ethical commitment to the organization's mission;
- the cognitive and communication skills necessary to accomplish change; and
- flexibility in using decision-making and motivational strategies for effectively managing time, resources, and personnel.

The program is designed to prepare students with the skills and competencies necessary to become outstanding leaders as principals of schools or in other mid-management positions in public and non-public educational institutions. The program includes the study of the dynamics of educational organizations and successful practices that enhance and improve schools and the people who work in them.

Following completion of the MASTER OF SCIENCE DEGREE in EDUCATIONAL LEADERSHIP, graduates will have acquired the ability to:

1. understand organizational development, plan effective change processes, and improve institutional climate.
2. comprehend the processes necessary in decision-making, resource allocation, and management systems.
3. use competencies developed in the areas of instructional, institutional, and human resource management.
4. project and communicate an articulate, positive position for education.

SPECIAL PREREQUISITES

- Applicant's statement of purpose which describes how past achievement, leadership, 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 incorporates the eight Florida Leadership Domains. The following courses are offered in 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
ECT 687	Administrative Application of Technology

Elective Courses (6 s.h.)

Course Options:

EDU 603	Trends and Current Issues
EDU 628	Issues in Curriculum

PROGRAM OPTIONS

The program in Educational Leadership offers eight options to accommodate students' needs:

1. Certificate Master's Track: Students who do not possess a master's degree and are planning to obtain Florida state certification in Educational Leadership can study for the master's degree in the Certification Master's Track of the Educational Leadership Program (36 credits).
2. Non-certificate Master's Track: Students seeking a master's degree who do not desire Florida State Certification may enter the Non-certificate Master's Track (36 credits). With approval of their advisor, students are allowed flexibility in course electives and, depending on their experience and career goals, may substitute some of the core courses in the program for other courses designed to meet their professional needs.
3. Certificate Track: Students possessing a master's degree and who are seeking a Florida State certificate may enter the Certification Track of the Educational Leadership Program (33 credits).
4. Modified Core (Certificate Track): Students who possess a master's degree and who possess a significant number of graduate educational leadership credits may enroll in the Modified Core Track for certification. The program advisor and the student mutually design a plan of study.
5. Florida Catholic Schools Track: Students interested in taking courses to satisfy the Florida Catholic Conference Educational Leadership requirements may enroll in this track or in the International Catholic Educational Leadership Track. The program advisor and the student mutually design a plan of study.

6. International Catholic Educational Leadership Track: This track is designed to meet the needs of Catholic school educators nation-wide. In conjunction with the advisor, the student enrolling in the National Catholic Educational Leadership Track develops a plan of study to complete a Master's degree in Educational Leadership.
7. International Student Track: There is a special track for International Students to earn a Master's degree in Educational Leadership. Groups of international students may contact the program advisor to arrange for the development of an international students' study plan. The plan of study includes generic educational leadership courses as well as specific courses designed to meet students' identified needs.
8. Recertification: Students interested in Florida State recertification should contact the program advisor.

ADDITIONAL GRADUATION REQUIREMENTS

- comprehensive examination must be taken after 24 s.h. and before the final course.
- an exit interview with the program advisor is required.

NOTE: The Adrian Dominican School of Education offers a Ph.D. in Administration and Leadership with a specialization in Educational Leadership.

MASTER OF SCIENCE IN ELEMENTARY EDUCATION

Elementary Education is a 30-semester-hour graduate program leading to the Master of Science degree. The purpose of the graduate Elementary Education program is to meet the continuing professional growth needs of elementary classroom teachers and to attain 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 objectives of the Master of Science degree in Elementary Education are organized into a three-domain framework:

- Domain 1— Description (Sources for Making Decisions)
- Domain 2— Application (Elements for Development)
- Domain 3— Implementation (Use and Evaluation of Description and Application)

Following completion of the MASTER OF SCIENCE DEGREE in ELEMENTARY EDUCATION, graduates will have acquired the ability to:

1. integrate a knowledge of children and schooling at the elementary level to make appropriate decisions about teaching/learning tasks.
2. plan and implement curriculum and instructional improvements at the elementary classroom level.

PROGRAM OUTLINE

Required courses are identified; elective courses 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 Courses (6 s.h.)

- EDU 601 Methodology of Research (required)
- Select 550, 510, or 567
- EDU 550 Research and Current Trends in Elementary Curriculum and Instruction
- EDU 510 Multicultural Education
- EDU 567 Foundations of Reading Instruction

Elective Courses (12 s.h. - select four courses)

- EDU 500 Comprehensive ESOL Strategies
- EDU 514 Classroom Management
- EDU 535 The Teaching of Language Arts in Elementary Education
- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 554 Literature for the Elementary Classroom
- EDU 566 Teaching Elementary Social Studies
- EDU 568 Reading in the Content Area
- EDU 584 Reading Diagnosis
- EDU 590 Corrective Reading
- EDU 594 Teaching Elementary Science
- EDU 604 Teaching Vocabulary and Comprehension Skills
- ECT 680 Computer Applications in Elementary Education

Implementation (6 s.h. required - select two courses)

- EDU 605 Practicum in Elementary Curriculum and Instruction
- EDU 606 Advanced Practicum in Elementary Curriculum and Instruction
- EDU 623 School and Community Relations

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to and approved by the Office of the Dean.

ADDITIONAL GRADUATION REQUIREMENTS

- Written evaluation forms for Practicum EDU 605 and/or EDU 606 must be filed with the advisor.
- Students admitted provisionally or fully for the Fall Semester 1995 and thereafter must take and pass a comprehensive examination as part of the M.S. degree graduation requirements.

ALTERNATIVE TRACK FOR CERTIFICATION

The certification track is designed for students who have completed a bachelor's degree in a major other than elementary education and now want elementary certification. Students in this track must pass the CLAST. The completed program leads to an M.S. degree and elementary education certification and is delivered through a combination of ten-week courses, semester-long courses, and summer courses of varying time lengths. Presently, students are required to complete field experience work on Saturdays.

EDU	551	Problem Solving in Elementary School Mathematics
EDU	554	Literature for the Elementary Classroom
EDU	566	Teaching Elementary Social Studies
EDU	567	Foundation of Reading Instruction
EDU	584	Reading Diagnosis
EDU	594	Teaching Elementary Science
ART	376	Art in the Elementary School
MUS	376	Teaching Music in the Elementary Schools
SES	524	Teaching Health and Physical Education in the Elementary School

When students have completed the above courses, they are eligible for a temporary teaching certificate.

The student teaching requirement may be satisfied by:

- (1) two years of teaching experience on a temporary certificate or
- (2) completing EDU 499 or 599 (Student Teaching).

Once students have successfully completed the student teaching requirement, passed all Florida Department of Education tests, and completed the Professional Orientation Program and the following courses, they are eligible for a Professional Certificate:

EDU	625	Advanced Educational Psychology
EDU	626	Philosophy of Education
EDU	517	Evaluation and Measurement in Education
EDU	516	Guiding Elementary Learning
EDU	595	Advanced Elementary Curriculum

EDU 601, 605 and one of the following — ECT 680, EDU 606, EDU 623 — complete the requirements for the Master of Science degree in Elementary Education.

Students admitted provisionally or fully for the Fall Semester 1995 and thereafter must take and pass a comprehensive examination as part of the M.S. degree graduation requirements.

MASTER OF SCIENCE IN EXCEPTIONAL STUDENT EDUCATION

The M.S. degree program in Exceptional Student Education is a thirty-six-semester hour program beyond the bachelor's degree.

The program offers a comprehensive background for education professionals interested in meeting the needs of children and youth with exceptionalities. The program enables students to understand a variety of exceptionalities and to plan and collaborate with other professionals on appropriate programming for students with exceptionalities. The program places a strong emphasis on meeting the needs of culturally and/or linguistically diverse students with exceptionalities and on the use of computers and related technologies in exceptional student education. Current issues and trends are addressed throughout the course work. Completion of this program leads to certification in the areas of Emotionally Handicapped, Gifted (endorsement), Mentally Handicapped, Specific Learning Disabilities or Varying Exceptionalities. Many of the program courses require field and practicum experiences.

Following the completion of the MASTER OF SCIENCE DEGREE in EXCEPTIONAL STUDENT EDUCATION, graduates will have acquired the ability to:

1. identify a variety of exceptionalities.
2. assess exceptional students' learning needs.
3. plan appropriate programs in cooperation with a multidisciplinary team.
4. implement and evaluate comprehensive student programs and progress.
5. work collaboratively with other education professionals.
6. coordinate multiple student plans.
7. coordinate exceptional student education as part of the total education program in schools.
8. use appropriate strategies for students of diverse backgrounds with exceptionalities.
9. integrate the use of computers and related technologies in exceptional student education.

ADDITIONAL ADMISSION REQUIREMENT

In addition to the M.S. general admission requirements, a personal interview with the program director is required.

PROGRAM OUTLINE

All courses are required. Ordinarily, courses are scheduled on Saturdays and week nights. Courses are offered in a cycle format.

EMOTIONALLY HANDICAPPED (EH) SPECIALIZATION**Special Requisites:**

Teachers not eligible for a Florida Professional Certificate or students working toward temporary certification are considered to be in the alternative track (9 additional s.h.). To ensure that teachers of the exceptional student are certifiable in EH, they are required to complete three elementary education courses at Barry University, as well as the methods courses designated in the Exceptional Student Education Program/Specialization. The three courses are as follows:

- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 567 Foundations of Reading Instruction
- EDU 584 Reading Diagnosis

Please note some of these courses have a required field component.

Required Basic Course

- ESE 650 Knowledge and Utilization of Research
or
- EDU 601 Methodology of Research
(As determined by the program director.)

Required Exceptional Student Education/Program Courses

- ECT 678 Computer/Technology Applications for Exceptional Student Education
- ESE 510 Educational Management of Exceptional Students
- ESE 511 Speech Correction for Children
- ESE 514 Transition: Teaching Social, Personal and Work Skills to Exceptional Students
- ESE 525 Theories and Research of Emotionally Handicapped
- ESE 526 Educational Programming for the Emotionally Handicapped
- ESE 527 Classroom Management for the Emotionally Handicapped Child
- ESE 528 Instructional Strategies for the Emotionally Handicapped
- EDU 570 Introduction to Exceptional Children
- ESE 583 Educational Assessment of the Exceptional Child
- ESE 680 ESOL Strategies for Exceptional Student Education Teachers

MENTALLY HANDICAPPED (MH/SLD), VARYING EXCEPTIONALITIES (VE) SPECIALIZATIONS**Special Requisites**

Teachers not eligible for a Florida Professional Certificate or students working toward temporary certification are considered to be in the alternative track (12 additional s.h.). To ensure that teachers of exceptional students are certifiable in MH/SLD or VE, they are required to complete four elementary education courses at Barry University, as well as the methods courses in the designated Exceptional Student Education Program/Specialization. The four courses are as follows:

- EDU 535 The Teaching of Language Arts in Primary Elementary Education
- EDU 551 Problem Solving in Elementary School Mathematics
- EDU 567 Foundations of Reading Instruction
- EDU 584 Reading Diagnosis

Please note some of these courses have a required field component.

Mentally Handicapped/Specific Learning Disabilities Specialization**Required Basic Course**

- EDU 601 Methodology of Research

Required Exceptional Student Education Courses

- ESE 510 Educational Management of Exceptional Students
- ESE 511 Speech Correction for Children
- ESE 512 Theories and Research in Learning Disabilities
- ESE 514 Transition: Teaching Social, Personal and Work Skills to Exceptional Students
- ESE 516 Curriculum & Instructional Materials for the Learning Disabled
- ESE 520 Instructional Strategies for the Mentally Handicapped
- ESE 524 Instructional Strategies for the Learning Disabled Child
- ESE 540 Foundations of the Mentally Handicapped
- ESE 570 Introduction to Exceptional Student Education
- ESE 573 Teaching of the Mentally Handicapped
- ESE 583 Educational Assessment of the Exceptional Child

Varying Exceptionalities Specialization

Required Basic Course

- ESE 650 Knowledge and Utilization of Research
or
EDU 601 Methodology of Research
(As determined by the program director.)

Required Exceptional Student Education Courses

- ECT 678 Computer/Technology Applications for Exceptional Student Education
ESE 510 Educational Management of Exceptional Students
ESE 511 Speech Correction for Children
ESE 514 Transition: Teaching Social, Personal and Work Skills to Exceptional Students
ESE 520 Instructional Strategies for the Mentally Handicapped
ESE 528 Instructional Strategies for the Emotionally Handicapped
ESE 524 Instructional Strategies for the Learning Disabled Child
EDU 570 Introduction to Exceptional Student Education
ESE 583 Educational Assessment of the Exceptional Child
ESE 680 ESOL Strategies for the ESE Teachers
ESE 690 Foundations and Curriculum Design in Exceptional Student Education

Additional Certification Requirements

Students seeking temporary certification are responsible for completing all other courses and requirements for professional certification.

GIFTED SPECIALIZATION

Endorsement Courses

- ESE 518 Educating Special Gifted Populations
ESE 522 Guidance and Counseling of Gifted Students
ESE 523 Nature and Needs of the Gifted
ESE 535 Educational Procedures and Curriculum for the Gifted
ESE 534 Theory and Development of Creativity

Additional Courses/Electives

- ESE 583 Educational Assessment of the Exceptional Child
ESE 650 Knowledge and Utilization of Research
ESE 665 Learning Environments for the Exceptional Child
(Collaborative Consultation/Mentoring)

- ESE 699 Practicum in Exceptional Student Education
EDU 708 Directed Research (ESE)
Elective
Elective

Possible electives include working with students with *dual exceptionalities* (e.g., students with gifts/talents and specific learning disabilities), *advanced curriculum*, and *grant writing*. These courses will be offered based on student interest and need. Other electives should be in the area of instructional technology.

In addition to the above, students in the M.S. program must graduate with the additional requisite of 15 semester hours, minimum, in an area appropriate for working with gifted students-e.g., the sciences, the arts, etc. These requisite hours can be part of a bachelor's degree, or they can be completed while taking M.S. degree courses. The specialization must be approved by the program director.

MASTER OF SCIENCE IN HIGHER EDUCATION ADMINISTRATION

The M.S. degree program in Higher Education Administration is a 36-semester hour program designed for individuals already in the field of higher education, as well as for those who wish to explore that career option. The course of study prepares individuals for academic support positions in the field of higher education at the entry and mid-management level (e.g., professional positions in Admissions, Financial Aid, Registrar, Student Activities, Residential Life). Through the various courses, students will be introduced to the areas of research, management, organizational theory and human behavior, preparing them to deal with issues facing practitioners in the field.

Following completion of the MASTER OF SCIENCE in HIGHER EDUCATION ADMINISTRATION, graduates will have acquired the ability to:

1. project societal and political trends for the future of higher education and make necessary administrative decisions based upon this knowledge.
2. apply human relations and leadership principles to a higher education work setting.
3. use effective communication skills in diagnosing and resolving conflict within the institution.
4. analyze major organizational models in order to choose structures and procedures appropriate to higher education organizations.
5. apply appropriate change models to higher education institutional settings.
6. design appropriate research methodologies to administrative issues.

7. understand the role higher education has played, continues to play and will play in American Society.

PROGRAM OUTLINE

Students must complete 36 semester hours from the core courses and the electives listed below:

CORE COURSES (27 semester hours)

CSL	591	Group Dynamics
EDU	601	Methodology of Research
EDU	615	Educational Leadership II
HED	601	Current Issues in American Higher Education
HED	626	History of American Higher Education
HED	634	Administration of Higher Education
HED	648	Practicum in Higher Education
HRD	646	Dynamics of Change and Planning
HRD	659	Adult Learning and Motivation

ELECTIVE COURSES (9 semester hours)

CSL	588	Crisis Intervention
ECT	687	Administrative Applications of Technology
EDU	587	Student Services Work in Higher Education
HED	630	Education and the Law
HED	637	Seminar in Current Issues in Higher Education
HED	649	Internship in Higher Education
HRD	645	Communication in Human Resource Development
HRD	648	Work Group Behavior in Organizations
HRD	653	Career Development and Life Work Planning
HRN	606	Volunteers/Personnel in Not for Profit/Religious Organizations
MBA	601	Human Resource Management

With the approval of the program director, students may choose electives from other disciplines in the Adrian Dominican School of Education or other university graduate programs. Six credits may be selected from graduate programs outside of the School of Education, with the approval of the dean of the selected school and the director of the Higher Education Program. This program does not lead to Florida Department of Education certification.

MASTER OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION

Human Resources Development and Administration is a 33- or 36-semester-hour program leading to a Master of Science degree. The program meets the professional growth needs of adults aspiring to Human Resource careers or of those who want to improve their skills for continued success in the field. It provides the knowledge and practical experiences to help students become successful trainers, facilitators, administrators, supervisors, adult educators and mentors.

The program is designed for adults employed in the settings of 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 instructional designers, trainers, and organization development specialists and will assist them to facilitate in a positive, nurturing manner the changes and growth needs of those in their professional environment. The program prepares students to create a learning environment which enhances an organization's productivity.

Following completion of the MASTER OF SCIENCE DEGREE in HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION, graduates will have acquired the ability to:

1. project economic and fiscal trends for the future and to discuss their implications.
2. apply adult learning principles in presenting a workshop or training program.
3. use effective communication and behavioral skills in diagnosing and resolving learning problems in an organization.
4. identify separate and overlapping roles and responsibilities among human resource professionals.
5. apply appropriate change models to a select organizational setting.
6. apply appropriate research methodologies to an HRD problem or concern.

SPECIAL PREREQUISITE

Professional work experience is required of students entering the Human Resources Development and Administration Program.

PROGRAM OUTLINE

Core courses are required; electives are chosen by the student with advisor approval. Each course is three (3) semester hours.

Core Courses (21-24 s.h. required)

EDU	601	Methodology of Research
HRD	644	Human Resources Development and Administration Theory and Practice
HRD	645	Communication in Human Resource Development
HRD	646	Dynamics of Change and Planning
HRD	647	Introduction to Instructional Design
HRD	659	Adult Learning and Motivation
HRD	678	Human Resources Development and Administration Practicum: Directed Research
HRD	679	Human Resources Development and Administration Internship (waived for HRD professionals)

Elective Courses (12 s.h.; select 4 courses)

HRD	628	Networking in HRD
HRD	648	Group Behavior in Organizations
HRD	652	Diversity in the Workplace
HRD	653	Career Development and Life Work Planning
HRD	660	Designing Health, Wellness, and EAP Programs
HRD	669	Consultant Practices in Human Resource Development
HRD	670	Productivity and Quality
ECT	688	Computer/Technology Applications for Adult Education
MBA	601	Human Resources Management

Six (6) credits may be selected from other schools at Barry University with the approval of the Dean of the selected School and of the Human Resources Development and Administration advisor. The program is not designed for certification by the Florida Department of Education.

MASTER OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION WITH A SPECIALIZATION IN LEADERSHIP OF NOT-FOR-PROFIT/RELIGIOUS ORGANIZATIONS

The HRDA specialization in Leadership of Not-for-Profit/Religious Organizations is a 36-semester hour program leading to a Master of Science degree. The specialization meets the professional needs of adults who lead or who are aspiring to leadership

positions in not-for-profit/religious organizations. The specialization provides the basis for sophisticated leadership and administrative knowledge necessary in a rapidly changing social milieu.

The specialization is designed for those people who, either as employees or volunteers, are or desire to be in leadership positions. This specialization is an opportunity for graduates to develop skills in collaboration with boards, working with governmental agencies, developing the potential of volunteer members and understandings in the federal regulations and laws pertaining to not-for-profit/religious organizations. A special feature of this specialization is the opportunity for leaders of religious organizations to focus on the unique features of their organization.

The overall goal of this specialization is to provide a foundation of sound knowledge, understanding, skills, and ethical and moral perspectives for leadership and administration in a not-for-profit/religious organization.

Following completion of the MASTER OF SCIENCE DEGREE SPECIALIZATION in NOT-FOR-PROFIT/RELIGIOUS ORGANIZATIONS of HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION, graduates will have acquired the ability to:

1. integrate the knowledge and skills necessary to lead and administer a not-for-profit/religious organization effectively.
2. clarify and evaluate a not-for-profit/religious organization in light of its mission statement.
3. develop, implement and evaluate a plan of leadership action for a not-for-profit/religious organization.

SPECIALIZATION OUTLINE

Core courses are required; electives are chosen by the student with advisor approval. Each course is three (3) semester hours. A student may choose 18 semester hours of core courses and be awarded a Certificate in Leadership in Not-for-Profit/Religious Organizations.

Core Courses for Certificate Track (18 s.h. required) (Courses chosen by student with advisor approval)

HRD	645	Communication in Human Resource Development
HRN	603	Organizational Theories: NFP/Rel Org
HRN	606	Volunteers/Personnel in NFP/Rel Org
HRN	609	Stewardship and Development
HRN	633	Administrative Technology Application for NFP/Rel Org
HRN	648	Leadership and Administrative Practicum

THE 635 Ecclesiology: The Mystery of the Church

THE 655 Principles of Christian Morality

Enrollment in one semester (3 credits) of practicum work in which the student participates in a not-for-profit/religious experience is required.

Core Courses for Master's Track (18 s.h. required)

EDU 601 Methodology of Research

HRD 645 Communication in Human Resource Development

HRN 603 Organizational Theories: NFP/Rel Org

HRN 609 Stewardship and Development

HRN 633 Administrative Technology Applications for NFP/Rel Org

HRN 648 Leadership and Administration Practicum

THE 635 Ecclesiology: The Mystery of the Church

THE 655 Principle of Christian Morality

Enrollment in one semester (3 credits) of practicum work in which the student participates in a not-for-profit/religious experience is required.

Elective Courses (18 s.h.; select 6 courses)

HRD 648 Work Group Behavior in Organizations

HRN 629 Boards/Councils Empowerment

HRD 646 Dynamics of Change and Planning

HRN 647 Special Issues Seminar

HRD 659 Adult Learning and Motivation

MBA 606 Ethical and Societal Issues for Management

(Note: Core courses not previously studied may also be chosen as electives)

Six credits may be selected, as electives, from other schools at Barry University with the approval of the dean of the selected school and not-for-profit/religious organizations advisor. The specialization is not designed for certification by the Florida Department of Education.

MASTER OF SCIENCE IN MONTESSORI EDUCATION PROGRAMS

The Master of Science in Montessori with a specialization in Early Childhood (PreK-3) Education is a 37-40-semester-hour program. The purpose of the graduate Montessori Early Childhood program is to educate teachers with the professional competencies to implement the Montessori approach in the early childhood classroom.

The Master of Science in Montessori with a specialization in Elementary Education is a 36-39 semester-hour program. The purpose of the graduate Montessori Elementary Education program is to educate teachers with the professional competencies to implement the Montessori approach in the elementary classroom.

Following completion of the Master of Science Degree in Montessori with a specialization in Early Childhood Education or a specialization in Elementary Education, graduates will have acquired the ability to:

1. identify the learning needs of each early childhood or elementary student.
2. integrate the knowledge, understanding, skills and values necessary to meet individual and group developmental needs.
3. analyze data from classroom observation to improve effectiveness of instruction.
4. design, organize, and implement a developmentally appropriate program for the early childhood age group or the elementary age group in accordance with the Montessori philosophy.
5. interpret student and classroom observable data to administrators, parents, and the community.

PROGRAM OUTLINE

Required courses are identified; elective courses are chosen by the student with advisor approval.

Core Courses (12 s.h.)

EDM 600* Introduction to Montessori Education

EDU 601 Methodology of Research

EDM 603 Montessori and Child Development

EDM 649 Management for Montessori Teachers

*Waived for students with previous Montessori training.

Specialization in Early Childhood Education (40 s.h.)

Required Courses (25 s.h.)

EDU 567 Foundations of Reading Instruction

EDU 593 Child Study Skills (PreK-3)

EDM 601 Montessori Methods and Materials I

EDM 602 Montessori Methods and Materials II (4 s.h.)

EDM 607 Humanities in the Montessori Early Childhood Classroom

EDM 626 Sciences in the Montessori Early Childhood Classroom

EDM 656 Practicum I

EDM 657 Practicum II

Electives (3 s.h.)

ECT 505 Introduction to Computers/Technologies in Education

- EDU 509 Multicultural Primary Education (PreK-3)
 EDU 515 Guiding Primary Learning (PreK-3)
 EDU 548 Literature for Young Children
 EDU 570 Introduction to Exceptional Children

Specialization in Elementary Education (39 s.h.)

Required (24 s.h.)

- EDM 605 Language Arts for Montessori Teachers
 EDM 628 Life Sciences for Montessori Teachers
 EDM 629 Physical/Social Science for Montessori Teachers
 EDM 631 Math I for Montessori Teachers
 EDM 632 Math II for Montessori Teachers
 EDM 633 Humanities in the Montessori Classroom
 EDM 659 Practicum I
 EDM 660 Practicum II

Elective (3 s.h.)

- EDU 567 Foundation of Reading Instruction
 EDU 566 Teaching Elementary Social Studies
 EDU 570 Introduction to Exceptional Children
 EDU 594 Teaching Elementary Science
 ECT 680 Computer/Technology Applications in Elementary Education

ADDITIONAL GRADUATION REQUIREMENT

— Written verification of Practicum EDM 656, EDM 657, EDM 659 and EDM 660 must be filed with the advisor.

MASTER OF SCIENCE IN PREK-PRIMARY EDUCATION (PreK-3)

The Master of Science Degree in PreK-Primary Education is a 33-semester-hour program. 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 objectives of the Master of Science PreK-Primary Education Degree are organized into a three-domain framework:

- Domain 1— Description (Sources for Making Decisions)
 Domain 2— Application (Elements for Development)

Domain 3— Implementation (Use and Evaluation of Description and Application).

Following completion of the MASTER OF SCIENCE DEGREE in PreK-PRIMARY EDUCATION (PreK-3), graduates will have acquired the ability to:

1. integrate a knowledge of children and schooling at the PreK-Primary level to make appropriate decisions about teaching/ learning tasks.
2. plan and implement curriculum and instructional improvements at the PreK-Primary level.

PROGRAM OUTLINE

Required courses are identified; elective courses are chosen by the student with advisor approval.

Description Framework (9 s.h. required)

Select three courses

- EDU 538 Teaching the Primary Mainstreamed Student (PreK-3)
 EDU 539 Primary Programs, Curriculum, Instruction (PreK-3)
 EDU 570P Introduction to Exceptional Children (PreK-3)
 EDU 601 Methodology of Research (required)
 EDU 625P Advanced Educational Psychology (PreK-3)
 EDU 626P Philosophy of Education (PreK-3)

Application Framework (18 s.h.)

Select six courses

- EDU 515 Guiding Primary Learning (PreK-3)
 EDU 543 Research and Trends in Primary Education (PreK-3)
 EDU 536 Strategies for Primary Diagnostic—Prescriptive Instruction (PreK-3)
 EDU 544 Problem Solving in Primary Mathematics (PreK-3)
 EDU 548 Literature for Young Children (PreK-3)
 EDU 593 Child Study Skills (PreK-3)
 EDU 607 Beginning Reading for the Primary Years

Implementation (6 s.h. required)

Select two courses

- EDU 534 Child-Home Study Education for Primary Education (PreK-3)
 EDU 608 Practicum in Primary Curriculum and Instruction (PreK-3)
 EDU 623P School and Community Relations (PreK-3)

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to the Office of the Dean.

ADDITIONAL GRADUATION REQUIREMENT

- Evaluation forms for Practicum EDU 608 must be filed with the advisor.
- Students must pass a comprehensive examination

ALTERNATIVE TRACK FOR CERTIFICATION

The Alternative Certification Track is designed for students who have completed a bachelor's degree in a major other than education and now want PreK-Primary certification and a master's degree. Students in this track must pass the CLAST. The completed program leads to a Master of Science degree in PreK-Primary Education and is delivered through a combination of ten-week courses, semester-long courses, and summer courses of varying time lengths. The Alternative PreK-Primary Certification Track is a 48-semester-hour graduate program (54 semester hours if a student completes 599P Teaching Internship). Presently, students are required to complete field experience work on Saturdays.

- EDU 625P Advanced Educational Psychology (PreK-3)
- EDU 626P Philosophy of Education (PreK-3)
- EDU 536 Strategies for Primary Diagnostic-Prescriptive Instruction (PreK-3)
- EDU 544 Problem Solving in Primary Mathematics (PreK-3)
- EDU 547 Critical Thinking in Primary Science and Social Studies (PreK-3)
- EDU 548 Literature for Young Children (PreK-3)
- EDU 607 Beginning Reading for the Primary Years
- EDU 608 Practicum in Primary Curriculum and Instruction (PreK-3)
- EDU 534 Child-Home Study Education for Primary Education (PreK-3)
- EDU 623P School and Community Relations (PreK-3)
- EDU 543 Research and Current Trends in Primary Health Education (PreK-3)
- EDU 593 Child Study Skills (PreK-3)
- EDU 570P Introduction to Exceptional Children (PreK-3)
- EDU 538 Teaching the Primary Mainstreamed Student (PreK-3)
- EDU 515 Guiding Primary Learning (PreK-3)

When students have completed the above courses, they are eligible for student teaching. The student teaching requirement may be satisfied by:

1. Two years of teaching experience on a temporary certificate
- or

2. Completing EDU 599P Teaching Internship (6 s.h.) EDU 601 Methodology of Research and a comprehensive examination complete the M.S. degree graduation requirements.

Once students have successfully completed the student teaching requirement, passed all Florida Department of Education tests, and completed the Professional Orientation Program, they are eligible for a Professional Certificate from the Florida Department of Education.

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to the Office of the Dean.

ADDITIONAL GRADUATION REQUIREMENTS

- Evaluation forms for Practicum 608 must be filed with the advisor.
- Students must pass a comprehensive examination.

MASTER OF SCIENCE IN READING

The Master of Science Degree (M.S.) in Reading is a 30-semester-hour program committed to offering opportunities for personal and professional growth for educators who desire to extend their knowledge and skills in literacy education. The purpose of graduate preparation in reading is to provide quality learning experiences to meet the continuing professional needs of teachers and leaders at the primary, elementary, middle, secondary, and adult levels. Emphasis is placed on the foundations of reading with practical classroom, school, and district applications.

Graduate students in the Reading program broaden their knowledge and gain greater teaching competencies in providing increased literacy to the educational community. The Reading program is approved by the Florida State Department of Education and leads to Florida certification in Reading K-12. Graduates will have acquired the ability to:

1. apply knowledge gained and skills learned to classroom teaching and to literacy instruction.
2. demonstrate skill in teaching appropriate strategies for successful learning and reading.
3. integrate reading skills and concepts into a whole language arts curriculum.
4. plan, develop, and implement literacy programs in the school.

SPECIAL PREREQUISITES

Applicants must have completed a course in children's literature (undergraduate or graduate). The reading subtest of the Florida Teacher Certification Examination must be passed prior to the student's

graduation unless the student is already certified in reading.

Required Courses (27 s.h.)

- EDU 601 Methodology of Research
 EDU 517 Evaluation and Measurement in Education
 EDU 535 The Teaching of Language Arts
 EDU 567 Foundations of Reading Instruction
 EDU 568B Reading in the Content Areas for the Elementary School Teacher **or**
 EDU 568D Reading in the Content Areas for the Secondary Subject Area Teacher
 EDU 584 Reading Diagnosis
 EDU 590 Corrective Reading **or**
 EDU 634 Remedial Reading
 EDU 607 Beginning Reading for the Primary Years **or**
 EDU 718 Developmental Reading
 EDU 717 Curricular and Supervisory Problems in Reading (Practicum)

Elective Courses (3 s.h.)

- EDU 604
 B/D Teaching Vocabulary and Reading Comprehension
 EDU 611
 B/D 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
 ECT 676 Computer/Technology Applications in the Teaching of Reading

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to and approved by the Office of the Dean.

SPECIALIST IN EDUCATION

The School of Education, through the Educational Specialist (Ed.S.) 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:

- Educational Technology Applications
- Computer Science Education
- Educational Leadership
- Exceptional Student Education

- Guidance and Counseling
- Marriage and Family Counseling
- Marriage and Family Counseling and Mental Health Counseling
- Mental Health Counseling
- Montessori Elementary Education
- Montessori Early Childhood Education
- Reading
- Rehabilitation Counseling

GENERAL ADMISSION REQUIREMENTS

- Master's degree from a regionally accredited college or university.
- Graduate grade point average of 3.0 (B) or higher.
- Two letters of professional recommendation for advanced graduate study.
- Florida Professional Teacher Certification or eligibility for certification only when enrolling in a state-approved certification program.
- Applicant's statement of purpose and goals.

SPECIAL STUDENT STATUS (Non-degree-seeking and provisionally accepted)

Applicants may be permitted to take three graduate courses (9 credits) in education on the basis of a signed application and proof of a master's degree from a regionally accredited institution of higher education. Students under this status will not be allowed to register for courses beyond the 9-credit (3 courses) limitation. Any of the courses taken under Special Student Status can be applied to a degree program only after the student is fully accepted and only if he/she applies to a particular program.

GENERAL GRADUATION REQUIREMENTS FOR THE SPECIALIST DEGREE

- Successful completion of the stated number of required semester hours for each program, including the requisites listed and all required specialization courses.
- Maintain a cumulative GPA of 3.00 (B) or higher.
- Passing grade on a final written and/or oral comprehensive examination.
- Seven years are permitted to complete degree requirements from the date of initial matriculation.
- Processing of all graduate degrees can only be accomplished through student completion of appropriate University forms and procedures.

STANDARDS OF PROGRESS

All students must maintain a cumulative grade point average (GPA) of 3.0 or higher to remain in good academic standing and to graduate. Any student who receives three* C's in the program is subject to departmental or School action, including dismissal.

Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

*four C's in programs of more than 40 credits

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.
- Credits 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.

SPECIALIST IN EDUCATION IN EDUCATIONAL COMPUTING AND TECHNOLOGY

The Educational Specialist Degree in Educational Technology Applications and Computer Science Education are 36-semester-hour programs for educators and trainers who use computers/technologies in their disciplines or train individuals to use computers/technologies or teach computer science courses. This degree program is designed for educators who have completed a master's degree in any educational field of study. Specific courses have been incorporated to reflect a higher level of research, synthesis and application beyond the master's level.

The program prepares educators and/or 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 Educational Technology Applications has been developed to meet the needs of educators who want to use computers/technologies effectively in their content area.

Following the completion of the SPECIALIST DEGREE in EDUCATIONAL TECHNOLOGY APPLICATIONS or COMPUTER SCIENCE EDUCATION, graduates will have acquired the ability to:

1. demonstrate their knowledge of methods and strategies for teaching the content in computer/technology application courses and/or computer science courses.
2. design and develop computer-based materials for teaching and learning which reflect the needs of students.

3. evaluate, select, and integrate computer/technology hardware and software to support the instructional process.
4. apply current instructional principles, research, and appropriate assessment practices to the effective instructional uses of computers and related technologies.
5. demonstrate uses and benefits of computers and related technologies for problem solving, data collection, information management, communications, presentations and decision-making for teachers and students.
6. demonstrate knowledge of the characteristics and capabilities of computer/technology hardware and software and their applications for instructional delivery and management.
7. demonstrate their knowledge and skills for the use and application of software productivity tools and/or computer languages within educational environments.

The courses in the Graduate Educational Technology Applications and Computer Science Education programs enable educators to use technology tools in order to improve the teaching and learning that takes place in the classroom. These courses use a variety of software which includes those generic to all disciplines and those specific only to education. Students needing additional time to become proficient with the mechanics of hardware and software operations/functions, are required to spend appropriate time outside class. Applicants must have teaching experience in educational institutions and must have basic computer/technology skills before entering either Educational Computing and Technology (ECT) program. Permission of the advisor is needed prior to the first computer/technology education course. Barry University makes available several learning resources for obtaining these needed skills. These include: audio-visual materials, interactive multimedia materials, computer software tutorials, tutorial print materials, staff members for consultation, and training courses. Many of these support services are available through the Academic Computing Center.

PROGRAM TRACKS

COMPUTER SCIENCE EDUCATION (36 s.h.)

Required Courses (33 s.h.)

EDU	708	Directed Research
ECT	505	Introduction to Computers/ Technologies in Education
ECT	534	Using Software for Educational Applications
ECT	603	Programming with Applications in Education: BASIC

- ECT 604 Programming with Applics. in Education: PASCAL I
 ECT 605 Programming with Applics. in Education: PASCAL II
 ECT 606 Advanced Programming with Applications in Education
 ECT 627 Teaching Computer Programming
 ECT 639 Computer Technology Applications for Education
 ECT 653 Telecommunications in Education
 ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (3 s.h.)

The elective course must be a computer language course. (See list of suggested elective courses.)

EDUCATIONAL TECHNOLOGY APPLICATIONS (36 s.h.)**Required Courses (33 s.h.)**

- EDU 708 Directed Research
 ECT 505 Introduction to Computers/Technologies in Education
 ECT 534 Using Software for Educational Applications
 ECT 565 Multimedia Applications in Education
 ECT 603 Programming with Applications in Education: BASIC
 ECT 607 Design and Evaluation of Instructional Systems
 ECT 609 Courseware Development
 ECT 639 Computer Technology Applications for Education
 ECT 641 Implementing Computer-Based Programs
 ECT 653 Telecommunications in Education
 ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (3 s.h.)

The elective courses must include at least one additional computer language course. (See list of suggested elective courses.)

Suggested Elective Courses

- ECT 600 Programming with Applications in Education: LOGO
 ECT 607 Design and Evaluation of Instructional Systems
 ECT 609 Courseware Development
 ECT 617 Advanced Technology-Based Instructional Design
 ECT 627 Teaching Computer Programming
 ECT 641 Implementing Computer-Based Programs
 ECT 642 Educational Theory and Instructional Technology

- ECT 643 Evaluation of Technology-Based Instructional Design
 ECT 670-688 Discipline Application Courses
 Other educational computing and technology elective courses are listed in the catalog.

ALTERNATIVE COMPUTER SCIENCE (K-12) EDUCATIONAL CERTIFICATION (Proposed for Fall 1996.)

This track is designed for individuals seeking a master's or educational specialist degree but having little or no background in education and/or educational technology. The program enables students to pursue a different career by taking evening graduate courses which will lead to Florida Department of Education certification and subsequent employment as teachers in public or private K-12 schools.

SPECIALIST IN EDUCATION IN COUNSELING

The Educational Specialist degree in Counseling requires 30 to 60 semester hours of study. The exact number of semester hours required for the degree is determined by the development of a plan of study with the Program Advisor at the time of admission. Failure to complete a plan of study may necessitate taking the maximum number of credits required for receipt of the degree.

MISSION AND GOALS

The mission of the Counseling programs at Barry University is to provide students with the knowledge and skills necessary to perform competently and successfully as professional counseling practitioners. More specifically, the common goals for professional growth and development shared by all the counseling specializations at Barry University are as follows:

General Program Goals

1. increase students' knowledge of counseling theories and techniques;
2. enhance students' ability to apply theory and techniques in counseling relationships and settings;
3. increase students' understanding of and ability to use the results of testing;
4. increase students' understanding of and ability to use the results of research;
5. provide students with the skills to deal with families and couples on at least a basic level;
6. provide students with the knowledge and skills to deal effectively with gender, social and cultural differences in counseling populations; and

7. enhance students' understanding of and commitment to the counseling profession.

Rehabilitation Counseling Specialization Goals

The Rehabilitation Counseling program offers students the opportunity to work with persons with physical or mental disabilities to enhance their personal, social, emotional, and vocational development to:

1. enhance students' knowledge of the physical and mental aspects of disability;
2. identify clients' strengths and weaknesses in order to facilitate their placement in appropriate work settings;
3. understand the roles and responsibilities of the rehabilitative counselor and the history and legislation associated therewith; and
4. acquaint students with the philosophy, organization and eligibility of rehabilitation services.

Guidance and Counseling Specialization Goals

1. Develop the knowledge and skills necessary to provide developmental guidance activities.
2. Develop the knowledge and skills to provide counseling to students in preschool to high school.
3. Understand the specific role and function of the school counselor in the helping professions.
4. Develop the knowledge and skills necessary to consult with teachers, administrators, parents and other professionals within the school setting.

Mental Health Counseling Specialization Goals

1. Understand the history and development of the Mental Health Counseling specialization.
2. Develop the knowledge and skills to provide counseling in a mental health setting or agency.
3. Understand the specific role and function of the mental health counselor in the helping professions.
4. Develop the knowledge and skills necessary to function as part of a multi-disciplinary mental health team member in a community agency, with other mental health service providers.
5. Develop a knowledge and understanding of abnormal behavior (psychopathology) as it applies to the mental health counselor.
6. Develop a knowledge and understanding of psychopharmacology as it applies to the mental health counselor.

Marriage and Family Counseling Specialization Goals

1. Understand the history and development of marriage and family counseling as a specialization within the counseling profession.

2. Introduce students to current thinking about theory and practice within the family counseling specialization.
3. Facilitate understanding of the major models in the area of marriage and family counseling.
4. Assist students in developing a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.
5. Facilitate students' development of basic family counseling, interviewing, and intervention skills.

SPECIAL ADMISSION REQUIREMENT

A personal interview may be required of students seeking the Ed.S. degree in a counseling program.

ADDITIONAL GRADUATION REQUIREMENT

— Completion of a scholarly paper.

TRANSFER CREDIT

A maximum of thirty graduate semester hours may be transferred into a Counseling program.

ADDITIONAL REQUIREMENTS

The faculty in the Counseling program reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Counseling program. Graduation from the program is recommended when students are personally and academically ready for entry into the Counseling profession. Professional liability insurance coverage is required during matriculation in the Counseling Program.

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	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 (9-18 s.h.)

Mental Health Counseling (15 s.h.)

CSL	569	Mental Health
CSL	650	Human Sexuality

- CSL 651 Counseling the Mentally Ill
 CSL 680 Family Therapy
 CSL 691 Personality Theories

Marriage and Family Counseling (21 s.h.)

- CSL 569 Mental Health
 CSL 650 Human Sexuality
 CSL 680 Family Therapy
 CSL 687 Marriage and Family Systems
 CSL 688 Marital Therapy
 CSL 689 Issues in Marriage and Family
 CSL 691 Personality Theories

Guidance and Counseling (18 s.h.)

- CSL 585 Principles of Guidance
 CSL 588 Crisis Intervention
 CSL 612 Child Guidance and Therapy
 CSL 639 Physical and Mental Disabilities
 CSL 680 Family Therapy
 CSL 682 Consultation Procedures

Dual Specialization in Marriage and Family Counseling and Mental Health Counseling (24 s.h.)

The dual specialization in Marriage and Family Counseling and Mental Health Counseling provides the course work necessary for preparing students academically for licensure in both marriage and family counseling and mental health counseling. The curriculum addresses the theory and practice of both mental health counseling and marriage and family counseling.

- CSL 569 Mental Health
 CSL 650 Human Sexuality
 CSL 589 Introduction to Mental Health Counseling
 CSL 680 Family Therapy
 CSL 687 Marital and Family Systems
 CSL 688 Marital Therapy
 CSL 689 Issues in Marriage and Family
 CSL 691 Personality Theories

Rehabilitation (9 s.h.)

- CSL 639 Physical and Mental Disabilities
 CSL 683 Industrial Rehabilitation
 CSL 685 Rehabilitation Issues

Electives

- Guidance and Counseling (6 s.h.)
 Mental Health Counseling (9 s.h.)
 Rehabilitation Counseling (12 s.h.)
 Dual Specialization in Marriage and Family Counseling and Mental Health Counseling (3 s.h.)

Note: Courses accepted in lieu of any of the above must have an advisor-approved plan submitted to and approved by the Office of the Dean.

Note: The Adrian Dominican School of Education offers a Ph.D. in Administration and Leadership with a specialization in Counseling.

SPECIALIST IN EDUCATION IN EDUCATIONAL LEADERSHIP

The Ed.S. degree program in Educational Leadership is a 30-36-credit-hour program designed for individuals who already possess a master's degree. The course of study prepares people to assume leadership positions in education. Three tracks within the program allow the student to complete the Ed.S. degree with the specific qualifications to meet their individual career needs.

These degree tracks prepare the student for: (1) roles which require Florida State Certification in Educational Leadership, (2) teacher leadership positions within public and private schools, and (3) leadership roles in general educational settings.

Through various courses students will be introduced to: organizational development and leadership theories, human resource management including working with small groups, communication, ethics, technology, law, finance, school and community relations, curriculum, and research. Ample opportunity is provided in the program that allows students to acquire new knowledge, integrate that knowledge into their own repertoires of leadership skills, and practice their newly enhanced skills.

For additional information on this program, please contact the Office of Graduate Admissions or Director of the Educational Leadership Department.

SPECIALIST IN EDUCATION IN EXCEPTIONAL STUDENT EDUCATION

The Ed.S. or Specialist in Education degree program in Exceptional Student Education is a 30-semester-hour program beyond the master's degree. The purpose of this advanced preparation in Exceptional Student Education is to provide quality training opportunities to meet the continuing professional growth needs of Exceptional Student Education teachers and leaders at the elementary, middle, secondary, and adult levels. Emphasis is placed on foundations of Exceptional Student Education research, including applied research, with practical applications at the classroom and school site levels. The program also emphasizes the use of computers and related technologies as well as the education of culturally and/or linguistically diverse students with disabilities. Approved electives may be substituted for courses already completed.

ADDITIONAL ADMISSION REQUIREMENTS

- A master's degree from an accredited institution in Exceptional Student Education or Florida certification in Exceptional Student Education
- Evidence of successful performance through three years of teaching or equivalent professional experience
- Interview with the program director

Following completion of the SPECIALIST DEGREE PROGRAM IN EXCEPTIONAL STUDENT EDUCATION, graduates will have the ability to:

1. apply knowledge of Exceptional Student Education research to improve Exceptional Student instruction.
2. evaluate, select and utilize refined teaching strategies for improved Exceptional Student Education programs.
3. assess and integrate legislative decisions associated with Exceptional Student Education with real situations.
4. provide leadership in Exceptional Student Education at the school and district levels.
5. design, implement and evaluate appropriate learning environments.
6. analyze and evaluate trends and issues in Exceptional Student Education.
7. use appropriate strategies for culturally and/or linguistically diverse students with disabilities.
8. integrate the use of computers and related technologies in Exceptional Student Education.

Required Courses (30 semester hours)

ESE	650	Knowledge and Utilization of Research
ESE	665	Learning Environments for the Exceptional Child (Collaborative Consultation/ Mentoring)
ECT	678	Computer Applications for Exceptional Student Education
ESE	680	ESOL Strategies for Exceptional Student Education Teachers
EDU	708	Directed Research (ESE)

Specialization and/or Elective Courses

Students can select courses from ESE certification courses or ECT electives. Certification courses selected must contribute to *additional* ESE certification, and they must be approved by the program director. At least three of the courses selected must have ESE prefixes and be at the 500 level or above. Certification courses are available in *Emotionally Handicapped, Gifted, Hearing Impaired, Mentally Handicapped, Specific Learning Disabilities, and Varying Exceptionalities*. Non-ESE prefix course electives could be in the area of educational technology (ECT).

ADDITIONAL GRADUATION REQUIREMENTS

- Complete a final project or thesis as agreed to by the program director.
- Approved elective courses must be substituted if listed courses have been taken in another program.

SPECIALIST IN EDUCATION IN MONTESSORI EDUCATION

The Specialist in Education degree programs in Montessori Education are 42 to 46-semester hour programs beyond the master's degree. They are designed for educators who have completed a master's degree in any field in education. Two fields of specialization are available: early childhood (PreK-3) education and elementary education. Specific courses have been incorporated to deepen and broaden the student's educational perspective and to prepare the practitioner to conduct a higher level of research beyond the master's level.

The program meets certification requirements prescribed by the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE). Two semesters of practicum are required. Each practicum consists of supervised student teaching and a written practicum project report.

The programs include 39 semester hours of required courses and 6 semester hours of elective courses. Students in the early childhood (PreK-3) track are required to take EDM 641, Montessori Elementary Curriculum, which gives an overview of the elementary curriculum. Students in the elementary track are required to take EDM 640, Montessori Early Childhood Curriculum, which gives the Montessori early childhood perspective.

The advanced degree provides students with the knowledge and experience to plan, implement and evaluate a Montessori program for the early childhood or elementary level and be able to articulate the theory and practice of the Montessori approach to the public.

Following completion of the SPECIALIST DEGREE in MONTESSORI EDUCATION, graduates will have acquired the ability to:

1. identify the learning needs of each early childhood or elementary student.
2. integrate the knowledge, understanding, skills, and values necessary to meet individual and group developmental needs.
3. analyze data from classroom observation to improve effectiveness of instruction.
4. design, organize, implement, and evaluate a developmentally appropriate program for the early childhood age or the elementary age group in accordance with the Montessori philosophy.
5. interpret student and classroom observable data to administrators, parents, and the community.

6. provide instructional leadership to the Montessori and educational community.

Additional Graduation Requirement

Acceptable performance evaluation on classroom management.

Required Courses (39 s.h.)

Core Courses (12 s.h.)

- EDM 600* Introduction to Montessori Education
 EDU 708 Directed Research
 EDM 603 Montessori and Child Development
 EDM 649 Management for Montessori Teachers

*Waived for teachers with previous Montessori Training

One of the following courses (3 s.h.)

- EDM 640 Montessori Early Childhood Curriculum OR
 EDM 641 Montessori Elementary Education

Specialization in Early Childhood Education (25 s.h. required)

- EDU 567 Foundations of Reading Instruction
 EDU 593 Child Study Skills
 EDM 601 Montessori Methods and Materials I
 EDM 602 Montessori Methods and Materials II
 EDM 607 Humanities in the Montessori Early Childhood Classroom
 EDM 626 Sciences in the Montessori Early Childhood Classroom
 EDM 656 Practicum I
 EDM 657 Practicum II

Specialization in Elementary Education (24 s.h. required)

- EDM 605 Language Arts for Montessori Teachers
 EDM 628 Life Sciences for Montessori Teachers
 EDM 629 Physical/Social Sciences for Montessori Teachers
 EDM 631 Math I for Montessori Teachers
 EDM 632 Math II for Montessori Teachers
 EDM 623 Humanities in the Montessori Classroom
 EDM 659 Practicum I
 EDM 669 Practicum II

Electives (6 s.h. - choose two courses listed below)

- ECT 505 Introduction to Computers/Technologies in Education
 EDU 509 Multicultural Primary Education
 EDU 515 Guiding Primary Learning
 EDU 548 Literature for Young Children
 EDU 566 Teaching Social Studies

- EDU 567 Foundations of Reading Instruction
 EDU 570 Introduction to Exceptional Children
 EDU 594 Teaching Elementary Science
 ECT 680 Computer/Technology Applications in Elementary Education

SPECIALIST IN EDUCATION IN READING

The Ed.S. degree program in Reading is a 30-semester-hour program beyond the master's degree. This advanced program is designed for teachers and leaders in literacy education at the K-12, community college, and adult levels.

Following completion of the Specialist Degree Program in Reading, graduates will have acquired the ability to:

1. apply knowledge of reading research to improve literacy instruction.
2. demonstrate refined teaching strategies for improved reading and learning.
3. model the integration of reading in the whole language arts curriculum.
4. provide literacy leadership at the school and district levels.

SPECIAL PREREQUISITES

Three reading courses (undergraduate or graduate) (9 s.h.). Reading courses other than those listed may be required to meet Florida Teacher Certification in reading. The reading subtest of the Florida Teacher Certification Examination must be passed prior to the student's graduation unless the student is already certified in reading.

Required Courses (9 s.h.)

- EDU 708 Directed Research
 EDU 717 Curricular and Supervisory Problems in Reading (Practicum)
 EDU 739 Non-Thesis Research in Reading OR
 EDU 740 Thesis Research in Reading

Elective Courses (21 s.h.)

- EDU 535 The Teaching of Language Arts
 EDU 604 B/D Teaching Vocabulary and Reading Comprehension
 EDU 607 Beginning Reading for the Primary Years
 EDU 611 B/D 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
ECT	676	Computer/Technology 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.

DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION

The Doctor of Philosophy (Ph.D.) degree offered in Leadership and Education in the School of Education allows students to specialize in COUNSELING, LEADERSHIP or EDUCATIONAL TECHNOLOGY.

The doctoral program requires completion of a minimum of 45-54 credits beyond the master's degree, 24 credits of which are taken in the area of specialization. The area of specialization is determined by students' interest, academic training, and career goals. Students matriculating in Counseling will be exposed to basic concepts and techniques in leadership and research, but will apply these concepts and practices to employment in health and human services organizations, academic institutions, private practices, community mental health facilities, schools, addiction programs, and business settings where professional counselors are employed.

Those matriculating in Leadership take courses regarding the roles and responsibilities of leaders in for-profit, not-for-profit, government, education, health, and related organizations. While doctoral students in counseling focus on advanced clinical knowledge and skills development, their peers in the leadership specialization focus on policy development, human resources development, program planning and evaluation and finance. Students specializing in Educational Technology study program planning, and evaluation, change, policy, law and ethics, as they all relate to technology (particularly computer technology) in education.

All students are required to complete a dissertation which demonstrates originality, creativity, and scholarship in their area of specialization. Students who complete all the requirements for the Ph.D. degree will be properly equipped to lead and promote purposeful change in organizations, groups, individuals, and themselves.

The program is designed for practicing and potential leaders in a variety of settings: education, health care, social service, religion, business, and government. It is for students who want to acquire the competencies and attitudes necessary to become outstanding leaders in a particular area of specialization, to investigate problems with originality and scholarship, and to be involved in study that enhances and improves organizations.

Following the completion of the Ph.D. DEGREE in LEADERSHIP AND EDUCATION graduates will have acquired the ability to:

1. analyze and synthesize the knowledge and understandings of the process dimensions of leadership.
2. apply the theories and concepts of leadership to the practical aspects associated with one's area of specialization.
3. clarify one's ethical and moral perspectives and relate this perspective to personal and professional goals.
4. develop and implement an independent research investigation.
5. assess and contribute to the literature related to one's area of specialization.
6. continue to renew and extend one's understandings and competencies acquired in an area of specialization.

ADMISSION REQUIREMENTS

- A completed application
- A Master's or higher degree from a regionally accredited college or university
- Graduate GPA of at least 3.25 (A = 4.0)
- Graduate Record Examination (GRE) total score of at least 1300 and a score of at least 500 in one of the three areas: Verbal, Analytical, or Quantitative; score from the GRE must be dated within 8 years preceding application
- Three recent letters of professional recommendation for doctoral study
- An interview with two faculty members and a writing sample generated on-site

Students who have limited academic credentials in their chosen area of specialization (i.e., counseling) may be asked to take master's level courses which will not be applied towards the doctoral degree prior to admission into the Ph.D. Program.

A three-step admission process is used for screening applicants: 1. A faculty member in the student's area of specialization reviews the application materials for completeness. 2. Once the application is complete, an interview with two faculty members is conducted. 3. The Doctoral Review Council approves or disapproves the application and makes its recommendations to the dean.

At the time of doctoral study application, students identify transfer courses. A maximum of six (6) post-master's credits may be transferred into the program. Courses must have been taken within eight (8) years of the date of application for admission and the grade earned must be a B or better. International credits to be transferred must be evaluated according to Barry University policies. Up to 12 credits may be applied toward the Ph.D. degree from a Barry University specialist degree program.

Although the Doctoral Program is not designed to prepare students for certification or licensure, students may take additional courses to complete the requirements for these credentials. A modified core may be completed in order for the student to be recommended for state certification in educational leadership.

DEGREE REQUIREMENTS

The Ph.D. in Leadership and Education requires that students complete a minimum of 45-54 post-master's credits which are acceptable to the faculty advisor and the Doctoral Review Council. These credits are distributed as follows:

Leadership Foundations	15 credits
Area of Specialization Core	12 credits
Area of Specialization Electives	12 credits
Research	9 credits
Dissertation	6 credits
TOTAL	54 credits

Note: For students who have earned 60 credit hours in a counseling master's program, the total credits for the doctoral degree will be 45 credit hours.

After completion of the six (6) dissertation credits, students who have not met all the requirements for the degree must continuously register for one (1) credit per semester to remain a candidate for the degree.

Other requirements for the Ph.D. in Leadership and Education include:

Residency — two semesters/terms of continuous registration for six (6) or more credits

Standards of progress — all students must maintain a cumulative grade point average (GPA) of 3.25 or higher to remain in good academic standing and to graduate. Any student who receives two C's in the program is subject to school action, including dismissal. Failing grades must be replaced by a passing grade in the same course or the student is subject to dismissal.

Comprehensive examination — a written examination taken upon completion of course requirements

Admission to candidacy — upon passing the comprehensive examination and verification that all course and other requirements have been satisfied,

admission to candidacy status allows a candidate to formally begin the dissertation.

Research proposal and oral defense of the proposal — these must be completed prior to proceeding with the dissertation.

Dissertation — a written thesis which adds substantively to the theory and/or practice in the student's area of specialization

Oral Defense of the Dissertation — a public presentation of the results of the dissertation at which members of the Dissertation Committee and others are given the opportunity to ask questions before approving or disapproving the dissertation.

Plan of Study — a plan of study which meets the doctoral student's career goals will be developed by the student and the advisor. A preliminary program of doctoral study, excluding dissertation credit, must be submitted to the faculty advisor before the end of the student's second semester after being admitted to doctoral study. A final plan of study must be submitted to and approved by the faculty advisor prior to the completion of 18 semester hours.

Time Limitations — requirements, including the dissertation, must be completed by the end of eight calendar years beginning with the date the student first registers as a student for the Ph.D. in Leadership and Education.

All fees must be paid and requirements for the degree must be completed and reported to the faculty advisor no later than two weeks prior to graduation.

Course Descriptions— Administration and Leadership Prefix: ADL

705 Theories of Leadership (3)

Describes theories of leadership, studies the relationship between leadership style and organizational change, and examines the implementation process of a leader's vision.

709 Ethical and Legal Issues (3)

Explores the issues of ethical, moral, and legal development relevant to formulating a personal philosophy of leadership and administration and developing a continuing renewal of personal and professional growth for oneself and others.

713 Program Planning (3)

Overviews how to use a systematic planning process to set priorities; provides an organized approach to policy development and program implementation; and describes evaluation procedures.

717 Human Resources Development (3)

Uses team building, group dynamics, and interpersonal sensitivity to motivate and inspire individuals and groups to work toward common goals.

721 Policy Development (3)

Examines the process to identify problems and how to achieve solutions consistent with an organization's vision; uses critical thinking and analytic reasoning as problem and policy framing skills for continued renewal.

725 Financial Administration (3)

Compares and contrasts for-profit, not-for-profit, public organizations; examines the conventions of revenue and expenditure budgeting; presents the basic principles of proposal writing and grantsmanship.

729 Directed Study in Leadership (3)

Offers opportunities to pursue, under the direction of an instructor, an area of special leadership interest to the student.

733 Advanced Study in Leadership (3)

Offers a supervised advanced study experience in recent developments, issues, and trends in leadership and administration.

737 Information Technology Administration (3)

Explores the leadership and administration role in the implementation and management of information technology within a professional organization.

745 Organizational Change (3)

Explores organizational theories and development from a leadership perspective with a focus on change within organizations, groups, and individuals.

798 Dissertation Seminar (3)

Assesses researchable questions in leadership and administration in a student's area of specialization resulting in a dissertation proposal.

799 Dissertation (3)

Culminates the research of the doctoral program; methods of inquiry must be appropriate to the problem being investigated. Prerequisite: ADL 798.

800 Continuous Matriculation (1)

Enrollment is required after the completion of ADL 798 and 799 each semester until the dissertation is successfully defended. Prerequisite: ADL 799.

Course Descriptions— Counseling Prefix: CSL

729 Counseling for Change (3)

Assesses the issues involved with problem identification, problem solving, change enabling, and accountability in relationship to theoretical approaches to counseling. Examines the interpersonal issues involved in organizational change.

758 Advanced Counseling Techniques (3)

Explores the latest theories and techniques in counseling. Students are expected to review the literature on specific counseling techniques and identify their efficacy for use with specific counseling populations. Application of techniques to clinical problems is emphasized.

784 Counseling Supervision

Discusses the theories and models of counselor supervision. Requires students to apply knowledge and skills to supervision of counselor trainees. Prerequisites: CSL 729 and CSL 758.

794 Advanced Counseling Practicum (3)

Provides the opportunity for students to field-test basic concepts and strategies in counseling administration and leadership learned throughout the curriculum. Students are required to supervise other counselors, develop specific counseling interventions, evaluate counseling programs, and provide leadership in planning and administering counseling programs. A minimum of 75 hours of field experience is required for each three (3) credits earned. Weekly group and individual meetings with faculty and an on-site supervisor are required. Prerequisites: Leadership core courses, appropriate counseling courses, and permission of the program advisor.

798 Seminar in Counseling (3)

Presents the recent developments, issues, and trends in counseling. Library research is required for preparation of a presentation and/or a written concept paper. Prerequisite: Approval of program advisor.

799 Advanced Counseling Internship (3)

Links the administration and leadership concepts and techniques learned in core courses with the specific counseling theories and techniques learned through the area of specialization courses. Emphasizes application of learning to representative roles and responsibilities of leaders in counseling settings. Students are required to develop a specific work plan detailing goals, activities, and outcomes associated with the internship. Approval of the site and work plan by the program advisor and instructor is required. Typically, 320 hours of field experience are required for each three (3) credits earned. Individual and group supervision is provided by a field supervisor. Periodic site visits and group supervision by faculty are required. Prerequisites: All leadership core courses, appropriate area of specialization courses, and permission of the program advisor.

EDU 725 A - Grant Writing

Course Descriptions— Educational Technology Prefix: ECT

747 Educational Technology Program Planning and Evaluation

Provides the opportunity to study, question, and apply systems-oriented theory and principles for the establishment and improvement of technology-based instructional programs using formative and summative evaluation methods.

757 Educational Technology and Change

Assesses the role of technology in problem identification, problem solving, change enabling, and accountability for educational technology administrators in a variety of organizational contexts. Emphasizes the importance of organizational structure and performance contingency management.

767 Educational Technology Policy, Law and Ethics

Focuses on the theory and principles of policy development for the advancement of legal and ethical uses of technology within professional educational organizations of various types.

777 Professional Seminar (Qualifying Paper)

Provides an orientation to the emerging field of Educational Technology, an integrative experience which helps to weave the experiences within the program into a seamless whole, and encourages the exploration of contemporary issues as they relate to educational technology.

Course Descriptions— Educational Leadership Prefix: EDU

701 Advanced Study in Education (3)

Offers opportunities to pursue a research project with the guidance of an advisor in areas of special interest to the student; approval of program advisor required.

708 Directed Research (3)

Investigates 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.

710 Politics of Education (3)

Examines the political aspects of schooling. Students will become familiar with community power structures; the local electoral process; how boards of education function; how the school interacts with community pressures and needs; who is best and least well-served and why.

711 Clinical Supervision, Theory and Practice (3)

Overviews the history of supervision and the models of clinical supervision. It presents current develop-

ments and focuses on leadership competencies necessary to improve teacher's classroom practices.

726 Educational Evaluation (3)

Examines program assessment and organizational outcomes with an emphasis on terminology, models, standards, practices, and common problems associated with evaluation.

730 Theories and the Use of Theories (3)

Engages students in learning experiences to examine the empirical and practical uses of theories as a means of effective leadership.

735 Advanced Curriculum Theory and Planning (3)

Examines curriculum designs to identify and determine an optimum set of educational objectives for students' settings, and the subject matter and advantageous learning experiences which best accomplish these objectives. Students will be required to identify ways they will evaluate the curriculum if the objectives are to be realized.

794 Practicum (3)

Links as a practicum the administration and leadership core courses with the education (Educational Leadership) courses. Students are required to practice administrative leadership in a site selected through an agreement with the professor and under the guidance of a university professor. Prerequisites: Administration and Leadership core, appropriate educational leadership courses and approval of program advisor.

Course Descriptions Human Sciences Education Prefix: HSE

703 Philosophy of Science and Theory Development (3)

A critical analysis of philosophy of science and epistemology as applicable to theory development in the human science discipline.

705 Qualitative Methods of Inquiry (3)

A critical analysis of qualitative methods of inquiry for the human sciences to facilitate the understanding of the aims, processes, and outcomes of these methods. Prerequisite: HSE 703.

706 Advanced Qualitative Inquiry (3)

Seminar discussions of qualitative readings to facilitate an advanced understanding of the qualitative perspective in nursing, education, and social work research. This course is specifically designed to assist students in particular methods for research and practice implications. In depth analysis distinguishes this course from first qualitative course. Prerequisite: HSE 705.

707 Quantitative Methods of Inquiry (3)

Examines advanced competencies to conceptualize, design, execute, analyze, report and publish quantitative research that delivers new and useful knowledge. Balances its presentations of research theory and computer-based tools with applications to real world problems. Prerequisite: HSE 703.

708 Advanced Quantitative Inquiry (3)

Builds on principles of measurement, design and sampling presented in HSE 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. Emphasis on a variety of common statistical procedures, the assumptions underlying each, and the criteria for selecting them. Prerequisite: HSE 707.

712 Interdisciplinary Theory in the Human Sciences (3)

(Elective) A critique of prevalent theories utilized in the human sciences and their implications for practice and inquiry.

**Course Descriptions—
Research Prefix: RES****710 Analysis of Research Data (3)**

Reviews and expands upon statistical techniques and continues through an introduction to linear and multiple regression, ANOVA and ANCOVA. Students will apply all of the course's statistical techniques using the computer.

711 Quantitative Research Methods (3)

Examines theory and practice in quantitative research design. Emphasizes hypothesis building, measurement, data collection, and statistical analysis. Prerequisite: RES 710.

712 Qualitative Research Methods (3)

Explores qualitative research traditions and methods, the analysis of qualitative data and the role of qualitative research in education.

**Course Descriptions—
Educational Computing and Technology
Program Prefix: ECT, formerly Computer
Education Prefix: CED****505 Introduction to Computers/Technologies in Education (3)**

Provides a comprehensive introduction to the broad role of computers/technologies in education. Computers and related technologies are examined both as a subject of instruction and as a tool for the professional educator and the lifelong learner. Prerequisite: Permission from advisor.

534 Using Software for Educational Applications (3)

Prepares educators to use generic computer software in the classroom. This course will include a variety of educational applications and instructional strategies which are facilitated with word processing, data base management, spreadsheet, graphics, presentation, and telecommunications software. Prerequisite: ECT 505.

545 Software-Based Instructional Tools (3)

Investigates the use of a variety of specialized software in the development, presentation, and management of instruction. Prerequisite: ECT 505.

560 Teaching With Computer Technologies in the Classroom (3)

Investigates the pedagogical value of various computer-based technologies. Participants will be introduced to special problems and methods of teaching and applying computer-based technologies in a variety of content areas. Prerequisite: ECT 534.

565 Multimedia Applications in Education (3)

Focuses on the hypermedia and multimedia technologies in the educational setting. Involves integrating resources, developing lessons and materials, curriculum integration, and assessment of multimedia use in the classroom. Prerequisites: ECT 505, 607.

600 Programming With Applications in Education: LOGO (3)

Prepares educators to learn and apply the LOGO language for the purpose of teaching problem-solving skills and/or programming skills to students in the K-12 classroom. Prerequisite: ECT 505.

603 Programming With Applications in Education: BASIC (3)

Prepares educators to learn and apply the BASIC language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 505.

604 Programming With Applications in Education: PASCAL I (3)

Prepares educators to learn and apply the PASCAL language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 603.

605 Programming With Applications in Education: PASCAL II (3)

Prepares educators to learn and apply the advanced PASCAL language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 604.

606 Advanced Programming With Applications in Education (3)

Prepares educators to learn and apply the Data Structures and Algorithms for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisite: ECT 604.

607 Design and Evaluation of Instructional Systems (3)

Provides the student with an overview of the principles of instructional systems design, learning theory, and learning research. Formative and summative evaluation techniques will be included. Prerequisite: ECT 505.

609 Courseware Development(3)

Provides the student with the opportunity to continue the development of the instructional system. Commercially available authoring and multimedia technologies will be used to create systems which can be integrated in a variety of curricula. Prerequisite: ECT 607.

617 Advanced Technology-Based Instructional Design (3)

Examines models of instructional design and builds student's understanding, skill, and confidence in the use and adaptation of models and principles of instructional systems design. Prerequisite: ECT 607 or approval of instructor.

627 Teaching Computer Programming (3)

Provides an investigation of the pedagogical value of various computer programming languages with respect to their pedagogical value. Participants will be introduced to the special problems and methods of teaching computer programming to individuals of various backgrounds at the K-12 levels. Prerequisites: ECT 603 and 604.

631 Computer-Assisted Instruction I (3)

Provides an introduction to CAI with emphasis upon the principles of instructional systems design. Courseware developed will be primarily linear and verbal lessons of simple design to permit emphasis on development techniques and validation. Prerequisite: ECT 505.

632 Computer-Assisted Instruction II (3)

Focuses on branching lesson designs, and employs advanced graphics, sound, and simulation techniques. Prerequisite: ECT 631.

639 Computer Technology Applications for Education (3)

Surveys hardware, networks, operating systems and their uses for teaching, learning, and the management of the learning process. Emphasis on software control

of hardware in order for the computer to analyze and report information for educational applications. Prerequisite: ECT 505.

641 Implementing Computer-Based Programs (3)

Examines the computer-based program from planning facilities to courseware selection and program management. Special emphasis on planning, curriculum integration, training, and assessment. Prerequisite: ECT 505.

642 Educational Theory and Instructional Technology (3)

Examines theories of learning, instruction, and curriculum as they relate to the development of instructional systems. Technology-related implications of generative learning, postmodernist theory, and contemporary communications theory are emphasized. Prerequisites: ECT 607, 609.

643 Evaluation of Technology-Based Instructional Systems (3)

Explores and builds competency and confidence in the use of a variety of traditional and exciting new methods of formative and summative evaluation of instructional systems. This course gives prominence to formative evaluation which is at the heart of all instructional design, but is especially important in technology-based instruction. Cost/benefit analysis will receive special emphasis. Prerequisites: ECT 607, 609.

653 Telecommunications in Education (3)

Explores the pedagogical applications of computer communications technology. Emphasis is given to electronic mail, accessing resources for educational applications, and integrating telecommunication applications into the curriculum. Prerequisite: ECT 505.

676 Computer/Technology Applications in the Teaching of Reading (3)

Prepares the Reading teacher to use a variety of computers/technologies in the teaching of reading, and to augment instruction in a whole language classroom. Prerequisite: ECT 505.

678 Computer/Technology Applications in Exceptional Student Education (3)

Prepares Exceptional Student Education teachers to use the unique strength of computers/technologies for diagnostic remediation and record-keeping in the remedial education environment.

680 Computer/Technology Applications in Elementary Education (3)

Prepares Elementary School teachers to implement a variety of computers/technologies across the curriculum. Emphasis is upon the use of CAI courseware to augment the elementary school curriculum. Prerequisite: ECT 505.

684 Computer/Technology Applications in the Media Center (3)

Prepares Media Coordinator to use a variety of the attributes of computers/technologies for maintaining an efficient media center. Emphasis is on the management of information for easy access and utility. Prerequisite: ECT 505.

687 Administrative Applications of Technology (3)

Prepares the student to be able to apply computer/technology to the areas of administration and instruction in educational institutions. Prerequisite: ECT 505.

688 Computer/Technology Applications for Adult Education (3)

Prepares the adult educator to utilize the computer/technology for a variety of applications. Emphasis is placed on the instructional and administrative applications that would benefit the adult learner. Prerequisite: ECT 505.

689 Computer/Technology Applications in Teaching ESOL (3)

Prepares teachers of LEP students to use computer-based technologies to enhance teaching and student learning. Emphasizes the use of computer-based technology to assist educators in accomplishing the following ESOL strategies: 1) methods of teaching English to speakers of other languages 2) ESOL curriculum and materials development 3) cross-cultural communication and understanding or 4) testing and evaluation of ESOL. Prerequisite: ECT 505.

690 Special Topics (1-6)

Explores current issues and/or topics in computer education. Content will be determined by the department to fill specific needs and interests. Prerequisite: Permission from advisor.

700 Independent Study (1-6)

Provides the student the opportunity to study one or more selected areas of computer science education under the guidance of a faculty member. Prerequisite: Departmental approval.

705 Seminar: Computer-Based Technology in Education

Examines current research and theories related to applications of computer-based technology in education. Includes new strategies for restructuring curriculum and learning environment to integrate technology. Prerequisite: Departmental approval.

710 Practicum (3-6)

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. Prerequisite: Departmental approval.

720 Internship (3-6)

Provides the student with the opportunity to select and serve an internship. Selection will be done in consultation with an advisor. 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. Prerequisite: Departmental approval.

730 Thesis (6)

Provides the students with the opportunity to undertake a more theoretical and experimental effort within their degree requirements. A committee will be selected to supervise the progress of the students' efforts. Prerequisite: Departmental approval.

**Course Descriptions—
Counseling Prefix: CSL****569 Mental Health (3)**

Introduces the DSM III-R and previews DSM-IV as diagnostic systems, examines the dynamics of psychopathology and identifies the criteria associated with specific mental disorders; and considers the role of psychopharmacology in treatment. Case material and analyses are presented.

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, and overviews peer and parental issues and interventions.

588 Crisis Intervention (3)

Investigates and analyzes theories and techniques in crisis intervention with particular emphasis on situational and developmental crises.

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, discusses the relationship of the mental health counselor to other members of the multi-disciplinary treatment team in applied settings, and overviews specific treatment approaches used in applied settings.

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 and relates them to the needs of specific client populations.

612 Child Guidance and Therapy

The course is designed to provide the preschool and elementary (and younger middle school) counselor with the knowledge and skills he or she requires to work with children. The counselor working in the elementary setting must be able to perform tasks in three areas to be effective: Child Counseling/Therapy, Prevention/Developmental Guidance, and Consultation.

629 Social and Cultural Issues in Counseling (3)

Identifies the needs and issues relevant to counseling special populations such as women, the physically handicapped, the mentally impaired, African-Americans, Hispanic-Americans, Native Americans, children, victims of abuse, the poor and the aged. Application of counseling methods in order to solve the unique problems and resources 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.

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 the processes of small group phenomena such as interpersonal communica-

tion, feedback, norms, decision-making, leadership, authority, and membership. Prerequisite: CSL 658 and permission of instructor.

658 Group Counseling Procedures (3)

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationships. Students may be required to conduct group counseling sessions in an appropriate setting.

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.

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 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 rapport building, assessment, problem identification, and intervention phases of the counseling process. Students may be required to prepare case studies and to demonstrate selected techniques. Prerequisite: 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.

688 Marital Therapy (3)

Examines the theory and techniques associated with marital and conjoint therapies. Case examples are provided.

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 function.

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 200-400 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 686, 691, and 658 for all students; CSL 589 and CSL 680 being additional prerequisites in Mental Health Counseling; CSL 585 and CSL 682 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 Seminar in 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 Counseling Internship (6)

Requires completion of 600 clock hours of field experience in a community health and/or human services organization or in a primary or secondary school. Specific emphasis is placed on direct contact with consumers of counseling services. Weekly meetings with faculty and field supervisors are required. Case conceptualizations, 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—
Montessori Prefix: EDM****600 Introduction to Montessori Education (3)**

Examines Montessori philosophy, theory, teaching, strategies, rationale, and basic methodology for the materials in the curriculum areas of everyday living, sensorial, mathematics, and language.

601 Montessori Methods and Materials I (3)

Introduces students to the philosophy and rationale for everyday living and sensory-motor curriculum areas. Opportunities are provided for students to learn how to prepare and maintain the everyday living and sensory-motor areas and to develop the ability of designing developmentally appropriate activities for children between the ages of three and six.

602 Montessori Methods and Materials II (4)

Examines how a child develops linguistic skills and number concepts and methods facilitating the child's natural development. A holistic approach to language is presented, language which unifies thinking, listening, talking, reading, and writing. The math curriculum addresses the sequence of math materials and the presentation and purpose of each material.

603 Montessori and Child Development (3)

Explores the philosophy, theory, and strategies of the Montessori approach to early childhood and elementary education. The course is designed to provide a background for understanding the sequence of normal human development, the study and practice of objective observation, and its use as an assessment tool for educational planning.

605 Language Arts for Montessori Teachers (3)

Includes a comprehensive approach to a whole language arts curriculum through the use of imaginative, multi-sensorial, manipulative materials in sequential lessons. The course consists of a comprehensive approach to literacy development including listening, speaking, reading, creative writing, grammar, sentence analysis, the history of language and research skills.

**607 Humanities in the Montessori Early
Childhood Classroom (3)**

Includes the teaching of the fine arts and the performance arts (art, music, movement/dance). Emphasis is placed on the role of the related arts in the development of the young child and how these can be integrated into the daily curriculum. The humanities course includes cultural studies (history and geography) and language arts.

626 Sciences in the Montessori Early Childhood Classroom (3)

Explores ways of broadening one's horizons in physical, biological, earth and space sciences while nurturing a sense of wonder and spirit of inquiry inherent in each student.

628 Life Sciences for Montessori Teachers (3)

Examines methods to initiate children into the skills for observing, identifying, classifying, and organizing information concerning plants, animals, and humans, and understanding their life functions. Health education, physical and outdoor education, and conservation are included in this interdisciplinary course.

629 Physical/Social Sciences for Montessori Teachers (3)

Introduces beginning concepts of the physical sciences through hands-on materials, experiments, and stories. The course seeks to awaken a sense of wonder and an appreciation of the earth's history through the timeline of life and the role of humans in the evolution of life through the timeline of people.

631 Math I for the Montessori Teacher (3)

Mathematics is approached as a problem-solving activity using hands-on materials to develop mathematical reasoning, number sense, and operation sense. Course includes a brief history of mathematics and a look at the mathematical nature of the child's mind.

632 Math II for the Montessori Teacher (3)

Continues the methods of teaching basic mathematical concepts and topics such as factors, multiples, fractions, and algebra with concrete materials. Demonstrates techniques for bridging the passage of mathematical computation from the concrete to the abstract.

633 Humanities in the Montessori Classroom (3)

Presents a variety of ways of integrating music, drama, dance and the visual arts into the daily curriculum. Explores strategies for strengthening literacy skills of the older elementary child with special emphasis on grammar, literature, and reading in the content areas.

640 Montessori Early Childhood Curriculum (3)

Designed for the Montessori Specialist Degree candidate with specialization in Elementary Education, the course presents an integrated view of philosophy, instructional strategies and the didactic apparatus used in the early childhood (ages 3 to 6 years) prepared environment. Special attention is given to how a young child learns through observation, through the use of concrete objects, and through movement.

641 Montessori Elementary Curriculum (3)

Designed for the Montessori Specialist Degree candidate with a specialization in Early Childhood Education, the course gives a synthesis of the Montessori

curriculum for children ages 6 to 12 years. Key experiences will be highlighted in each of the academic areas with the aim of understanding how the curriculum is designed to meet the developmental needs of the school age child.

649 Management for Montessori Teachers (3)

Equips the students with the necessary knowledge and skills in classroom management, record-keeping, curriculum and environmental design and human relationship skills to successfully implement the Montessori approach in the classroom and interpret classroom observations to the public.

656 Practicum I (3)

Student teacher applies Montessori instructional strategies in implementing early childhood curriculum. Assessment and assistance is given through periodic visits by University instructor.

657 Practicum II (3)

Continues the application of Montessori curriculum and instructional strategies under the supervision of a Montessori early childhood certified teacher and a University advisor.

659 Practicum I (3)

Involves the supervision of the student in an approved Montessori teaching or administrative setting by a Montessori elementary certified teacher and a University advisor. During this time the student will apply Montessori elementary school curriculum and instructional techniques.

660 Practicum II (3)

Continues the application of Montessori curriculum and instruction techniques under the supervision of a Montessori-certified teacher and a University advisor.

Course Descriptions— Education Prefix: EDU

All courses numbered 500 are open to qualified undergraduate seniors.

500 Comprehensive ESOL Strategies (3)

Surveys the principles and strategies of ESOL, with emphasis on their practical applications for teaching the basic content areas to classes with students of Limited English Proficiency (LEP).

509 Multicultural Primary Education (PreK-3) (3)

Develops the national and international dimensions needed to understand cultural diversity, cultural pluralism and the implications for curriculum and instruction of young children age three through grade three.

510 Multicultural Education (3)

Develops the national and international dimensions needed to understand cultural diversity, cultural pluralism and the implications for the elementary school curriculum.

512 Teaching the Elementary Mainstreamed Exceptional Student (3)

Introduces 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)

Offers techniques for observation, description, measurement, and evaluation of student behavior in the classroom. Applied project in area of specific grade interest required.

515 Guiding Primary Learning (PreK-3) (3)

Focuses on the elements of child guidance and classroom management skills for teaching children age three through grade three.

516 Guiding Elementary Learning (3)

Uses learning theory as the foundation for teaching elementary children. Applies the principles of learning to teaching subject areas in the elementary classroom.

517 Evaluation and Measurement in Education (3)

Provides laboratory experiences in designing classroom tests and writing test items. Examines group and individual tests as means of accountability and facilitating decision-making.

525 Behavior Management (3)

Investigates behavior management strategies necessary to create an effective learning experience. Reviews managing individual and group behavior through behavior modification techniques and learning psychology.

534 Child-Home Study for Primary Education (PreK-3) (3)

Includes issues and practices to promote family and community involvement.

535 The Teaching of Language Arts (3)

Uses an interdisciplinary approach to the teaching of language arts. Studies models and methods for interrelating language arts. Project interrelating listening, speaking, reading and writing required.

536 Strategies for Primary Diagnostic-Prescriptive Instruction (PreK-3) (3)

Develops a framework for diagnostic-prescriptive teaching for working with children (age three through grade three). Includes early childhood classroom organization, materials and instructional strategies. Application project required.

537 Strategies for Elementary Diagnostic-Prescriptive Instruction (3)

Develops a framework for diagnostic-prescriptive teaching in the elementary subject areas. Includes classroom organization, materials, instructional strategies, roles of the teacher, and responsibilities of the learner. Applied project required.

538 Teaching the Primary Mainstreamed Exceptional Student (PreK-3) (3)

Introduces the young special need student age three through grade three for the regular classroom teacher and includes procedures, methods and materials for managing and instructing the mainstreamed exceptional student in the PreK-3 regular classroom.

539 Primary Programs, Curriculum, and Instruction (PreK-3) (3)

Examines the foundations of early childhood curriculum principles, instructional practices and legal issues for teaching children age three through grade three. Includes understandings about measurability, program designs and evaluation. Field experiences and observations in the areas of language arts, mathematics, science, art, music, rhythms, and dramatic play are required.

543 Research and Current Trends in Primary Health Education (PreK-3)(3)

Uses a research foundation for incorporating health, nutrition, and safety education as an essential part of an integrated learning environment for children age three through grade three.

544 Problem Solving in Primary Mathematics (PreK-3) (3)

Examines the curriculum foundations and instructional methods for early childhood education mathematics for children age three through grade three. Presents the knowledge and methods for classroom applications.

547 Critical Thinking in Primary Science and Social Studies (PreK-3) (3)

Presents the knowledge and methods for teaching critical and creative thinking in the areas of primary science and social studies for children age three through grade three. Classroom log and applied project required.

548 Literature for Young Children (PreK-3) (3)

Deals with trends and issues in literature for children age three through grade three. Focuses on literature to enhance positive attitudes about self and others and to help young children enjoy books and reading.

550 Research and Current Trends in Elementary Curriculum and Instruction (3)

Examines current research findings and the trends in elementary education and identifies components for developing curriculum and improving instruction at the elementary school level.

551 Problem Solving in Elementary School Mathematics (3)

Presents curriculum foundations and instructional methods for elementary school mathematics. Includes 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 to enjoy books and reading.

564 Spirituality and the Art of Leadership (3)

Addresses, in theory and practice, areas of communication, decision-making, and planning for institutional advancement through shared responsibility. Curricular interdependence, creative problem solving, and the empowerment of people will be explored.

565 Language Acquisition in Primary Education (PreK-3) (3)

Deals with the fundamental concepts and questions of language acquisition and communication for children age three through grade three. Relates those concepts to early childhood setting.

566 Teaching Elementary Social Studies (3)

Offers knowledge and instructional methodology for teaching social studies in the elementary school. Applied teaching project required.

567 Foundations of Reading Instruction (3)

Surveys the knowledge and teaching strategies necessary to understand the nature of the reading act and the basic principles of reading instruction. Includes 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)

Assists elementary classroom teachers with reading instruction and study skill strategies as they apply to the individual subject areas in their curriculum. Lessons, practice activities, and informal screening 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 Areas for the Secondary Subject Area Teacher (3)

Helps secondary content area teachers (Art, Biology, Business, Chemistry, English, Foreign Languages, History, Music, Physics, Mathematics, Exceptional Student Education, etc.) deal with student interaction with printed material. Teachers will learn reading and study strategies to facilitate learning in specific subject areas. Includes designing lessons, activities and screening devices in the content area and using them in secondary field experience.

570 Introduction to Exceptional Children (3)

Presents an overview of the physical, mental, emotional, and social exceptionalities in children and their educational and social implications.

570P Introduction to Exceptional Children (PreK-3) (3)

Presents an overview of the physical, mental, emotional, and social exceptionalities in young children age three through grade three and their educational and social implications.

571 Psycho-Social Foundations in Primary Education (PreK-3) (3)

Studies psycho-social concepts dealing with a high level of receptivity and adaptability on the part of teachers of children age three through grade three. Assists in the acquisition of practical skills in the affective domain for the purpose of creating climates conducive to academic success. Field experience and observation experiences required.

572 Primary Programs and Practices (PreK-3) (3)

Addresses the foundations of curricula for children age three through grade three; demonstrates how to plan, implement and evaluate perspectives related to emotional, social, perceptual-cognitive, physical and language developmental patterns. Explores communication, integrating the arts, bilingualism, and multicultural issues. Project required which includes working with parents as well as children.

584 Reading Diagnosis (3)

Focuses on diagnosing problems in reading. Includes the administration, interpretation, and use of formal and informal tests. Prerequisites: EDU 322, 467/567, or equivalent.

587 College/University Student Services (3)

Overviews the fundamental concepts, organization, and administration of higher education student affairs/service work. Current methods and instruments as well as professionalism and ethics are discussed.

590 Corrective Reading (3)

Deals with the selection and preparation of classroom instructional methods, materials and strategies for use in correcting reading difficulties with students in the K-12 classroom. Prerequisite: EDU 484/584 or permission of advisor. Practical field experience required.

592 Workshop in Education (variable)

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

593 Child Study Skills (PreK-3) (3)

Presents guidelines and techniques to observe, record, diagnose, analyze, and prescribe for the personal, social, motor, language, and perceptual-cognitive development of young children age three through grade three. Includes guidelines and techniques for working with families and parents.

594 Teaching Elementary Science (3)

Offers knowledge and instructional methodology for teaching science in the elementary school. Applied teaching project required.

595 Advanced Elementary Curriculum (3)

Overviews the developments in elementary curriculum, the problems involved in curriculum construction, and innovative programs.

596 Advanced Secondary Curriculum (3)

Overviews the developments in secondary curriculum, the problems involved in curriculum construction, and current innovative programs.

599 Teaching Internship (Grades 1-6) (6)

Provides the graduate intern teacher with school-site teaching experiences under the supervision of a certified teacher and University personnel. Prerequisites: bachelor's degree; 3.00 GPA; EDU 551, 554, 566, 567, 584, 594, SES 524, ART 376, MUS 376; must be eligible for Elementary Education temporary certification.

599P Teaching Internship (PreK-3) (6)

Provides the graduate intern PreK-3 teacher with school-site teaching experiences under the supervision of a certified teacher and University personnel. Prerequisites: bachelor's degree; 3.00 GPA; must be eligible for PreK-3 certification.

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

601 Methodology of Research (3)

Requires students to identify a research problem, develop a design for the study and write a research proposal. Provides opportunities to evaluate and interpret research literature.

603A Trends and Current Issues in Primary/Elementary Childhood Education (3)

Explores student-selected trends and issues and their application to practice, with the focus area on primary/early childhood.

603C Trends and Current Issues in Middle School Education (3)

Explores student-selected trends and issues and their application to practice, with the focus area on middle school education.

603D Trends and Current Issues in Secondary Education (3)

Explores student-selected trends and issues and their application to practice, with the focus area on secondary education.

604B Teaching Vocabulary and Reading Comprehension (3)

Assists 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 Reading Comprehension (3)

Assists 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)

Applies elementary school curriculum and instruction in meaningful situations. Field-based experience under the supervision of a University instructor.

606 Advanced Practicum in Elementary Curriculum and Instruction (3)

Applies knowledge and skills about elementary school curriculum and instruction in a professional setting. Field-based experience under the supervision of a University instructor.

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 (PreK-3) (3)

Implements early childhood curriculum and instruction in meaningful situations when working with children age three through grade three. Field-based experience under the supervision of a University instructor. Prerequisite: Approval of program advisor.

609 Advanced Practicum in Primary Curriculum and Instruction (3)

Implements knowledge and skills about curriculum and instruction for children (age three through grade three). Field-based experience under the supervision of a University instructor.

611B Reading and Thinking Skills (3)

Helps 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 processes of elementary school children will be featured.

611D Reading and Thinking Skills (3)

Assists 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 students' 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)

Studies 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)

Focuses on methods for implementing the duties and responsibilities of a reading resource teacher at a school site. Includes consultative skills for assisting classroom and content area teachers. The focus includes human relations and leadership skills. Prerequisite: EDU 567 or equivalent.

614 Educational Leadership I (3)

Explores models and theories of organizational development and their application to the development and maintenance of educational organizations.

615 Educational Leadership II (3)

Develops student communication skills, an understanding of leadership ethics and an understanding of the behavior of people who work and live within organizations.

619 Analysis of the Individual (3)

Develops proficiency in the administration and scoring of the Weschler and Stanford-Binet. Requires students to write psychological reports on client's performance on the tests. Prerequisite: EDU 621 and/or consent of instructor.

621 Psychological Measurement (3)

Examines 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)

Acquaints students with major leadership theories. Implementation skills 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)

Examines the policies, practices, and strategies in school and community relations.

623P School and Community Relations (PreK-3) (3)

Examines the policies, practices, and strategies in PreK-3 school and community relations.

624 Instructional Design and Evaluation (3)

Surveys the field of curriculum theory and organizational frameworks for current practices in curriculum development and evaluation and exploration of curriculum revision and change.

625 Advanced Educational Psychology (3)

Surveys the modern theories and principles of human development in learning and applies them to present-day educational settings. Approval of Graduate Elementary Education Program Director required.

625P Advanced Educational Psychology PreK-3) (3)

Surveys the modern theories and principles of child development in learning and applies them to present-day PreK-3 educational settings. Focuses on growth and development of the young child.

626 Philosophy of Education (3)

Studies the philosophy underlying the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards.

626P Philosophy of Education (PreK-3) (3)

Studies the historical, philosophical, and sociological foundations underlying early childhood education and the influences of those perspectives for teaching children age three through grade three.

628A Issues in Curriculum in Primary/Early Childhood Education (3)

Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective. Focus area is on primary/early childhood education.

628C Issues in Curriculum in Middle School Education (3)

Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective. Focus area is on middle school education.

628D Issues in Curriculum in Secondary School Education (3)

Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective. Focus area is on secondary school education.

630 Psychology of Reading (3)

Examines the reading process 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)

Includes the principles of leadership, staff development, and group processes to be used as the bases for administering and supervising a reading program at a school site. Prerequisite: EDU 567 or equivalent.

634 Remedial Reading (3)

Focuses on remedial techniques for students who evidence reading problems. Prerequisites: EDU 584, 643, or equivalent or permission of advisor. Practical field experience required.

637 The Principalship (3)

Explores the principal's roles and responsibilities as related to organizational development, information systems, faculty and staff selection, orientation, supervision and evaluation, curriculum development, and implementation, scheduling, budgeting and plant/facilities use.

674 School Law (3)

Examines federal and state education laws with particular emphasis on Florida school law.

675 School Finance (3)

Examines school finance and school business management with particular emphasis on procedures for Florida public and private schools.

699 Internship in Educational Leadership (3)

Provides leadership experiences in an educational institution or agency commensurate with the student's graduate program, certification objectives, educational experiences and career goals.

(Because 150 hours of work are required, the student must contact his/her advisor and begin the internship in the semester prior to the one in which he/she registers for the internship.)

701 Advanced Study in Education (3)

Offers opportunities to pursue a research project with guidance of an advisor in areas of special interest to the student; approval of program advisor required.

708 Directed Research (3)

Investigates a significant problem in education 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)

Examines the 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) (Practicum)

Provides a supervised practicum in an instructional reading situation. Focus is on the reading teacher using techniques for working with students, administrators, other teachers, and the community in a supervised setting. Prerequisite: Admission to the M.S. or Ed.S. program in Reading.

718 Developmental Reading (3)

Explores the objectives, techniques, and procedures for programs of developmental reading in primary, elementary, middle, and secondary schools. Serves as the foundation of studies to integrate reading within total academic programs. Prerequisites: EDU 567 or equivalent and permission of advisor.

723 Advanced Seminar in Reading (3)

Examines 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 advisor.

**739 Non-thesis Research In Reading
(variable credit)**

Requires the specialist student in education to complete a 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)**

Requires the specialist student in education to complete a thesis related 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.

**Course Descriptions—
Exceptional Student Education Prefix: ESE****510 Educational Management of Students with
Exceptionalities (3)**

Analyzes the various forms of classroom organization, behavior management, and communication skills appropriate for managing the spectrum of students with exceptionalities.

511 Speech Correction for Children (3)

Evaluates functional and organic speech deviations and the possible psychological implications in society with a view toward easy and early recognition of a child's possible speech disorder.

**512 Theories and Research in Learning
Disabilities (3)**

Examines theories in reading and related learning disabilities through physiological, psychological, and sensory correlates. Includes an investigation of recent research conducted in relation to success and failure in teaching the child with reading and related learning disabilities.

**514 Transition: Teaching Social, Personal and
Work Skills to Students with
Exceptionalities (3)**

Evaluates special needs of students with exceptionalities in the areas of employability skills, career awareness and transition planning for adult living.

**516 Curriculum and Instructional Material for
Students with Learning Disabilities (3)**

Analyzes and applies specific teaching methods and curriculum materials for individualizing remedial instruction for pupils with reading and related learning disabilities. Includes classroom management skills.

518 Educating Special Gifted Populations (3)

Examines the education of special gifted populations including, but not limited to culturally and/or linguistically diverse students, highly gifted, children from

low socio-economic status families and students with disabilities to include student characteristics and programmatic adaptations.

**520 Instructional Strategies for Students with
Disabilities(3)**

Examines and evaluates instructional strategies for students with educable, trainable and profound mental disabilities based on the development, implementation, and evaluation of individualized education plans.

**522 Guidance and Counseling of Gifted
Students (3)**

Focuses on the guidance and counseling of children with gifts and talents, including special personality needs and strategies for intervention.

523 Nature and Needs of the Gifted (3)

Introduces the student to the characteristics and special needs of children with gifts and talents. The unique nature and nurture situations in the development of the gifted child are discussed.

**524 Instructional Strategies for Students with
Disabilities (3)**

Surveys instructional techniques for teaching children with disabilities, including specialized approaches in basic skills and adaptation of curriculum materials.

**525 Theories and Research of Students with
Emotional Disabilities (3)**

Examines the nature and needs of students with emotional disabilities to include etiology, prevention, and intervention, as well as use of community resources.

**526 Educational Programming for Students
with Emotional Disabilities (3)**

Appraises the curriculum and program for students with emotional disabilities. Programs for the child with multiple disabilities with dominant emotional problems will be evaluated. The individual program as it affects the group curriculum will be analyzed.

**527 Classroom Management for the Children
with Emotional Disabilities (3)**

Compares various classroom management techniques and specific situations within that classroom involving the management of children with emotional disabilities.

**528 Instructional Strategies for Students with
Emotional Disabilities (3)**

Surveys instructional strategies for teaching students who are identified as having emotional disabilities, including instructional techniques, motivational strategies, development, implementation, and evaluation of individualized education plans as well as data base management.

529 Education of Students with Hearing Impairments (3)

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 influencing the child who is deaf or hard of hearing.

530 Education of Children with Visual Disabilities (3)

Examines 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 educational or rehabilitation services.

531 The Young Handicapped Child: Part I (3)

Focuses on the development of young children with disabilities; the normal development as well as genetic and environmental handicapping conditions will be studied.

532 The Young Handicapped Child: Part II (3)

Focuses on the cognitive and social development of the young child with disabilities. Information on language disorders, visual, and hearing impairments will be studied.

534 Theory and Development of Creativity (3)

Examines theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

535 Educational Procedures and Curriculum for Students with Gifts and Talents(3)

Analyzes the procedures, curriculum, and specific teaching models for gifted children. An emphasis on individual and group needs through curriculum and materials will be introduced.

540 Foundations of Individuals with Mental Disabilities (3)

Examines the biological, psychological, and social foundations of mental deficiency, with emphasis on the need for educating the community to greater understanding and increased provision for children and adults with mental disabilities.

570 (EDU) Introduction to Children with Exceptionalities (3)

Presents an overview of the physical, mental, emotional, and social exceptionalities in children and their educational and social implications.

573 Teaching of Students with Mental Disabilities (3)

Appraises the objectives, methods, materials, and curriculum content in arithmetic, science, and social studies for students who are educable and trainable mentally disabled.

578 The Child with Learning Disabilities (3)

The causes of learning disabilities and how they affect children in their social, emotional and intellectual development. Practical experiences in the study of how children learn control of movement, language, and thought are provided.

581 Learning Strategies for Exceptional Student Education (3)

Focuses on the specific procedures and organizational techniques which enable teachers to implement learning strategies and intervention instruction for teaching students with exceptionalities. The strategies focus on principles and techniques which enable students with disabilities to learn, to solve problems, and to complete tasks independently.

583 Educational Assessment of Students with Exceptionalities (3)

Proposes educational assessment techniques and procedures to provide an objective data base for individualizing instruction for children with exceptionalities.

616 Assessment and Intervention in Preschool Special Education (3)

Selects assessment instruments useful in the evaluation of infants and young children. The need to develop interdisciplinary teams for assessment and intervention will be discussed.

620 Working With Families and Communities in Preschool Special Education (3)

Focuses 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 the family.

638 Educational Management of Students with Mental-Disabilities (3)

Surveys the education, management, and curriculum for individuals with mental disabilities with emphasis on individual as well as classroom management techniques.

643 Evaluation of Children with Learning Disabilities (3)

Evaluates the instructional diagnosis of the child with learning disabilities with formal and informal diagnostic procedures used to determine causes and nature of learning disabilities. Specific recommendations for individual education programs to ameliorate learning problems in home, school, and community will be discussed.

650 Knowledge and Utilization of Research (3)

Provides students with opportunities to examine and compare the content, interpretation, and utilization of Exceptional Student Education research, including single subject and action research.

655 Issues in Educating the Preschool Special Education Child (3)

Focuses on issues surrounding the Pre-K child with disabilities. These issues will include the need for multidisciplinary education which facilitates provisions for appropriate services, support for the already approved federal and state legislation and strategies for helping young children develop self-enhancing behaviors.

660 School Law and the Exceptional Student Education Student (3)

Familiarizes students with the necessary competencies in dealing with federal, state and local laws as they pertain to Exceptional Student Education. Current application of these laws will be reviewed.

665 Learning Environments for the Exceptional Child (3)

Concentrates on the development of the most appropriate learning environment, including all resources within the continuum of services beyond the classroom, available to the children with disabilities. Practice in programming (integrating all available resources for the exceptional student) will be included. Trends and issues of collaboration, inclusion, and mentoring children with exceptionalities are discussed.

670 Advanced Behavioral Management of the Exceptional Education Child (3)

Provides training in the assessment of behavioral problems and in offering suggestions for the development of appropriate management procedures to other professionals. Additionally, the course will focus on developing an Individualized Education Plan which incorporates behavior-modification goals and assessment.

675 Seminar for the Specialist in Exceptional Student Education (3)

Affords opportunities for students to explore the specific exceptionality area(s) students need.

680 ESOL Strategies for Exceptional Student Education Teachers (3)

Provides Exceptional Student Education teachers with both practical and theoretical foundations, including learning strategies for teaching Limited English Proficient/Exceptional students.

685 Future Trends and Issues in Exceptional Student Education (3)

Explores and analyzes future trends and issues in Exceptional Student Education, including innovative programs involving decision-making, mainstreaming, training for vocational opportunities, placements, middle schools, future funding, and controversial issues with regard to the administration and supervision of Exceptional Student Education programs.

690 Curriculum Design in Exceptional Student Education (3)

Examines and evaluates curriculum models, including the administration of instructional systems and curriculum materials necessary for students with specific disabilities. Appropriate curriculum designs, based on federal laws, appropriation, staffings and Individualized Education programs will be explored. This course provides foundational information and competencies regarding the nature and needs of students with mild disabilities.

695 Administration and Supervision of Exceptional Student Education Programs (3)

Focuses on the problem-solving skills necessary to integrate legislative decisions with real life situations affecting the exceptional student. Emphasis is given to developing the administrator's ability to handle situations which arise while supervising the preparation or implementation of Individualized Education Plans, providing due process with the laws, providing for parental involvement in educational planning and documenting mandated procedures.

708 (EDU) Directed Research (3)

Investigates 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 or ESE 650 (as determined by the program director).

**Course Descriptions—
Higher Education Prefix: HED****601 Current Issues in American Higher Education (3)**

Explores those issues of a local, state, national, and international nature that impact the policies, personnel, and general day-to-day administration of an institution of higher education.

626 History of American Higher Education (3)

Traces the historical and philosophical roots of higher education in America. Emphasis is given to European contributions to the ideas of the American college, the evolution and diversification of American higher education, and the pattern of higher education as it evolved through the 20th century.

630 Higher Education and the Law (3)

Analyzes the legal structure of higher education including religion, academic freedom, employment, due process, student's rights, desegregation, tort liability, and other current issues.

634 Administration of Higher Education (3)

Analysis of colleges and universities as social organizations with special emphasis on issues of administration, organization and governance of higher education.

637 Seminar in Current Issues in Higher Education (3)

Analyzes current topics and issues as they relate to American Higher Education. The course is designed so that it may be adapted to meet the needs of those students enrolled in the course as well as to look at the most important higher education issues of the day.

648 Practicum in Higher Education (3)

Provides opportunity for general experience in the field of higher education. This practicum gives the student a variety of experiences in areas of higher education that would be new to the individual who is currently working in the field.

649 Internship in Higher Education (3)

Provides opportunity for general experience in the field of higher education. This internship would give the student a variety of experiences in those areas of higher education that would be new to the individual who may be currently working in the field.

Course Descriptions— Human Resources Development and Administration Prefix: HRD

628 Legal Issues in HRD (3)

Examines the laws that impact the human resource function. Reviews history of labor laws and emphasizes current legislation that includes but is not limited to ADA, FMLA, OSHA, Title VII, ADEA, and wrongful discharge.

644 Human Resources Development (3)

Examines the theory, processes, skills, and understanding related to human resources development. Concepts of the leadership role are analyzed and applied. This course includes the forces, interest groups, and power structures influencing the role of trainers and HRD professionals.

645 Communication in Human Resource Development (3)

Develops an understanding of the process of communication in leadership roles and the improvement of 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 training seminars in an organizational setting. Emphasis will be given to curriculum design, program leadership, and course and participant evaluation.

648 Work Group Behavior in Organizations (3)

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.

652 Diversity in the Workplace (3)

Explores the training and development of a culturally sensitive work force. Examines and explores innovative techniques for dealing with institutional "isms" (e.g., sexism, ageism, etc.), as they relate to management training, conflict resolution, career development, mentoring, performance appraisals, team-building, and peer rating methods.

653 Career Development and Life Work Planning (3)

Overviews the major theories and skill areas in educational planning, career development, and work motivation including understanding career decision-making, using appropriate information and assessment techniques and applying knowledge and skills to the planning and conducting of career development activities in appropriate HRD settings. Resume development and job-seeking skills are taught.

659 Adult Learning and Motivation (3)

Examines human learning and motivation 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 EAP 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 Practices in Human Resource Development(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 Resources Development Practicum: Directed Research (3)

Requires students to plan a research project approved and directed by the academic advisor. The research study will conclude with a publishable paper following APA guidelines.

679 Human Resources Development Internship (3)

Required of all students who are not currently working in the field. Students will engage in supervised field experience(s) in an 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. This course may be waived for students currently working in the field.

Course Descriptions— Not-for-Profit/Religious Organizations Prefix: HRN

603 Organizational Theories: Not For Profit/Religious Organizations (3)

Analyzes major organizational theories and their interfacing with the organization's mission statement. The course will provide administrators/leaders with the knowledge and skills to choose appropriate structures to implement the mission of their particular organizations.

606 Volunteers/Personnel in Not For Profit/Religious Organizations (3)

Considers basic administration and supervision of volunteers and personnel in Not-for-Profit/Religious Organizations. Students are required to study, analyze, and formulate responses to issues of volunteer and employee recruitment, selection, orientation, retention, compensation, development, evaluation, and welfare provisions.

609 Stewardship and Development (3)

Enables participants to acquire competence to design and to evaluate grant writing, establish effective fundraising and development activities for their organizations. Topics include use of time, talents and treasury, accountability, long-range and strategic planning, advertizing and marketing strategies.

629 Boards/Councils Empowerment (3)

Examines the role of boards/councils within the Not-for-Profit/Religious Organization with a focus on an appraisal of the interrelationship of vision, mission, policy formation, responsibility, accountability, and committees. Proposes theories and strategies for effective board/council advisement and leadership and prepares the leader to develop productive board/council relationships.

633 Administrative Technology Application for Not For Profit/Religious Organizations (3)

Prepares administrators and leaders of Not-for-Profit/Religious Organizations to use technologies to maximize effectiveness and efficiency of both administrative and instructional functions in their organizations.

647 Special Issues Seminar (3)

Provides the program advisor and students the opportunity to design special seminar sessions to address issues and concerns of interest to particular groups.

648 Leadership and Administrative Practicum (3)

Equips students through a planned program of experiences and responsibilities to lead a Not-for-Profit/Religious Organization. The internship experience, responsibilities, and subsequent projects are under the direction of the student's University program advisor and the site administrator/leader responsible for the internship experience.

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

G. Jean Cerra, Ph.D., Dean

Faculty: Campbell, Cerra, Cramer, Davis, Hicks, Samuel, Unruh



The School of Human Performance and Leisure Sciences (HPLS) includes the Department of Intercollegiate Athletics, the Department of Sport and Exercise Sciences, and the Office of Campus Recreation.

Barry University's commitment to the School of Human Performance and Leisure Sciences is evidenced by the recent completion of a \$4.5 million Health and Sports Center. This facility houses the two departments within the School of HPLS and is fully equipped with state-of-the-art equipment in an 1,800 sq. ft. Athletic Training Room and research oriented 2,100 sq. ft. Human Performance Laboratory, an arena for basketball and volleyball, a 2,200 sq. ft. Strength and Conditioning Room, classrooms, locker rooms, and offices. There are quality exterior facilities for baseball, softball, soccer, tennis and racquetball. An outdoor pool and a sand volleyball court complete the sports complex.

The Department of Sport and Exercise Sciences (SES) offers professional preparation for graduate students seeking advanced study in the management of sport-related areas, recreational programs, fitness and wellness centers, as well as for students seeking advanced study in Athletic Training.

Graduate programs are offered which lead to the following **Master of Science** degrees:

Athletic Training, M.S.

Sport Management, M.S.

Sport Management/M.B.A. Dual Degree with Andreas School of Business

In addition, graduate level courses are available within the SES Department for individuals seeking a teaching endorsement in **Adapted Physical Education**.

GRADUATE PROGRAM REQUIREMENTS AND POLICIES

The general policies listed below apply to all graduate programs offered within the School of Human Performance and Leisure Sciences. Additional requirements specific to the major may be found under the respective graduate program description in the SES Department listing. Graduate students may attend full-time or part-time. A full-time graduate course load is nine (9) credit hours.

Graduate Admission Criteria:

- Acceptance by the University's Office of Graduate Admissions*; and
- A bachelor's degree from a regionally accredited or internationally listed institution, as verified by two (2) official transcripts; and
- Sufficient undergraduate preparation or life experience, as determined by the Graduate Program Coordinator and Department Chair; and

- Satisfaction of additional entrance requirements or minimal test scores on national examinations, if specified for particular degree programs; and
- Two (2) letters of recommendation; and
- A short essay describing personal career goals and how a graduate degree from Barry will help fulfill these goals.

* Non-degree seeking status and provisional acceptance status, as determined by the Office of Graduate Admissions, require HPLS Dean and SES Department Chair approval, and do not guarantee admission to a degree program. Enrollment is limited to no more than six (6) graduate credits in any program leading to a graduate degree. Non-degree and provisional acceptance may be changed to regular degree-seeking status upon approval from the Dean and Department Chair and after completing SES 616. This course must be taken within the first six (6) hours of graduate work, which may be extended to nine (9) hours by permission of the Dean and Department Chair. A grade of B or better is required in each of the courses comprising this initial 6-9 credit hours of graduate coursework. Submission of all documentation required by the Office of Graduate Admissions and/or the respective degree program is also necessary.

Readmission:

Any student who interrupts enrollment in graduate coursework at Barry University for one calendar year or more must apply in writing to the Office of Graduate Admissions for readmittance into the program. Approval by the HPLS Dean is also required.

Transfer Credits:

A maximum of six (6) hours of acceptable credits may be transferred from another accredited/internationally listed college or university toward a graduate degree from Barry University. This is subject to approval by the SES Department Chair and HPLS Dean. Consideration will only be given to graduate level coursework completed within the five (5) year period immediately preceding initial enrollment at Barry. This coursework must be relevant to the discipline and either an A or B grade must have been earned. In addition, remaining credits required for graduation must be earned within seven years of initial enrollment in graduate coursework at Barry University.

Time Limitation:

A maximum of seven (7) years is allowed for completing all degree requirements.

Advising:

Students pursuing graduate courses will be assigned an advisor by the SES Department Chair.

Comprehensive Examinations:

All students are expected to pass a comprehensive oral and/or written examination prior to being approved for the internship project or for the thesis.

Project/Thesis:

Students have the option of completing an intensive internship or submitting a written thesis. The thesis option is strongly recommended in order to refine research skills for those seeking further graduate study. Each student is required to provide four (4) bound copies of the approved master's thesis/project report, one to remain in the department, one for the thesis advisor, and two to remain in the library. Additional copies are usually provided as a courtesy to other thesis committee members. The completed thesis must be sent by the student to UMI for micro-filming and copywriting.

The four month concentrated internship requires submission of a written, comprehensive project at the conclusion of the experience. Students are strongly encouraged to have all coursework completed prior to participating in the internship option. Prior to being approved for a project/internship, a formal proposal must be submitted to the student's Graduate Committee detailing the duties associated with the project, the name(s) and title(s) of the individual(s) providing on-site, daily supervision; a signed statement from the agency or organization indicating willingness to participate in the internship; and the expected learning outcomes from this project as they relate to the major and/or area of concentration. A formal contract from the University, with the assigned agency sponsoring the internship, will subsequently follow.

Assistantships:

A limited number of graduate assistantships may be available. Inquiry should be made through the Department Chair as to type and availability.

Academic and Graduation Requirements:

All students must maintain a minimum graduate GPA of 3.0 and are limited to a maximum of two (2) C grades. Any student who fails to meet these requirements is subject to departmental review and academic jeopardy, including dismissal from the program. Graduation requires a minimum 3.0 GPA.

A student may pursue elective coursework to complement a specialization or interests with prior approval from the Graduate Committee Chairman.

The SES faculty reserve the right to accept, retain, and recommend for graduation only those graduate students who, in addition to satisfying stipulated academic requirements, meet personal and professional stan-

dards established by national governing bodies. Admission to graduate programs in the School of HPLS does not guarantee progression to the internship, thesis, certification, or graduation.

THE DEPARTMENT OF SPORT AND EXERCISE SCIENCES

Leta E. Hicks, Ed.D., Chair

The Department of Sport and Exercise Sciences (SES) offers three graduate degree programs:

- Master of Science in Athletic Training (M.S.)**
- Master of Science in Sport Management (M.S.)**
- Master of Science in Sport Management/
Master of Business Administration
(M.S./M.B.A.) Dual Program with Andreas
School of Business**

Graduate level courses are also offered for individuals seeking a teaching endorsement in **Adapted Physical Education**. In addition, selected Barry students graduating with an undergraduate major in Exercise Science or Sports Medicine-Athletic Training (SM-AT) may have the option of pursuing the Master of Science in Physical Therapy (M.S.P.T.) within the School of Natural and Health Sciences. The student should refer to the course requirements for this program option as described in the undergraduate catalog following the SM-AT degree and clinical requirements.

MASTER OF SCIENCE IN ATHLETIC TRAINING

The Master of Science (M.S.) in Athletic Training combines both theory and practice in preparing students for leadership positions in the roles of allied health practitioners in sports medicine. These roles include: college/university athletic training, clinic administration and athletic training curriculum clinical education. Degree preparation will include case study models with an emphasis on ethical and moral decision-making for leaders in athletic training. The Athletic Training graduate curriculum includes extensive advanced coursework offered in the School of Human Performance and Leisure Sciences. The Master of Science in Athletic Training (M.S.-A.T.) degree program includes eight required courses and two courses open as electives to broaden a specific area of preparation. Students may choose elective courses within the Department of Sport and Exercise Sciences or other courses at the graduate level at Barry University.

Admission Requirements

General admission requirements are to be found under School of HPLS Graduate Program Requirements and Criteria. A personal interview arranged with the program's graduate coordinator and/or department chair is required prior to admission or obtaining "degree seeking" status. In addition, a student seeking admission to the M.S.-A.T. program must:

- have completed undergraduate courses in Prevention, Evaluation, Therapeutic Exercise, Therapeutic Modalities and Administration, or their equivalent; and
- be a NATA certified Athletic Trainer, or qualify for acceptance by the NATABOC as a board exam candidate; and
- receive an acceptable score on the Graduate Records Examination (GRE) and possess an "above average" undergraduate GPA

(NOTE: The HPLS Dean reserves the right to establish a minimum undergraduate GPA as well as a minimum GRE score for applicants. GRE applications are available from Barry's Office of Graduate Admissions.)

Graduation Requirements

Graduation requirements are to be found under School of HPLS academic requirements, as well as the requirements for thesis and comprehensive examinations. The M.S. in Athletic Training consists of a total of 36 credit hours. This includes 12 credit hours of SES graduate core courses. (NOTE: Students lacking prior undergraduate coursework in ethics will be required to take SES 553 or SES 621 from the list of electives.)

SES Graduate Program Core (12 credits)

SES 616	Research Methodology in SES	3
SES 585	Legal Issues in SES	3
SES 689	Thesis	6

Athletic Training Core (18 credits)

SES 540	Medical Recognition of Athletic Injuries	3
SES 590	Gross Anatomy	6
SES 545	Manual Therapy in Sports Medicine	3
SES 640	Rehabilitation Science in Sports Medicine	3
SES 645	Curriculum & Instructional Design in Athletic Training	3

** Plus a choice of two of the following electives: 6

SES 520	Biomechanics	3
SES 537	Sport Psychology	3
SES 551	Fitness Assessment & Program Development	3
SES 553	Biomedical Ethics	3
SES 561	Exercise Physiology II	4

SES 618	Health Promotion	3
SES 621	Ethics and Social Issues in Sport	3
Total Semester Hours:		36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

NATA requirements for graduate programs include a clinical component for all students of 400 clock hours documented with their on-site supervisor and verified by the Barry University program coordinator.

MASTER OF SCIENCE (M.S.) IN SPORT MANAGEMENT

The Master of Science (M.S.) Degree in Sport Management combines both theory and practice in preparing students for management positions in a variety of sport, recreation, and health promotion areas (e.g., arena and dome management; amateur and professional sports; high school and college athletics; resort and tourism industries; parks and recreational centers; fitness and wellness centers; etc.). Degree preparation will include decision-making models with an emphasis on practicing and promoting ethics and human values in the management of sport-related businesses, athletics, and fitness programs.

The Sport Management graduate curriculum includes extensive coursework in classes offered within the Andreas School of Business and offers its majors two degree options: the **M.S. in Sport Management** or the dual degree option leading to master's degrees in **Sport Management and Business Administration (M.S./M.B.A.)**. A Public Relations course in the Department of Communications also broadens the students preparation for the field. The M.S. and the M.S./M.B.A. degrees include at least eight industry-specific courses in the SES Department and three to nine courses in the Andreas School of Business. Both of the master's degree programs in Sport Management include the opportunity to select coursework best suited to individual interests in the areas of sport/athletic administration or fitness management. Students may also pursue elective credits in other subject areas (e.g., Journalism, Communications, Psychology) to enhance professional preparation for sport-related careers in these fields.

Admission Requirements

See School of HPLS Graduate Program Requirements and Criteria. A personal interview arranged with the program's Graduate Coordinator and/or Department Chair is required prior to admission or obtaining "degree-seeking" status. All students seeking the joint M.S./M.B.A. degree option must also meet Andreas School of Business requirements for graduate admission.

Admission into the graduate programs in Sport Management requires an acceptable score on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), and a better than average undergraduate GPA.

(NOTE: The HPLS Dean and/or the Graduate Dean, Andreas School of Business, reserve the right to establish a minimum undergraduate GPA as well as a minimum GRE or GMAT score for applicants.)

Graduation Requirements

See School of HPLS academic requirements, as well as the requirements for project/thesis and comprehensive examinations. The Sport Management M.S. and the M.S./M.B.A. also require successful completion of 12 hours of SES graduate core courses in addition to specific credit hour requirements in Sport Management and Business. The Sport Management M.S. consists of a total of 42 semester hours; the M.S./M.B.A. option totals 57 credit hours.

Degree Requirements

SES Graduate Core Requirements		12
SES 585	Legal Issues in SES	3
SES 616	Research Methodology in SES	3
SES 679	Internship/Project	
	OR	
SES 689	Thesis	6
Sport Management (M.S.) Requirements		21
COM 590	Public Relations Principles and Case Studies	3
SES 530	Managing the Sport Enterprise	3
SES 533	Sport Marketing Management	3
SES 544	Financial Applications to Sport	3
SES 621	Ethical and Social Issues in Sport	3
Choice of two (2) electives, totalling a minimum of 6 credit hours and approved by the Graduate Program Coordinator, from among:		6
SES 531	Media Relations and Sport	3
SES 534	Amateur Sport Administration	3
SES 535	Managing Professional Sport	3
SES 537	Sport Psychology	3
SES 551	Fitness Assessment and Program Development	3
SES 618	Health Promotion	3
Graduate Business Courses		9
MBA 605	Entrepreneurship	3
MBA 610	Computers and Executive Applications	3
MBA 660	Managerial Accounting	3
DEGREE TOTAL:		42

MASTER OF SCIENCE (M.S.) IN SPORT MANAGEMENT/ MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

SES Graduate Core Requirements			12
SES	585	Legal Issues in SES	3
SES	616	Research Methodology in SES	3
SES	679	Internship/Project	
		or	
SES	689	Thesis	6
Sport Management (M.S.) Requirements			21
COM	590	Public Relations Principles and Case Studies	
		or	
SES	531	Media Relations and Sport	3
SES	530	Managing the Sport Enterprise	3
SES	533	Sport Marketing Management	3
SES	544	Financial Applications to Sport	3
SES	621	Ethical and Social Issues in Sport	3
Choice of two (2) electives, totalling a minimum of 6 credit hours and approved by the Graduate Program Coordinator, from among:			
SES	531	Media Relations and Sport	3
SES	534	Amateur Sport Administration	3
SES	535	Managing Professional Sport	3
SES	537	Sport Psychology	3
SES	551	Fitness Assessment and Program Development	3
SES	618	Health Promotion	3
Business (M.B.A.) Course Requirements			27
MBA	605	Entrepreneurship	3
MBA	617	Technology & Information Systems	3
MBA	654	Production/Distribution of Goods/Services	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	693	Strategy & Policy in a Global Environment	3
MBA	—	Electives	9
DEGREE TOTAL: (M.S./M.B.A.)			60

ADAPTED PHYSICAL EDUCATION (Teaching Endorsement)

The Department of Sport and Exercise Sciences offers coursework leading to a State of Florida Department of Education (FL-DOE) endorsement in Adapted Physical Education.

Adapted Physical Education Endorsement Requirements: Students may earn an endorsement in Adapted Physical Education by completing twelve semester hours among courses specified in certain areas by the FL-DOE. Actual state requirements are available by request from the office of the SES Dept. Chair.

These courses are offered in a weekend format to practicing teachers and other professionals who work with disabled individuals in leisure services or related movement science/human performance disciplines. These courses satisfy FL-DOE requirements toward an endorsement in Adapted Physical Education.

A. Six (6) semester hours are required in the following courses:

EDU	570	Introduction to Exceptional Children (3), or equivalent; and
SES	502	Biological and Medical Aspects of Motor and Physical Disabilities (3)

and

B. Four (4) credit hours must be completed from among the following course offerings:

SES	504	Physical Education and Sport for Children with Mental Deficiencies (2); or
SES	506	Physical Education and Sport for Children with Sensory Disabilities (2); or
SES	508	Physical Education and Sport for Children with Motor Disabilities (2)

and

C. Two (2) credit hours must be completed in one (1) of the following areas:

SES	511	Coaching Techniques for Disabled Athletes (2); or
SES	513	Physical Activity for the Profoundly Handicapped (2); or
SES	517	Assessment in Physical Education for Exceptional Students (2); or
SES	519	Aquatics for Individuals with Disabilities (2)

ADAPTED PHYSICAL EDUCATION ENDORSEMENT TOTAL

12

Graduate Course Descriptions— Sport and Exercise Sciences Prefix: SES

502 Biological and Medical Aspects of Motor and Physical Disabilities (3)

Presents the sensory and motor aspects of developmental disabilities. Course content identifies and clarifies the differential developmental characteristics that exist among children with learning disorders, behavioral disabilities, neurological, orthopedic, genetic, drug and/or metabolic dysfunctions. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

504 Physical Education and Sport for Children with Mental Deficiencies (2)

Provides an understanding of the positive impact of physical activity on the psychological and social, as

well as the physical well being of persons with mental disabilities. Includes an introduction to commonly accepted methods of assessing and identifying persons with mental deficiencies with emphasis on developing physical skills. A continuum of activities from basic motor development through recreational and competitive sports will be explored. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

506 Physical Education and Sport for Children with Sensory Disabilities (2)

Provides an understanding of the positive role of physical activity in the social, emotional, and physical well being of persons with sensory deficiencies. Includes the selection of activities at all developmental levels as well as contraindication of activities based upon various medical conditions. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

508 Physical Education and Sport for Children with Motor Disabilities (2)

Provides an understanding of the value of physical activity for persons with motor disabilities, from social, emotional, and physiological aspects. Includes assessment techniques to aid in the selection of activities with emphasis on the contraindications for specific conditions. The range of activities will begin with basic motor development and continue through specific sports skills. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

511 Coaching Techniques for Disabled Athletes (2)

Provides an introduction to the various sports organizations specific to athletes with disabilities and an emphasis on coaching techniques aimed at those athletes who compete in competitions provided by each of these groups. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

513 Physical Activity for the Profoundly Handicapped (2)

Provides a foundation in physical activity programs for students identified as profoundly handicapped. Includes an introduction to the various sub-groups making up this population as well as techniques for incorporating providers of physical activity into the program. Emphasis will be placed on using developmental activities in small group settings. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

517 Assessment in Physical Education for Exceptional Students (2)

Current assessment and evaluation techniques used to identify conditions which impede psychomotor functioning. Emphasis is placed on test administration, educational diagnosis, the I.E.P., instructional strategies,

public law compliance, etc. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

519 Aquatics for Individuals with Disabilities (2)
Develops the skills necessary to provide appropriate water activities for students with disabilities. In addition to addressing water activities, emphasis will be placed on restrictive medical conditions and providing a safe water environment for all persons with disabilities. This course partially fulfills the requirements for the endorsement in Adapted Physical Education.

520 Biomechanics

Advanced techniques in the analysis of mechanical factors related to human movement. Graduate students must also complete a comprehensive investigation project. Prerequisite: SES 320 or the equivalent.

524 Teaching Health and Physical Education in the Elementary School (3)

Examines the curricular content and instructional strategies for conducting elementary school health and physical education programs. Includes theory and practice in teaching fundamental movement concepts and skills, specialized skills, rhythm and creative movement, games, physical fitness and wellness concepts. (Designed for classroom teachers seeking the Master of Science degree in Elementary Education.)

530 Managing the Sport Enterprise (3)

Provides a broad overview of various sport management enterprises with emphasis on sources of industry information and practical uses of such information. Analyzes internal and external environmental factors that impact on short and long term operations in the sport enterprise. Addresses the management specifics of how to plan, organize, control, and direct a sport enterprise as well as decision-making and communication skills necessary to be a successful manager.

531 Media Relations and Sport (3)

Study of the interaction between professional and collegiate sports and the media. Knowledge of studio equipment is helpful but not required. (Same as COM 531.)

533 Sport Marketing Management (3)

Presents a comprehensive examination of basic marketing functions and concepts as applied to sport-related enterprise, including school/college athletic programs, fitness centers, etc. Helps the student analyze and make recommendations about sport business problems that involve the creation, distribution, and sale of sporting goods and services. Emphasizes the resolution of sport marketing problems, demand analysis, consumer analysis and market analysis.

534 Amateur Sport Administration (3)

Examines standards, policies and practices in the organization, supervision, budgeting, and management

of amateur sports (i.e. college and high school athletics, amateur athletic unions, etc.).

535 Managing Professional Sport (3)

Discusses and analyzes major issues facing managers of a professional sports franchise. Focuses on topics such as corporate structure, finance, player negotiations, contracts, press relations, auxiliary enterprises, and community impact.

537 Sport Psychology (3)

Provides an in-depth focus on the conceptual elements of contemporary psychoanalytic, cognitive social learning, existential and systematic theories of personality and behavior change as applied to sport. Includes selected readings, lectures, and student discussion. Seeks to develop an appreciation for the psychology of winning, as well as other psychological issues involved in the evaluation and future directions of contemporary sport. Critically examines the gender, class, and culture adequacy of sport psychology theory.

540 Medical Recognition of Athletic Injuries (3)

A course for athletic trainers in the study of differential diagnostic procedures used by sports medicine physicians to assess and plan for the care of injuries and illnesses in physically active people. Prerequisite: An advanced course in assessment of athletic injuries or the equivalent.

544 Financial Applications in Sport (3)

Applies financial principles to various professional collegiate or high school level sport programs as well as exercise-related settings. The course will provide the student with a practical background regarding the principles of financial management and financial statements for the purposes of planning, administering, reporting and evaluating the financial performance of sport-related entities. Prerequisites: MAT 152, ACC 201, ECO 201, FIN 319, or equivalents.

545 Manual Therapy in Sports Medicine (3)

A course for athletic trainers on advanced manual techniques in sports medicine: proprioceptive neuromuscular facilitation, joint mobilization, cross-friction massage, eastern and western massage methods, myofascial manipulation, and stretching. Prerequisite: Courses in therapeutic exercise and therapeutic modalities or the equivalent.

551 Fitness Assessment and Program Development (3)

Considers principles and procedures used to administer lab and field tests of cardiovascular endurance, body composition, joint flexibility and muscular strength, power, and endurance. Explores principles and procedures used to develop conditioning programs to improve these parameters. Focuses on the low-risk individual in nonclinical settings. Prerequisites: BIO 220 or 230, BIO 240, SES 360 or 361, or equivalents.

553 Bio-Medical Ethics (1-10)

553a Ethical Foundations (1)

Philosophical ethics; professional codes of ethics; professional responsibilities. Same as BMS 553a, BIO 553a, PDY 553a.

553b 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 553b, BIO 553b, PDY 553b.

561 Exercise Physiology II

Continuation of Exercise Physiology I. Exercise biochemistry, ergometrics, bioenergetics, muscle physiology, anthropometry, and selected current topics in the literature. Graduate students must also complete a comprehensive investigation project. 3 hours lecture and 2 hours laboratory weekly. Laboratory to be taken concurrently with lecture. Laboratory fee required. Prerequisites: CHE 152, SES 361 or the equivalent.

570 Methods and Practice of Teaching Developmental Activities I (K-8) (4)

The study and practical application of health and physical education instructional design and content for grades K-8. The course provides the elementary physical educator with the knowledge base, skills, methodology and techniques to teach developmental activities, physical fitness activities, and wellness concepts to school children in these grades. Students will participate in a minimum of ten (10) hours of field experiences in elementary and middle schools. (Designed for teachers seeking grades K-8 certification in physical education.) Prerequisite: A bachelor's degree.

571 Methods and Practice of Teaching Developmental Activities II (K-8) (4)

Continuation of SES 570. This course is designed to integrate knowledge and teaching competencies of SES 570 with curriculum development and refinement of instructional skills. Students will participate in a minimum of ten (10) hours of field experiences in elementary and middle schools. (Designed for teachers seeking grades K-8 certification in physical education.) Prerequisite: A bachelor's degree.

575 Secondary School Physical Education, Theory and Practice I (6-12) (4)

The study and practical application of physical education and fitness instructional design and content for grades 6-12. The course provides the secondary physical educator with the knowledge base, skills, methodology and techniques to teach recreational team sports, individual lifetime sports, and personal fitness/wellness activities. Students will participate in a mini-

imum of ten (10) hours of field experiences in middle and secondary schools. (Designed for teachers seeking grades 6-12 certification in physical education.) Prerequisite: A bachelor's degree.

576 Secondary School Physical Education Theory and Practice II (6-12) (4)

Continuation of the study and practical application of physical education and fitness instructional design and content for grades 6-12. The course is designed to integrate the knowledge and skills learned in SES 575 with curriculum development and refinement of teaching skills. Students will participate in a minimum of ten (10) hours of field experiences in middle and secondary schools. (Designed for teachers seeking grades 6-12 certification in physical education.) Prerequisite: A bachelor's degree.

585 Legal Issues in Sport and Exercise Science (3)

Provides an understanding of the American legal system with an emphasis on the resolution of sport business legal disputes by means of civil litigation, mediation, arbitration, and trial procedures. Examines the traditional areas of contract law and tort law as they relate to problems confronting the exercise leader, athletic director, teacher/coach, or sport manager. Scrutinizes the legal structure of sport and focuses on special topics of television and media, trademark law, sex discrimination, facility safety, handicap access, professional sport, drug testing, antitrust laws, gambling and tax laws. Graduate students will be required to complete an indepth legal issues project.

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 and PDY 590.

616 Research Methodology in Sport and Exercise Science (3)

Examines research methods and designs used in a variety of exercise and sport-related settings. Emphasizes the development of research techniques, including the ability to define research problems, write hypotheses, review and interpret literature, apply research designs, organize, analyze, and present data. Studies basic descriptive statistics for measurement and research (statistical notation, measures of central tendency and variability, probability and sampling techniques, linear regression and correlation and an introduction to statistical inference).

618 Health Promotion (3)

Examines health promotion programs in a variety of settings including program components, assessment, design, implementation, and evaluation. Discusses case studies from health-related programs to assist students in developing wellness and health promotion philosophy and strategies. (Prerequisite: SES 551, or consent of the instructor)

621 Ethics and Social Issues in Sport Management (3)

A seminar style course which reviews and discusses current issues impacting the sport manager, athletic administrator, or athletic trainer. Includes an analysis of the processes and values that create, sustain, and transform sport in today's society. Emphasis is placed on practicing and promoting ethics and human values while managing and operating professionally within any sport enterprise.

640 Rehabilitation Science in Sports Medicine (3)

A course for athletic trainers on the application of the most current research on rehabilitative techniques in sports medicine. Prerequisite: Courses in therapeutic exercise and therapeutic modalities or the equivalent.

645 Curriculum and Instructional Design in Athletic Training (3)

A course for athletic trainers on planning, designing and implementing athletic training educational programs in high schools/colleges and universities. Emphasis on instructional design and sequencing of competency-based experiences. Prerequisite: Admission to graduate program.

679 Internship/Project (6)

Designed in close consultation with graduate committee faculty and industry sponsoring organization. Intends to develop greater breadth and depth of important management issues dealing with a specific segment of the sport industry. Requires a written project to be submitted to a graduate faculty committee for evaluation. Concludes as the student presents orally the findings related to his/her project and defends conclusions against questions raised by the faculty review committee.

689 Thesis (6)

Provides the initiation, implementation and evaluation of a scholarly investigation. Requires students to submit a written research proposal for approval by a thesis/project committee and present an oral proposal to that committee. Culminates with an approved written report in thesis form. Prerequisite: SES 616.

SCHOOL OF NATURAL AND HEALTH SCIENCES

Sister John Karen Frei, O.P., Ph.D.,
Associate Vice President for Academic Affairs;
Dean, School of Natural and Health Sciences;
Professor of Biology

Faculty: Broderick, Cruise, Ducis, Garcia-Otero, Groom, Hays, Laudan, Lin, McManus, Montague, Moya, Sanborn, Scott, Stewart, Vaillancourt, Wolford.

The Academic Health Science Center and the Division of Biological and Biomedical Sciences were established in 1985. The division was renamed in 1991 as the School of Natural and Health Sciences in order to integrate the undergraduate and graduate life and health science programs into a cohesive academic unit.

The purpose of the School of Natural and Health Sciences is to provide high quality education which will prepare competent, thoughtful, ethical, and compassionate natural and biomedical scientists and health professionals. This is accomplished within a caring environment supportive of the religious dimension of the university. The school also provides biological and biomedical courses for students from other academic disciplines as part of a liberal education.

With the knowledge that the world and human needs are constantly changing, the goals of the School of Natural and Health Sciences are:

- 1) to provide a culturally and experientially diverse student body liberal and professional education in an environment that fosters motivated, self-directed analytical thinking, learning, and research in the biological, biomedical and health sciences;
- 2) to offer courses and other educational experiences that meet the requirements of Barry University and of entrance into professional programs and careers;
- 3) to develop a sense of ethical and social responsibility through opportunities in community service with on- and off-campus components.

The graduate programs include: the Master of Science in Biology for the science teacher, the Master of Science in Biomedical Science for the student who

wishes to pursue biomedical studies, the Master of Science in Physical Therapy for the student who wishes to become a licensed physical therapist, the Master of Science in Anesthesiology for the student who wishes to become a nurse anesthetist, and the Master of Science in Health Services Administration for the student who wishes to obtain an administrative position in a health care setting.

MASTER OF SCIENCE IN ANESTHESIOLOGY

Norman R. Wolford, Ed.D., C.R.N.A., Director

The Master of Science in Anesthesiology program is based on principles of adult education, to educate the advanced health care practitioner. The program is for the baccalaureate prepared graduate who wishes to become a nurse anesthetist at the master of science level.

The program offers over 580 hours of didactic instruction at the master's level. The clinical component will include about 1,000 hours of actual hands-on learning, in which the graduate student will develop his/her cognitive, affective and psychomotor skills for all categories of anesthesia delivery. Under instruction, students will perform pre-anesthetic interviews and evaluations, manage the anesthetic, and perform the post-anesthetic management of the patient. This is a full-time program.

The curriculum is a Phase 1-Phase 2 curriculum; the first year 80% didactic, the second year 20% didactic; and the last 3 months in an internship level.

ADMISSION REQUIREMENTS

Admission is on a competitive basis. Students are chosen on the basis of successful completion of academic records, references, interviews, and general fitness for the study of anesthesia. To be accepted, an applicant must submit evidence of the physical health, emotional stability, and personality considered necessary for successful service as a nurse anesthetist. Students selected are admitted once a year. Special admissions consideration is given to those individuals who are willing to serve rural/underserved populations. The following are specific admissions requirements:

1. A degree from an accredited college or university with a record of satisfactory academic work in an appropriate science (health science, nursing, biology, chemistry) at the baccalaureate and/or graduate level.
2. Two courses in chemistry, one with lab.
3. Evidence of current unrestricted licensure as a registered nurse in the United States. (Florida license must be obtained prior to the first day of school, but may be obtained after selection).
4. The student must be a graduate of a School of Nursing with one year of experience as a Registered Nurse in a critical care setting.
5. A GPA of 3.0 or better for all undergraduate work. Applicants with a master's degree from an accredited university may request to have their graduate GPA considered.
6. Submit credible and current (5 years or less) scores on the Graduate Record Examination: verbal, quantitative and qualitative sections.
7. Two professional references, one from current nursing supervisor and one from another health care professional (preferably a CRNA).
8. Interviews with the program director, or designee, and member of the admissions committee after completion of all admission requirements.
9. International students must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).
10. The usual policies on transfer credit (six semester hours) and time limitation (7 years) will apply. After admission to the program, the graduate student may ask the program director for a recommendation of transfer of credits. Minimal transfer grades of B will be required.

Note: After admission to the program, the individual must pass a physical in order to be eligible to perform affiliation at Mount Sinai Medical Center which will include a mandatory drug screen.

CLINICAL EDUCATION

In order for the graduate student to develop and improve the cognitive, psychomotor and affective skills in anesthesiology, he/she will obtain his/her broad field orientation at MSMC. Graduate students will then complete the major clinical components at one of the following medical centers:

- Mount Sinai Medical Center (MSMC)
Miami Beach, Florida
- Orlando Regional Healthcare Systems Facilities
Orlando, Florida
- St. Mary's Hospital
West Palm Beach, Florida
- Broward General Hospital
Ft. Lauderdale, Florida

CURRICULUM

The curriculum has been designed for the registered nurse with a baccalaureate degree. The 28 month curriculum graduate program is sequential. The foundation courses are taught in the first year and the advanced courses in the second year, with an internship in the last semester of the program. The clinical portion of the program is continual, including university breaks between semesters. The total semester hours will be 48.

The clinical component is reflected through the progressive practicums through all seven semesters, in which the clinical specialties are introduced to the students. The mastery of a practicum must occur in a semester before the student may proceed to the following semester.

			sem. hrs.
SEMESTER I			
ANE	500	Principles of Anesthesia I	1
ANE	505	Principles of Anesthesia II	1
ANE	510	Pharmacology I	3
ANE	515	Biochemistry for Anesthesia I	2
ANE	520	Pathophysiology I: Cellular & Circulatory	3
ANE	522	Research Methodology	2
ANE	525	History and Legal Aspects In Anesthesiology	2
ANE	535	Practicum I (In-Service/ Education)	1
			15
SEMESTER II			
sem. hrs.			
ANE	540	Principles of Anesthesia III: Pediatric	1
ANE	545	Principles of Anesthesia IV: Obstetric	1
ANE	550	Principles of Anesthesia V: Trauma	1
ANE	555	Pharmacology II	2

ANE 560	Biochemistry & Physics for Anesthesia II	3
ANE 565	Pathophysiology II: Endocrine & Excretory	2
ANE 570	Regional Anesthesia	2
ANE 575	Practicum II (In-Service/Education)	1
		<hr/> 13
SEMESTER III		sem. hrs.
ANE 580	Pharmacology III	2
ANE 585	Pathophysiology III: Respiratory & Neurological	4
ANE 590	Principles of Anesthesia VI: Cardiothoracic	1
ANE 595	Practicum III (In-Service/Education)	1
		<hr/> 8
SEMESTER IV		sem. hrs.
ANE 600	Research Trends and Issues in Anesthesiology	2
ANE 605	Practicum IV (In-Service/Education)	1
		<hr/> 3
SEMESTER V		sem. hrs.
ANE 627	Advanced Research	2
ANE 630	Practicum V (In-Service/Education)	1
		<hr/> 3
SEMESTER VI		sem. hrs.
ANE 650	Anesthesia Seminar I	2
ANE 660	Practicum VI (In-Service/Education)	1
		<hr/> 3
SEMESTER VII		sem. hrs.
ANE 670	Anesthesia Seminar II	2
ANE 680	Practicum VII (In-Service/Education)	1
ANE 699	Comprehensive Examination	1
		<hr/> 3

CANDIDACY

Degree-seeking students must be admitted to candidacy for the degree before the third semester. 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 program director.

GRADUATION REQUIREMENTS

A student must have completed all course work with a minimum grade point average of 3.0 B, with no more than 7 semester hours of C grade. The student must satisfactorily complete all practicals with

specific clinical objectives; complete a research project of graduate quality; and successfully pass the comprehensive exams.

MASTER OF SCIENCE IN ANESTHESIOLOGY— COMPLETION PROGRAM

Norman R. Wolford, Ed.D., C.R.N.A., Director

The Master of Science in Anesthesiology Completion Program is designed for those Certified Registered Nurse Anesthetists who are graduates from an accredited school of nurse anesthesia, have an appropriate baccalaureate degree, and wish to obtain a master's degree in anesthesiology. The program is offered during evening and week-end hours to accommodate the working nurse anesthetist. Those individuals interested in admission to this program must contact the Admissions Office or the Director for specific admissions requirements.

APPLICATION REQUIREMENTS

- Students seeking admission to the program must:
- Complete an Admission Application.
 - Submit evidence of current unrestricted licensure as a registered nurse in Florida.
 - Hold current certification/re-certification as a Certified Registered Nurse Anesthetist by the Council on Certification or Council on Re-Certification.
 - Be a graduate of a school of anesthesiology accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs or the American Association of Nurse Anesthetists.
 - Hold an appropriate undergraduate degree from a regionally accredited college or university.
 - Have an undergraduate grade point average (including school of anesthesia) of 3.0 or higher.
 - Submit satisfactory references from two individuals well known to applicant.
 - Provide official transcript(s) from all college(s) and school of anesthesiology, mailed directly to the Admissions Office at Barry University.
 - Submit credible and current (5 years or fewer) scores on the Graduate Record Examination (GRE): verbal, quantitative, and qualitative sections.
 - International students must submit their scores (minimum of 550) on the Test of English as a Foreign Language (TOEFL).
 - Transfer credits will be evaluated on an individual basis. A maximum of 6 semester hours may be considered for transfer. Consideration will be given for courses taken within 5 years or fewer of application for which a grade of at least a B was awarded.

CURRICULUM

Only Certified Registered Nurse Anesthetists will be admitted to the program and must complete the following course of study:

Courses	Semester	Hours
ANE 522 Research Methodology		2
ANE 525 History & Legal Aspects of Anesthesiology		2
ANE 570 Regional Anesthesia		2
ANE 600 Research Trends & Issues in Anesthesiology		4
ANE 627 Advanced Research		3
ANE 650 Anesthesia Seminar I		4
ANE 670 Anesthesia Seminar II		4
BMS 553 Biomedical Ethics		3
HSA 610 Financing & Delivery of Health Care Services		3
Elective (with approval by the director)		3
Comprehensive Examination		

Course Descriptions— Anesthesiology Prefix: ANE

500 Principles of Anesthesia I (1)

Study of the principles of anesthetic management including: pre- and post-anesthesia evaluation, premedication, formulation of management and plan, monitoring, anesthetic techniques, procedures and equipment requirements, record keeping, endotracheal intubation, prevention of complications, and care of equipment.

505 Principles of Anesthesia II (1)

Interpretation of information provided by monitoring devices in the operating room suite.

510 Pharmacology I (3)

Study of the uptake, distribution, biotransformation, and excretion of premedications and anesthetic agents, with particular reference to dosage, mechanism of action, characteristic drug effects, factors modifying drug dosages, toxicity, and instruction for use.

515 Biochemistry for Anesthesia I (2)

Course focuses on the biochemical principles of the mechanisms, actions, and theories as they apply in anesthesia practice.

520 Pathophysiology I: Cellular & Circulatory (3)

A course in human anatomy, physiology, and pathophysiology in which the effects of anesthesia on the cell are studied. This will progress to the advanced

anatomy and physiology of the circulatory system, in particular to its application to anesthesia, and cardiovascular pathophysiology.

522 Research Methodology (2)

Introductory course in experimental design and statistical analysis.

525 History and Legal Aspects in Anesthesiology (2)

Study of the principles of law relating to medical malpractice and statutory restrictions on the practice of anesthesia by registered nurses. A history of Anesthesia with emphasis on the role of Nurse Anesthetists will be provided.

535 Practicum I (In-Service/Education) (1)

Experience with physical assessment: including care plans and mastering of skills taught in Principles of Anesthesia I and II. Induction, management and emergence of a patient from anesthesia.

540 Principles of Anesthesia III: Pediatric (1)

Pediatric anesthesia includes the anatomic, physiologic and pathophysiological differences of patients from infancy through childhood.

545 Principles of Anesthesia IV: Obstetrics (1)

Study of the obstetrical patient including the anatomy, and physiology of pregnancy. The pathophysiological states of pregnancy, anesthetic management of the obstetrical process. A review of specific complications for the parturient patient.

550 Principles of Anesthesia V: Trauma (1)

This course will emphasize the anesthetic management of the emergency and trauma patient. A review of the physical assessment process and placement of appropriate monitoring lines.

555 Pharmacology II (2)

Continuation of the uptake, distribution, biotransformation, and excretion of autonomic, neuromuscular and local drugs used in anesthesia. Emphasis on dosage, mechanism of action, characteristic drug effects, factors modifying drug dosages, toxicology and indication or contraindication for use.

560 Biochemistry and Physics for Anesthesia II (3)

A continuation of the focus on the biochemical and physical principles required for understanding the mechanisms, actions, equipment and theories as they apply to anesthesia practice.

565 Pathophysiology II: Endocrine and Excretory (2)

An advanced study of the anatomy, physiology and pathophysiology of the endocrine and excretory systems in relationship to the anesthetic management of patients.

570 Regional Anesthesia (2)

A study of the theoretical and practical considerations involved in the administration and management of regional anesthesia. Anatomy, physiology, and pharmacology will be studied and applied to actual clinical experience in the administration and management of anesthetic blocks.

575 Practicum II (In-Service/Education) (1)

Actual clinical experience includes progressively more difficult cases; invasive monitoring, specialty areas, such as one-day stay and neurological procedures.

580 Pharmacology III (2)

Advanced study of current drug therapy in patients requiring anesthesia, or in treating complications occurring during anesthetic management. Includes absorption, distribution, biotransformation, excretion, dosage, mode of action, characteristic effects and factors modifying anesthetic management of agents and drugs.

585 Pathophysiology III: Respiratory & Neurological (4)

Study of the anatomy, physiology and pathophysiology of the respiratory system. Emphasis on the application of anesthesia in respiratory and acute care management. Anatomy, physiology and pathophysiology of the nervous system will be studied in their relationship to the anesthetic management of patients.

590 Principles of Anesthesia VI: Cardiothoracic (1)

Review of cardiovascular and thoracic processes. Emphasis on the medical/surgical and nursing evaluation of the patient in the peri-operative period, to include extracorporeal circulation for specific procedures.

595 Practicum III (In-Service/Education) (1)

Clinical practice includes pediatric, obstetric and special care patients.

600 Research Trends and Issues in Anesthesiology (2, 4)

Study of the psychological and ethical standards consistent with contemporary anesthesiology practice. Includes discussions of multiculturalism, the Bill of Rights, health care team interactions, and issues of privacy and confidentiality. Includes psychology, professional adjustment, and ethics for the nurse anesthetist.

605 Practicum IV (In-Service/Education) (1)

Advanced clinical practice areas, include insertion of monitoring lines. The student will begin on-call experiences.

627 Advanced Research (2, 3)

Advanced experimental designs and research, resulting in a paper of publishable quality.

630 Practicum V (In-Service/Education) (1)

Graduate students will incorporate information learned in Practicums I-IV in order to anticipate any special needs for patients in all clinical settings, including post-operative pain and chronic pain management.

650 Anesthesia Seminar I (2, 4)

Current Reviews will be utilized to study current topics in anesthesiology as they relate to case studies.

660 Practicum VI (In-Service/Education) (1)

Advanced clinical practice to provide comprehension of and management of anesthetic cases in specialty areas.

670 Anesthesia Seminar II (2, 4)

Anesthesia Seminar I will be expanded upon. The focus is on Current Reviews as it relates to advanced case studies in anesthesia.

680 Practicum VII (In-Service/Education) (1)

This is an earned privilege in which a graduate student functions as the primary nurse anesthetist, and the instructor acts as a consultant. Experience will be provided at various levels of management and supervision within the department of anesthesia.

MASTER OF SCIENCE IN BIOLOGY

Ralph Laudan, Ph.D., Associate 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 includes:

- Certified teachers with a B.S. degree in biology. (The program will satisfy Florida state requirements for a Master's degree in field.)
- Certified biology teachers updating their certification.
- Teachers with continuing education needs.

Candidates not adequately prepared to enter this program must 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 3.00, B, or better.

- Acceptable score on the Graduate Record Examination (verbal, quantitative, and analytical portions), MCAT, or FTCE examination.
- Two letters of recommendation in support of graduate work.

All requirements for State Professional Certification which the applicant lacks, must be met before the university accepts a student for the master's program. The usual policies on transfer credit (6) and on degree 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.

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.

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.

GOOD STANDING-PROBATION-SUSPENSION

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 graduate advisory committee to determine eligibility to remain in the program. The Dean may require a student on probation to register for a limited course load. Probation will be lifted the following semester IF the student achieves a cumulative GPA of 3.00 or more. If this condition is not met, the student will remain on probation. A student will be suspended who does not achieve a minimal semester GPA of at least 1.0 in any one semester or a minimal cumulative GPA of 2.0 for two consecutive semesters.

GRADUATION REQUIREMENTS

Completion of 30 graduate credits with a minimum grade point average of 3.00 B with no more than 8 semester hours of C grade. Courses with D or F grades must be repeated and replaced with grades of B or better. Students may not include toward graduation the

credit for a biology course in which they have received a grade of D. For graduation, the last 9 credits of this degree must be completed at Barry. Comprehensive exam will not be required.

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)

501 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 501.

505a Biotechnology: Immunochemistry (1)

The immunochemistry module will provide students with a working understanding and the application of sterile techniques, immunochemistry, ELISA techniques, and gel electrophoresis. (\$75 lab fee). Same as BMS 505a.

505b Biotechnology: Molecular Biology (1)

The molecular biology module will provide students with a working understanding and the application of sterile techniques, cell transfer techniques, ELISA techniques as they refer to protein identification, and density gradient gel electrophoresis. (\$75 lab fee). Same as BMS 505b.

507 Basic Research Methodology (3)

Introduction to experimental design and statistical analysis. Same as BMS 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. Prerequisite: BIO 240 or equivalent or permission of instructor.

525 Molecular Biology (5)

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

427/527 Biochemistry I (3,3)

Introduction to the fundamental aspects of biochemistry. Topics include protein structure, enzyme kinetics, and basics of carbohydrate, lipid, and amino acid metabolism and their interrelationships. Same as BMS 427/527. Restricted to evening sections only.

428/528 Biochemistry II (3,3)

This is a continuation of BIO 427/527. Topics covered include biochemistry of purines and pyrimidines, fundamentals of molecular biology, biochemistry of hormones, biochemistry of special tissues, nutrition and its relation to disease. Same as BMS 428/528. Restricted to evening sections only.

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)

452/552 Quantitative Applications 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.

553 Biomedical Ethics (1-10)**553a Ethical Foundations (1)**

An investigation of current ethical issues in health care and the medical, biological and behavioral sciences. Same as PDY 553a, BMS 553a, and SES 553a.

553b 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 vs. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 553a. Same as PDY 553b and BMS 553b.

455/555 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 455/555.

458/558 Infectious Diseases (1-5)

Major human bacterial, viral, rickettsial, fungal and parasitic diseases, identification, pathogenicity, mode of transmission, treatment, methods of control. 5 hours of lecture. Same as BMS 458/558.

458a/558a Bacterial and Rickettsial Diseases (2)**458b/558b Viral Diseases (1)****458c/558c Fungal and Parasitic Infections (2)****597 Physiology (3)**

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion and fluid electrolyte balance. Prerequisites: BIO 527,528. Same as BMS/BIO 597.

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.

620 Pharmacology (3)

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 and BMS 620. Prerequisites: BMS/BIO 527, 528, and 597.

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.

670 Seminar (2)

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

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

Ralph Laudan, Ph.D., Associate Dean

PROGRAM

The master's 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 course work of the basic science component in the D.P.M. degree program at Barry University.

Some of the core courses may serve as post-baccalaureate preparation for students who completed a pre-medical preparation as an undergraduate and who have demonstrated superior academic achievement in their course work 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.



ADMISSION REQUIREMENTS

- 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, physics, and 6 semester hours in English.
- Applicants for Track I are expected to submit credible and current scores on the Medical College Admission Test. Other applicants may submit results from either the MCAT, DAT, VAT, or the Graduate Record Examination (verbal, quantitative and analytical portions).
- Three letters of recommendation (at least one letter from a science professor) or a Health Professions Advisory report are required as well as a personal statement of educational/professional goals.

Additional guidelines for full acceptance to the Track I accelerated program are as follows:

- a. All applicants should have an undergraduate GPA of 3.0 or better on a 4.0 scale, and MCAT scores totalling 24 or better.

- b. A candidate may be accepted if he/she has already completed a graduate degree and has MCAT scores totalling 24 or better.
 - c. If the applicant's records indicate a deficiency in either category, the candidate may be accepted provisionally to the Track I accelerated program with a stipulation that he/she earns a minimum GPA of 3.0 for the first semester. If the student's GPA falls below 3.0 at the end of the first semester, the student may be moved to the two year program with a reduced credit load.
 - d. A candidate may be placed on the wait list for the Track I program and/or be fully accepted to the two year program if he or she does not meet the above requirements but either their undergraduate GPA is over 3.0 or their MCAT total scores are 24 or better.
- International students must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).
 - Advanced Placement is at the discretion of the Dean. 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.

The above criteria are evaluated as a composite and the potential for success is assessed by the MBS graduate admissions committee. The outcome of this assessment will be acceptance, provisional acceptance, to various track options, or rejection. If a student is provisionally accepted, he or she may register for six to nine graduate credits during the time period they are fulfilling their provisions. The committee reserves the right to make exceptions to the above criteria. All final decisions are at the discretion of the Dean, Associate Dean and the MBS admissions committee.

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 School for 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. Graduate students must complete all provisions and/or conditional admission requirements before they begin their third semester of course work. Graduate students in the one year program must be fully accepted before they begin their second semester of course work. In both cases students will be prevented from registering if they have not fulfilled these requirements.

CURRICULUM

Track I

The program of study is divided into three tracks. Students in the Track I program (those who wish to pursue medical studies) are required to take BMS 527,528, Biochemistry I, II; BMS 547, Neuroanatomy; BMS 550, Histology; BMS 553a, Ethical Foundations; BMS 553b, Health Care Delivery; BMS 590, 590L, Gross Anatomy; BMS 595, Physiology. The remaining hours will be determined in consultation with advisor.

Note:Enrollments in some lecture classes may be larger than others since MBS students will be seated together with students from the School of Podiatric Medicine.

Track II

Students in the Track II program would be required to take BMS 527,528, Biochemistry I, II; BMS 553a, Ethical Foundations; and BMS 553b, Health Care Delivery. 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. Two courses with labs must be included in these remaining hours.

Track III

Students in the Track III Program, i.e., the industrial track, would be required to take BMS 501, Biostatistics; BMS 507, Basic Research Methodology; BMS 527,528, Biochemistry I, II; BMS 553a, Ethical Foundations; BMS 553b, Health Care Delivery; BMS 555, Immunology; BMS 675, Research. The remaining hours will be determined in consultation with an advisor.

GOOD STANDING-PROBATION-SUSPENSION

Biomedical Science 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 graduate advisory committee to determine eligibility to remain in the program. The Dean may require a student on probation to register for a limited course load. Probation will be lifted the following semester IF the student achieves a cumulative GPA of 3.00 or more. If this condition is not met, the student will remain on probation. A biomedical science student will be suspended who does not achieve a minimal semester GPA of at least 1.0 in any one semester or a minimal cumulative GPA of 2.0 for two consecutive semesters.

GRADUATION REQUIREMENTS

A student must have completed 36 semester hours of course work with a minimum grade point average of 3.0 B with no more than 8 semester hours of C grade. Courses with D or F grades must be repeated and replaced with grades of B or better. Students may not include toward graduation the credit for a biomedical science course in which they have received a grade of D. For graduation, the last 9 credits of this degree must be completed at Barry. Track I and II students must also pass a qualifying examination which requires a \$25 non-refundable application fee.

CANDIDACY

Degree-seeking students must be admitted to candidacy for the degree. 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.

Course Descriptions— Biomedical Sciences Prefix: BMS

501 Biostatistics (3)

Concepts, principles, methods of descriptive and inferential statistics, and statistical quality control are applied to health issues. Prerequisite: Algebra. Same as BIO 501.

505a Biotechnology: Immunochemistry (1)

The immunochemistry module will provide students with a working understanding and the application of sterile techniques, immunochemistry, ELISA techniques, and gel electrophoresis. (\$75 Lab fee). Same as BIO 505a.

505b Biotechnology: Molecular Biology (1)

The molecular biology module will provide students with a working understanding and the application of sterile techniques, cell transfer techniques, ELISA techniques as they refer to protein identification, and density gradient gel electrophoresis. (\$75 Lab fee). Same as BIO 505b.

507 Basic Research Methodology (2,3)

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

427/527 Biochemistry I (3,3)

Introduction to the fundamental aspects of biochemistry. Topics include protein structure, enzyme kinetics, and basics of carbohydrate, lipid, and amino acid metabolism and their interrelationships. Same as BIO 427/527 and PDY 527. (Track I students must take both day sections).

428/528 Biochemistry II (3,3)

This is a continuation of BMS 427/527. Topics covered will include biochemistry of purines and pyrimidines, fundamentals of molecular biology, biochemistry of hormones, biochemistry of special tissues, nutrition and its relation to disease. Same as BIO 428/528 and PDY 528. (Track I students must take both day sections).

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. Same as PDY 547. (\$75 fee)

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. (\$75 fee)

553 Biomedical Ethics (1-10)**553a Ethical Foundations (1)**

An investigation of current ethical issues in health care and the medical, biological, and behavioral sciences. Same as PDY 553a, BIO 553a, and SES 553a.

553b 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 vs. not-for-profit hospitals, societal and personal responsibilities in the health care sector. Prerequisite: 553a. Same as PDY 553b, BIO 553b, and SES 553b.

455/555 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 BIO 455/555.

458/558 Infectious Diseases (1-5)

Major human bacterial, viral, rickettsial, fungal, and parasitic diseases; identification, pathogenicity, mode of transmission, treatment, and methods of control. 5 hours of lecture. Same as BIO 458/558.

458a/558a Bacterial and Rickettsial Disease (2)**458b/558b Viral Diseases (1)****458c/558c Fungal and Parasitic Infections (2)****560 Research (Credit not to exceed 6 s.h.)**

Research for Track I or Track II students under the guidance of a research advisor. (\$75 fee for on-campus research only)

590, 590L Gross Anatomy (4,2)

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, and SES 590, with separate lab section. (\$150 fee)

595 Physiology (6)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and Lab. Prerequisites: BMS 550 and BMS 527; Prerequisite or Corequisite: BMS 547 and BMS 528. Same as PDY 595. (\$100 fee)

597 Physiology (3)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture. Prerequisite: BMS 527; Corequisite: BMS 528. Same as BIO 597. (\$100 fee, if lab is taken)

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. (\$75 fee)

620 Pharmacology (3)

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 and BIO 620. Prerequisites: BMS 527, 528, and 595 or 597, or BIO 527, 528, and 597.

623 Medical Microbiology I (4)

Comprehensive study of medical immunology, medical virology, and medical parasitology. Medical immunology serves as a foundation by providing the dynamics of interactions between humans and their microbiological pathogens. Viral, virus-like, protozoan, and helminthic pathogens are discussed in terms of physical, biochemical, and biological parameters as well as their contributions to human disease. Treatment, prevention, and control of microorganisms are also discussed. Prerequisites: BMS 427/527, 428/528. Same as PDY 623.

624 Medical Microbiology II (4)

Continuation of topics in medical microbiology, including medical bacteriology and medical mycology. Bacterial and fungal pathogens are discussed in terms of physical, biochemical, and biological parameters as well as their contributions to human disease. Microbiota, treatment, prevention, and control of microorganisms are also discussed. Prerequisite: BMS 623. Same as PDY 624, with separate lab section. (\$75 fee)

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.

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.

675 Research (Credit not to exceed 6 s.h.)

Research for Track III students only under the guidance of the Associate Dean and an off-campus research advisor.

POST-BACCALAUREATE/MASTER OF BIOMEDICAL SCIENCE COMBINATION PROGRAM

Ralph Laudan, Ph.D., Associate Dean

POST-BACCALAUREATE PROGRAM

The two year Post-Baccalaureate/Master's Combination Program is designed for students of high potential, seeking a career change by pursuing pre-med and subsequent medical studies.

This program encourages students with a bachelor's degree to strengthen their undergraduate and/or graduate credentials for application to U.S. medical schools. Candidates will have the opportunity to pursue a coordinated program of required undergraduate science courses in the various disciplines.

ADMISSION REQUIREMENTS

Admission to the Post-Baccalaureate Program is based upon several criteria:

- A bachelor's degree from an accredited college or university, with a minimum grade point average of 2.5;
- Official transcripts from all undergraduate institutions attended;
- Receipt of official MCAT scores now or at the time of application to the Master of Biomedical Science Program.
- A typed personal statement describing future goals;
- Three letters of recommendation: Two letters from undergraduate science faculty and one from an advisor or current employers.

CURRICULUM

- 8 Cr. Math (Precalculus)
- * 8 Cr. General Chemistry with Lab
- * 8 Cr. Physics with Lab
- * 8 Cr. Organic Chemistry with Lab
- * 8 Cr. Anatomy & Physiology with Lab
- * 4 Cr. Zoology with Lab

*Starred courses are required by most medical schools.

MASTER'S PROGRAM

Upon completion of all Post-Baccalaureate Program requirements, a candidate's credentials will be considered for admission to the Master of Biomedical Science Program. The file must be appended to include an application for graduate admission, post-baccalaureate course transcripts (GPA of 3.00 or better) and satisfactory scores on the MCAT (See Master of Science in Biomedical Sciences Program).

Financial support may be available for this program.

Since 1984, the School of Natural and Health Sciences at Barry University has conducted a special one year program leading to the M.S. in Biomedical Sciences (MBS). While completion of the program does not guarantee acceptance to medical school, more than 84% of the program's candidates have gained admission to medical or dental schools, as well as schools of osteopathic, veterinary, and podiatric medicine throughout the United States, including the Barry University School of Podiatric Medicine.

Students who are accepted into the Master's degree program after completing the Post-Baccalaureate Program, may take the following courses with the first year podiatric medical students: Biochemistry, Physiology, Histology, Neuroanatomy, and the Gross Anatomy lecture section. (Gross Anatomy labs are separate for the MBS students.)

To be eligible for graduation, an average grade of B (3.0), with no more than 8 semester hours of C work, must be maintained. Courses with D or F grades must be repeated and replaced with grades of B or better. In addition each student must pass a written comprehensive qualifying examination before a candidate can be awarded the M.S. degree.

Students should also be aware that the course load required for completion of the master's degree in one year is twice that of the standard course load in our traditional graduate programs.

A student who has had precalculus could complete this post-baccalaureate program in one year (including summer sessions) and apply to the Master's program in Biomedical Sciences for the second year.

MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION (HSA)

Peter L. Cruise, Ph.D., Acting Director

THE HEALTH SERVICES ADMINISTRATION FIELD

Health Services Administration is a term that encompasses a broad array of activities performed by managers in hospitals, health maintenance organizations (HMO's), nursing homes, sub-acute care facilities, clinics, and many other organizations that provide or manage health care. A health services administrator may have one of many titles, such as: Chief Executive Officer, Hospital Administrator, Assistant Administrator, Quality Improvement Coordinator, Department Director, Department Assistant Director, Vice President of Managed Care, Health Planner, Risk Manager, Case Manager, Staff Specialist, Clinical Health Professional, Director of Marketing, and Public Relations Manager. Individuals enter Health Services Administration from many different fields. A person may be working in a clinical area, such as occupational therapy, and then become interested in administration as he or she begins to understand the importance of a manager's role. Non-clinicians, whose background and experience is outside the field of health altogether, may also decide to pursue a career in Health Services Administration.

With the changes occurring in the areas of health care reform, the increase in health care technology, more concern for wellness, changes in reimbursement, shorter hospital lengths of stay, and a more informed public, it is important for health care facilities to hire individuals who can strategically plan for the continued needs of both the public and health care facilities. The health care system in the United States is complex, and is constantly impacted from without and

within by consumers, providers, payers, and many regulatory groups. Our goal at Barry University is to produce effective leaders who are ready to manage the current, rapid developments in health care and stay on the cutting edge of progress.

THE MISSION

According to its mission, Barry University, in the Judeo-Christian and Dominican traditions, has made a commitment to the local, national, and international community to offer high quality education to its students. Part of Barry University's mission is "to demonstrate 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 the environment." The need to produce leaders who are ethical, moral, and socially responsible has never been more crucial in the history of the United States, as major efforts are being made toward health care reform. The vision to ensure that all human beings are properly served by the health care community can be advanced by producing students with these values and the knowledge to complement them. Additionally, the mission 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," also encourages us to look at health care questions and address the fundamental needs and well-being of every person.

In the tradition of compassion and caring, Barry University has the opportunity to help health care professionals identify the strengths, weaknesses and potential of the health care system, and assume a leadership role in the design and delivery of health care in the twenty-first century. Barry University, with its commitment to the multicultural population, has an advantage, in that our location gives us the opportunity to develop a culturally diverse group of health care administrators, that will be uniquely well qualified to address many unmet health needs.

OBJECTIVES OF THE PROGRAM

The Master of Science in Health Services Administration program strives to provide effective learning for health care professionals to increase their leadership and decision-making capabilities so that they can serve in a variety of health care and policy making settings. The program also strives to educate those with a baccalaureate degree in varied fields, and give them the opportunity to combine their backgrounds and new knowledge to serve in various phases of health care

administrative employment. The specific objectives of the program are to:

1. assess and understand the health status of the population, the determinants of health and illness, and the factors influencing the use of health services;
2. understand the organization, the financing, and the delivery of health services;
3. develop skills in economic, financial, policy, and quantitative analysis;
4. understand health law and the values and ethical issues associated with the practice of health services administration; develop skills in ethical analysis;
5. develop skills in positioning organizations favorably in the environment and managing these organizations for continued effectiveness;
6. provide opportunities for development of leadership potential including stimulating creativity, and interpersonal and communication skill development;
7. develop skills in the administration of human, capital, physical, and information resources; and
8. develop skills in assessing organizational performance and, in particular, methods to ensure continuous improvement in the quality of services provided.

PROGRAM INFORMATION

The Master of Science Program in Health Services Administration is located in the School of Natural and Health Sciences, a multidisciplinary school of excellence of Barry University. This program also uses faculty and courses from the Andreas School of Business to provide a comprehensive program for its students. This program consists of thirteen weekend and/or evening courses. The program is primarily oriented towards students with at least three years prior health field experience who have been, or are currently employed, in health professions and attending the program part-time. It allows students to use their experience in medical records, pharmacy, physical therapy, medical technology, occupational therapy, nutritional services, or other health professions to build on their knowledge and enhance their management effectiveness. Students are encouraged to do their field-work projects at their own health care facilities, when appropriate. A limited number of part-time and full-time students will be admitted each year who have less than three years health field experience; however, these students will be required to complete two health services practicums/internships. Other students will be encouraged to participate in the practicums/internships, depending on their work schedules and the availability of sites. This program reflects the complexity of a health system that is constantly being impacted by policy regulation, the consumer, the providers, the payers, and the changing environment.

ADMISSION PROCEDURES AND REQUIREMENTS

Admission is open to applicants with a baccalaureate degree from an accredited institution with a grade point average (GPA) of 3.00 (B) or better. Those with a lower GPA may also be considered if there are compensating factors. A Graduate Management Admission Test (GMAT) score, Miller's Analogy Test (MAT) score or Graduate Record Examination (GRE) score must be submitted. These standardized tests are waived if the applicant possesses a master's or doctoral degree from an accredited college or university. Non-degree, non-matriculating students may enroll. To do so, an application form, a transcript from an accredited undergraduate program and a non-refundable application fee must be submitted prior to beginning courses. Non-degree students may enroll in two courses, but then must fulfill all admission requirements to continue in the program. For those students wishing to transfer from another university, approval may be granted for the transfer of up to 6 credits of comparable courses. International applicants must complete the Test of English as a Foreign Language (TOEFL) with a score of 550 or above. Two letters of recommendation must be submitted in support of graduate work by the applicant's employer, previous instructors, or professional colleagues. Students may enter the program at the start of the Fall, Spring, Summer I, or Summer II semesters.

DEGREE REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Health Services Administration must:

- satisfactorily complete the program of study;
- satisfactorily complete the written and oral comprehensive examinations;
- have attained a cumulative GPA of 3.00 on a 4.00 scale (with no more than two C's);
- complete degree requirements within 7 years of the date the 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 from the School of Natural and Health Sciences.

CURRICULUM DESCRIPTION

The Master of Science of Health Services Administration program requires completion of 39 graduate credits for those with at least three years prior health field experience. Additional practicums/internships, consisting of 6 credits will be required for those students with less than three years of health care experience. Field work projects are incorporated into the

curriculum. These projects will be performed at the student's place of employment when appropriate, or as assigned by the instructor. Four courses (12 credits) are from the D. Inez Andreas School of Business and nine to eleven courses (27-33 credits), depending on prior health field experience, from the School of Natural and Health Sciences. Each student is also required to pass an oral and written comprehensive examination. Each student must complete the following course requirements to graduate:

Courses	Semester Hours
MBA 510 Computer Applications for Business Managers	3
MBA 601 Human Resource Management	3
MBA 617 Technology and Information Systems	3
MBA 646 Marketing in Dynamic Environments	3
HSA 510 Principles of Health Services Administration	3
HSA 520 Essentials of Health and Health Behavior	3
HSA 530 Health Law, Ethics and Social Issues	3
HSA 535 Applied Biostatistics for Health Services	3
HSA 540 Quality Assurance and Utilization Review	3
HSA 610 Financing and Delivery of Health Care Services	3
HSA 620 Health Care Budgeting and Financial Management	3
HSA 650 Health Services Research and Program Evaluation	3
HSA 660 Practicum/Internship I*	3
HSA 661 Practicum/Internship II *	3
HSA 690 Strategic Planning for Health Services	3
Total Semester Hours 39 - 45	

* Required for students with less than three years health care work experience. Optional for all other HSA students.

Course Descriptions— Health Services Administration Prefix: HSA

HSA 510 - PRINCIPLES OF HEALTH SERVICES ADMINISTRATION (3)

Provides an overview of organizational theory and a conceptual basis of traditional management roles with an emphasis on behavior in health care facilities. Provides the skills to communicate, motivate and lead individuals with different attitudes toward life, work,

gender, religion, family, language, etc., with special emphasis on culturally diverse health care workers.

HSA 520 - ESSENTIALS OF HEALTH AND HEALTH BEHAVIOR (3)

Study of health and health status, epidemiology assessment, the use of health status measures, and data collection/analysis in health care program planning. Addresses the behavioral models of health and disease, the social barriers to care, and the effectiveness in the role of health services in promoting health use, health status, and systems outcomes.

HSA 530 - HEALTH LAW, ETHICS AND SOCIAL ISSUES (3)

This course focuses on social and behavioral aspects of the professionals, providers, and consumers in the health care system. Provides an examination of managerial and clinical ethics. Addresses risk management issues and legal issues of anti-trust, taxation, medical malpractice, licensure, administrative and corporate law pertaining to health service.

HSA 535 - APPLIED BIOSTATISTICS FOR HEALTH SERVICES (3)

Fundamental statistical concepts related to the practice of health service, including concepts of data collection, management, description and statistical inferences. Use of computer in statistical analysis. Prerequisite: MBA 617, or permission of the instructor.

HSA 540 - QUALITY ASSURANCE AND UTILIZATION REVIEW (3)

Analysis of theory, methods, and evaluation for managing quality programs in all health care organizations. Provides methods to assure continuous improvement in the quality of services provided. In depth comparison of determination for health care need, cost, and payment in selected reimbursement systems such as Medicare, Medicaid, Workers' Compensation, and managed care systems.

HSA 610 - FINANCING AND DELIVERY OF HEALTH CARE SERVICES (3)

A comprehensive overview of the organization of the health care system and the proposals for system reform; addresses health care policy and financing in the public and private sectors, gaps in the system, and the integration of financing and delivery mechanisms. Examines professional practice including medical decision-making and practice patterns of health professionals.

HSA 620 - HEALTH CARE BUDGETING & FINANCIAL MANAGEMENT (3)

Address health care economics, accounting methods, and the processes and procedures of health services budgeting and financial management. Provides an introduction to prototypical budgeting software used in health care facilities. Prerequisite: MBA 617.

HSA 650 - HEALTH SERVICES RESEARCH & PROGRAM EVALUATION (3)

Introduction to the basic concepts and principles of research. Discusses program evaluation techniques and outcome measurements. Reviews program evaluation software. Examines the strengths and weaknesses of research designs and methods, using both quantitative and qualitative techniques. Students write a grant proposal in a health services area. Prerequisite: MBA 617, HSA 535, or permission of the instructor.

HSA 660 - PRACTICUM/INTERNSHIP I (3)

Supervised field operation and experience in an approved health care administration setting. Required for students with less than three years' health care work experience. Optional for all other HSA students. Prerequisite or Corequisite: HSA 690 or permission of the instructor.

HSA 661 - PRACTICUM/INTERNSHIP II (3)

Advanced supervised field operation and experience in an approved health care administration setting. Required for students with less than three years' health care work experience. Optional for all other HSA students. Prerequisite or Corequisite: HSA 660, HSA 690, or permission of the instructor.

HSA 690 - STRATEGIC PLANNING IN HEALTH SERVICES (3)

Provides methods to evaluate organization performance and productivity, analyze internal and external resources, and perform needs assessments. Presents various models and methods for planning and positioning of health care services. Surveys health services management information systems. Capstone course that integrates all previous courses. Prerequisite: MBA 510, 601, 617, 646; HSA 510, 520, 530, 535, 540, 620, 650, or permission of the instructor.

**MASTER OF SCIENCE IN PHYSICAL THERAPY**

Michel Vaillancourt, Ph.D., P.T., Director

Physical Therapy is a health care profession which fosters optimal health and functional abilities for people with movement dysfunctions. By applying scientific principles, the therapist assesses, corrects, prevents, or alleviates dysfunctions in movement by evaluating and treating those who need physical rehabilitation. Student recruitment, admission, and retention procedures do not discriminate on the basis of race, color, creed, national origin, sex, age, handicap, or marital status.

This weekend program is specifically designed to enable the working adult who is a physical therapist assistant to become a licensed physical therapist who can practice autonomously in rehabilitation, acute care, preventive, educational, and research facilities. Others who are currently working in health care with bachelor's degrees in other fields may be considered for admission, but preference is given to licensed physical therapist assistants. Examples of such fields are athletic training and exercise physiology.

The physical therapy program offers a three year, entry-level master's degree program leading to the B.S./M.S. academic degree in physical therapy. Only graduation from an accredited Physical Therapy Program will make the person eligible to sit for the licensure exam. The program begins in the fall of each year and is divided into nine terms including full-time clinical affiliations.

A Bachelor of Science in Biology—Physical Therapy Track will be awarded at the end of the student's second year at Barry as a transitional degree leading to the Master of Science in Physical Therapy degree. The bachelor's degree does not entitle the graduate to take the licensure exam. Only after completion of the master's degree will the graduate qualify to take the licensure examination.

Admission Requirements

To be eligible, applicants should be a graduate of an accredited physical therapist assistant program with an Associate of Arts or an Associate of Science degree from an accredited institution. The prerequisite course work must total a minimum of 64 credits with grades of C or higher in physical therapist assistant courses and/or prerequisite courses. Applicants must have maintained an overall GPA of 2.50 (on a four point scale). Three letters of recommendation are required. Each student's credentials must include:

Biology:	11 semester hours (i.e., 4 cr. in Anatomy & 4 cr. in Physiology and 3 cr. in General Biology)
Chemistry:	4 semester hours
Physics:	4 semester hours
Written and Oral Communications:	9 semester hours (6 in Composition and 3 in speech)
Psychology:	6 semester hours
Social Sciences:	3 semester hours
Math:	3 semester hours
Kinesiology:	3 semester hours (i.e. Biomechanics, Applied or functional Anatomy)
Art/Humanities:	9 semester hours

Students must complete all entrance requirements before entering the second year of Barry's program. See graduation requirements under Academic Information.

International students must submit their scores on the Test of English as a Foreign Language (TOEFL). Applicants who are licensed physical therapist assistants will be given preference over those applicants with a degree or course work in a related science or health profession.

Applicants will be accepted into the prerequisite year based on their credentials. A personal interview will be required before acceptance into the first Professional year.

Program Requirements

The graduate program starts in the summer of the second year. A student must complete a minimum of 45 semester hours of graduate course work with a minimum GPA of 3.0 B with no more than 8 semester hours of C grade. Students must also successfully pass the comprehensive examinations upon completion of their program of study. Master of science degree-seeking students must be admitted to candidacy for the degree before beginning the first year of graduate work. Requirements for candidacy are: (1) recommendation by the faculty; (2) approval of the Director of the Program; and (3) completion of all undergraduate prerequisite and professional course work at Barry with an overall GPA of 2.8. A student will be allowed no more than a seven-year maximum to complete the program.

Weekend Class Schedule

Classes begin in the fall and run every other weekend year round in the prerequisite year. In the professional years, the fall semester is followed immediately by a 6 week, full-time clinical affiliation. The spring semester begins as soon as this clinical affiliation ends and is followed by another 6-week clinical practice.

Classes run from 6:00 p.m. to 9:00 p.m. on Friday and from 8:30 a.m. to 6:30 p.m. on Saturday and Sunday. The student may attain 12 credits per semester by attending full time.

CURRICULUM PROGRAM IN PHYSICAL THERAPY

Transitional (First) Year

Fall Term

BIO	295	Research I	3
THE	303	Comparative Religions	3
PHI	120	Critical Thinking	3
BIO	410	Pathophysiology	3

Spring Term

BIO	395	Research II	3
PHI	353	Biomedical Ethics	3
BIO	347	Gross Anatomy	6

Summer Term

BIO	300	Special Topics	2
BIO	336	Neuroscience	4
BIO	349	Biomechanics	2
SES	361	Exercise Physiology I	4

First Professional (Second) Year

Fall Term

PHT	400	P.T. in Acute Care	8
PHT	405	Problems & Issues in Acute Care	4
BIO	495	Research III	1

Spring Term

PHT	420	Acute Care Clinical Internship	5
PHT	410	P.T. in Outpatient Settings	8
PHT	415	Problems & Issues in Outpatient Settings	4

Second Professional (Third) Year

Summer Term

PHT	520	Outpatient Clinical Internship	5
PHT	525	Directed Study in Research	3

Fall Term

PHT	530	P.T. in Rehab and Home Care	8
PHT	535	Problems & Issues in Rehab and Home Care	4

Spring Term

PHT	540	P.T. in Geriatrics and Pediatrics	8
PHT	610	Problems and Issues in Geriatrics and Pediatrics	4
PHT	620	Rehab and Home Care Clinical Internship	5

Summer Term

PHT	621	Specialty in Geriatrics or Pediatrics	5
PHT	630	Advanced Seminar	3

**Course Descriptions—
Physical Therapy Prefix: PHT****400 Physical Therapy in Acute Care (8)**

Includes screening, evaluation, treatment, and pathophysiology of patients in the acute care physical therapy setting following cardiopulmonary/general medical, orthopedics, and neurology tracks. Concurrent enrollment in PHT 405 required. (\$100 lab fee.)

405 Problems and Issues in Acute Care Settings (4)

Management issues, health care systems' issues, multicultural issues, psychosocial issues, and qualitative research documentation in acute care are the major focus areas. Concurrent enrollment in PHT 400.

410 Physical Therapy in Outpatient Settings (8)

Includes screening, evaluation, treatment, and pathophysiology of care of patients in the outpatient physical therapy settings following cardiopulmonary/general medical, orthopedics, and neurology tracks. Concurrent enrollment in PHT 415 required. (\$100 lab fee.)

415 Problems and Issues in Outpatient Settings (4)

Management issues, health care systems' issues, multicultural and psychosocial issues, and qualitative research documentation in outpatient settings are the major focus areas. Concurrent enrollment in PHT 410.

420 Acute Care Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of acute care module.

520 Outpatient Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of outpatient module and PHT 420.

525 Directed Study in Research (3)

Independent study under the supervision of an appointed advisor to design an individual or group clinical research project.

530 Physical Therapy in Rehab/Home Care (8)

Includes screening, evaluation, treatment, and pathophysiology of care of patients in the rehab and home care settings following cardiopulmonary/general medical, orthopedics, and neurology tracks. Concurrent enrollment in PHT 535 is required. (\$100 lab fee.)

535 Problems and Issues in Rehab and Home Care (4)

Management issues, health care systems' issues, multicultural and psychosocial issues, qualitative research documentation in rehab/home care are the major focus areas. Concurrent enrollment in PHT 530.

540 Physical Therapy in Geriatrics/Pediatrics (8)

Includes screening, evaluation, treatment, and pathophysiology of care of patients in geriatric and pediatric settings following cardiopulmonary/general medical, orthopedics and neurology tracks. Concurrent enrollment in PHT 610 required. (\$100 lab fee.)

610 Problems and Issues in Geriatrics and Pediatrics (4)

Management issues, health care systems' issues, multicultural and psychosocial issues, and qualitative research documentation in geriatric and pediatric settings. Concurrent enrollment in PHT 540.

620 Rehab/Home Care Clinical Internship (5)

Supervised full-time six-week clinical education in approved agencies. Prerequisite: Successful completion of PHT 420, 520, and the Rehab/Home Care Module.

621 Specialty in Geriatrics or Pediatrics (5)

Supervised full-time six-week clinical education in approved agencies in geriatrics, pediatrics, or specialty. Prerequisite: Successful completion of PHT 420, 520, 620, and the Geriatric/Pediatric Module.

630 Advanced Seminar (3)

Topics in current issues as related to physical medicine and rehabilitation.

SCHOOL OF NURSING

Judith A. Balcerski, R.N., Ph.D., Dean
Patricia L. Munhall, ARNP, Ed.D., Psy.A., FAAN, Associate Dean,
Faculty: Brown, Davis, Gibson, Hauri, Thomas.



The faculty believes that human beings are unique entities created by God, possessing the ability to make decisions about their lives and the lives of others. Individuals have intrinsic value and there is worth in human life. Human beings have a biological beginning and end. Each person progresses through developmental stages by successful accomplishment of the

tasks of each stage. Strengths and weaknesses emerge throughout the life process as individuals grow and adapt.

Each human being is a dynamic system influenced by and affecting the environment — the milieu in which human beings exist. The environment is also a dynamic composite of physical, psychological, and social forms influencing human well-being and development. Human beings use the physical, rational, intellectual, emotional, social, and spiritual aspects of themselves to interact with the environment. Based on human capabilities, values, and resources, environmental forces can be manipulated to foster adaptation toward maximum independence throughout the life cycle.

The faculty believes that nursing exists as a profession to assist human beings in achieving and attaining a healthy state, or, when unattainable, a peaceful death. To this end nursing functions within and interacts with the environment.

The faculty subscribes to the American Nurses Association's Social Policy Statement (1994) definition of nursing:

Nursing is the diagnosis and treatment of human responses to health and illness. The phenomena of concern to nurses are people's experiences with and responses to health and illness.

Health is an attribute of human beings and includes the subconcepts of wellness and illness. Wellness is a state of harmonious and dynamic equilibrium. Illness is an unsound or disoriented state on a continuum at a point away from wellness. Functional health exists when human beings successfully adapt to their environment and reach their potential for development. It is mutually defined by the health professional and

client. The concept of health is variable and relative, and does not have an absolute or universal definition.

Nursing intervention has a point of entry to and exit from the lives of people. The degree of nursing involvement varies in intensity depending on the individual's health needs and responses throughout the life cycle. Nursing involvement in any one time period with any individual(s) may assume different dimensions. Involvement may begin at a minimal level, reach maximum proportions, decrease again, or vary over time.

Nursing education is a specialized form of education which emphasizes the development of intellectual and technical skills in a caring environment through selected learning experiences which assist the student toward professional competency. These competencies include the ability to recognize and solve problems, to apply general principles to specific situations, and to make sound judgments regarding the practice of professional nursing.

The curriculum in the School of Nursing is process based and flows from the belief that the practice of nursing is predicated on seven significant processes. These processes evolve from beliefs about human beings and their environment; The American Nurses Association's definition of nursing as a profession; and from the intellectual disciplines of natural and social sciences, psychology, education, administration, and the humanities.

The **Bachelor of Science in Nursing** program is based on the following seven processes which comprise the foundation for professional nursing practice: nursing process, change, communication, management, professionalization, research, and teaching/learning.

The **Master of Science in Nursing** program is based on seven processes which comprise the advanced practice of nursing: advanced theoretical application, case management process, inquiry, ethical analysis, social and political integration, cultural interpretations, and creative leadership.

The **Doctor of Philosophy in Nursing** program is based on seven processes which comprise the scholarly practice of nursing: interdisciplinary processes, health and economics, political and policy processes, professorial and executive roles, critical theory and revisionist theory as process, scholarship, with the overarching process of inquiry permeating the program.

At each level of the educational process, the theoretical, humanistic, and the technological basis of nursing is appropriately analyzed and critiqued. Quality of life and the health care needs of individuals, families, and communities both inform and reform the questions, answers, and practice as both faculty and students engage in the mutual search for meaning and understanding in nursing.

THE GRADUATE PROGRAM

The graduate program in nursing offers two degree programs in nursing: the Master of Science Degree in Nursing and the Doctor of Philosophy Degree in Nursing.

The faculty of the program recognize individual professional goals of students and in response offers many different master's degree specializations and subspecializations, as described in the master's program. The Ph.D. program in nursing continues to offer students professional choices congruent with their professional goals and research interests.

In responding to the needs of professional nurses with different post-baccalaureate or post-master's educational goals, the graduate program offers the post-master's A.R.N.P. program, the post-B.S.N. or post-M.S.N. subspecialties, certificates, and the M.S.N. completion program for nurses who hold an A.R.N.P. certificate. Post-M.S.N. certificates can be earned in other specializations as well.

Opportunities for Student-Faculty Scholarship, Political and Social Participation, and Community Service

There are many opportunities for graduate students and faculty to participate in stimulating activities which will enhance their professional growth. Among these are the Graduate Student Organization and the Doctoral Student Forum. Within these two groups are activities which will disseminate knowledge, and foster political and social participation with the school and community.

The Center for Nursing Research is designed to promote, assist, and facilitate the activities of nursing research, both within the School of Nursing and with its affiliating agencies. The goals of the center are to provide consultation, disseminate research findings, provide a forum for faculty sharing, sponsor an annual scholarly lecture for the professional community, and create an environment that perpetuates nursing scholarship.

Closely aligned with the Center for Nursing Research is the International Institute for Phenomenological Study in Nursing. The goals of the Institute are to promote the study of meaning for individuals as they experience their humanness and to assist nursing faculty and researchers to become familiar with the nature of human science research. The institute will sponsor annual workshops open to the nursing community to promote an understanding of the ways and means in which the philosophy of phenomenology can guide nursing research and practice.

In response to Barry University's mission to provide community service and to encourage its students to assume community leadership, the School of Nursing operates the Barry University Primary Care Nursing Center. The goals of this center include providing primary care and health education to children and families in selected elementary schools in Miami's economically disadvantaged areas. Interdisciplinary in nature, the center provides a means for both faculty and students to come together to be socially responsive to societal needs and health care reform.

The learning environment is dynamic, scholarly, and participatory. The faculty wish to foster a true sense of belongingness and involvement. Graduate students are professional individuals who bring their own talents and creativity to these opportunities for further development.

MASTER OF SCIENCE IN NURSING (M.S.N.)

The major purpose for the Master of Science in Nursing program is to prepare professional nursing leaders in the **advanced specialty** areas of nursing administration, nursing education, and clinical practice in nursing. These specialties can be practiced in a variety of health care and educational settings. The program builds upon baccalaureate preparation in nursing and is based on seven processes which comprise the advanced practice of nursing: advanced theoretical application, case management process, inquiry, ethical analysis, social and political integration, cultural interpretations, and creative leadership.

Graduate education is an intensive and analytic expansion of knowledge which enables the perception and development of new and more complex relationships. The program provides opportunities for the student to think theoretically, to delve into one area of practice in depth, to apply theory to practice, to search for meaning and understanding in practice, and to develop knowledge and skills of inquiry.

The faculty believes that graduate education prepares students for advanced nursing roles as practitioners, educators, and administrators in a variety of settings. The faculty subscribe to the concept that there are two types of roles which interface in the advanced practice of nursing: direct practice roles and mediated roles. Direct practice roles involve a direct relationship with clients. Mediated roles implement and advance nursing practice with relationships with their clients such as nurse administrators or nurse educators who influence nursing care.

The faculty further believes that the master's prepared nurse should have the ability to act as advocate, role model, liaison, and change agent for the nursing

profession and for the client. This nurse is able to represent and translate nursing among nurses, to other professionals, and to the community. Thus the nurse is prepared to contribute to the improvement of health care and the advancement of the nursing profession both within professional and outside political organizations.

Within the milieu of a caring environment, the program offers specializations in Nursing Administration, Nursing Education, and Nurse Practitioner. There are three different practice roles within the Nurse Practitioner Specialization: The Family Nurse Practitioner, the Acute Care Nurse Practitioner and the Community Health Nurse Practitioner. The Nurse Practitioner specialization also offers an M.S.N. completion program for an Advanced Registered Nurse Practitioner (A.R.N.P.). Post-M.S.N. certificates can be obtained in Nursing Administration, Nursing Education and Nurse Practitioner.

There is also the opportunity for the Nursing Administration students to pursue the dual master's degree option with the School of Business (M.S.N.-M.B.A.). To obtain the dual degree, M.S.N.-M.B.A., requirements for both degrees must be met. Some requirements for each are common to both, thus making it possible to earn both degrees with a total of 69 graduate credits while maintaining the quality and integrity of both programs. The graduate program is accredited by the National League for Nursing. The program leading to the Master of Science in Nursing degree provides the foundation for doctoral study.

Program requirements may be completed in two years of full-time graduate study. A part-time plan of study is designed to be flexible and responsive to individual student needs with classes offered in the early evening during the week. Practicums specific to each major under the guidance of academically qualified and experienced preceptors are required. The student has a choice for the research sequence of either completing a research project or thesis. (See course descriptions.)

Admission Requirements

Generally, admission is granted only to those with promise of success in graduate education. Criteria indicating potential success include:

- (1) Bachelor of Science in Nursing degree from a National League for Nursing accredited school;
- (2) an undergraduate grade point average of 3.0 on a 4.0 scale;
- (3) satisfactory score on the Miller Analogies Test (40 or better) or the Graduate Record Examination (900 or better) taken within the last five years;
- (4) a statement of educational/professional goals;
- (5) an undergraduate nursing research course;

- (6) completion of the graduate nursing English Assessment Test;
- (7) successful completion of a statistics course which included descriptive and inferential methods, within the last five years; and
- (8) two letters of recommendation from professional references.

Students may take core courses in nursing while in their first year of nursing experience.

The above criteria are evaluated as a composite and the potential for success is assessed by the graduate faculty. The outcome of this assessment will be acceptance, provisional acceptance, deferment, or rejection. If a student is provisionally accepted, he or she may take up to six graduate credits during the time period they are in process of becoming fully accepted, deferred, or rejected.

The English Assessment Test provides students with a professional evaluation of their writing ability. An applicant may need to enroll in an English writing course if that is determined by the evaluation. This is to assist students in the writing of papers and thesis completion.

In addition, all applicants must show evidence of current licensure to practice as an R.N. in Florida. Applicants must also provide two letters of recommendation from professional references. A personal interview may be required. Dual degree majors (M.S.N.-M.B.A.) must also meet the admission requirements for the School of Business.

Transfer of Credits

A maximum of six graduate credits may be transferred. These credits will not be accepted in lieu of nursing courses required for the specific specialties.

M.S.N. Program Objectives

Upon successful completion of the program leading to the M.S.N., all graduates will have acquired the ability to:

- articulate a personal philosophy of nursing that is consistent with nursing theory and professional standards;
- apply advanced nursing theories and conceptual frameworks to direct and mediated advanced nursing roles;
- provide leadership through integration of nursing, sociocultural, legal, ethical, and political knowledge and skills to create positive change and to influence professional standards of care for clients, nurses, other professionals, the community, the health care delivery system, and society;
- utilize a repertoire of communication skills to provide health care within multicultural settings;

- utilize the processes of inquiry in nursing practice, administration or teaching;
- plan, implement, evaluate, and disseminate research in nursing practice, administration, or teaching;
- enhance professional growth of self and others through the use of the leadership process; and
- build a foundation for the pursuit of doctoral education.

Diversity

The members of the graduate faculty have a strong commitment to supporting the diversity of the student-faculty body inclusive of nationalities, religions, ethnicity, and gender. In addition, faculty members encourage diversity in thought, perspectives, and ways of being, and support the Americans with Disabilities Act.

Financial Aid

Professional Traineeships are available for many students for full-time study. Applications are made early each semester.

Tuition reduction is available to all full-time employed professional nurses. Different scholarships become available and are announced to students on a regular basis. For more information contact the Associate Dean for the Graduate Program and the Financial Aid Office in the Division of Enrollment Services.

The Subspecialties

The subspecialties in nursing were designed to meet the immediate needs of patients and nurses in present day contexts. Each subspecialty is comprised of three courses. The first two are theoretical and the third, a clinical practicum equaling nine credits for the award of a certificate. The various subspecialties are offered in alternating years or by demand and are developed in response to the most pressing educational needs of the nursing community.

At present, the graduate program offers the following subspecialties which are described under Specialization:

- Case Management in Nursing
- HIV-AIDS in Nursing
- Long-Term and Community Based Nursing Administration
- Peri-Operative Nursing
- Women's Health (in progress)
- Gerontological Nursing

The unique component of the subspecialties is that they may be taken in various ways. In order to reach the many nurses who may be interested, the subspecialties may be taken as follows:

Post-Baccalaureate: Student not registered for M.S.N., although six credits may apply toward M.S.N. degree. Student must have GPA of 3.0 from an NLN

accredited nursing school or special permission from the coordinator of the subspecialty. Completion of the nine credits with a 3.0 GPA is the criteria for the certificate.

As an M.S.N. Student: Student may choose six credits of electives to pursue a subspecialty. The other three credits would be in addition to the master's credits. This student then graduates with a specialization in one area and a subspecialization in an area even more specific to his/her goals. The student is also awarded a certificate by the University. (This does not imply nurse practitioner certification.)

Post-Master's or Post-Doctorate: Professional nurses who already hold an M.S.N. or Ph.D. in nursing or related field are also eligible to study a subspecialty to further their career or research goals. A GPA of 3.0 and evidence of graduation from an M.S.N. or Ph.D. program is necessary for admission.

As Electives: With the exception of the practicum, students may choose to take one of the subspecialty courses as an elective.

CURRICULUM PLAN

A minimum of 45 credit hours in the Nursing Administration, Nursing Education, and Nurse Practitioner majors is required to graduate. Credits are allocated as follows:

Required of all degree-seeking students

Core Courses and Thesis (15 Credit Hours)

NUR 601	Philosophical & Theoretical Bases of Nursing	3
NUR 607	Quantitative Methods of Nursing Inquiry	3
NUR 609	Qualitative Methods of Nursing Inquiry	3
NUR 611	Situated Context of Nursing	3

Final Research Options:

NUR 624	Nursing Research Project or	3
NUR 699	Thesis	3

Nursing Administration Specialization

Carolyn L. Brown, R.N., Ph.D., Director

The Nursing Administration specialization provides education for four areas: Organizational Administration, Community and Long Term Administration, Case Management Administration, and Nursing Administration/Master of Business Administration Dual Degree.

Upon successful completion of the Nursing Administration specialization, in addition to completing the overall program objectives, graduates will have the ability to:

- evaluate theoretical concepts relevant to the practice of nursing administration in a broad context of current health care delivery settings.
- apply theoretical concepts to the practice of nursing administration in the context of current health care delivery settings.
- employ a range of strategies to provide nursing care within contemporary health care contexts.
- develop, administer, and evaluate systems to provide nursing care appropriate to particular contemporary health care delivery contexts.
- apply selected specialty knowledge (Organizational Nursing Administration, Case Management Nursing Administration, Community and Long Term Care Nursing Administration, Nursing Administration/Business Administration) in varied organizational settings.

ORGANIZATIONAL NURSING ADMINISTRATION

(30 Credit Hours + 15 Core Credit Hours)

(*Courses require prerequisites. + Courses include clinical experience as well as theory. ++ Any clinical course may be substituted with advisor approval.)

NUR 661	Context for Nursing Administration Practice	3
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	5
MBA 601	Human Resource Management	3
	Selected Clinical Theory Course	3
	Electives	6

COMMUNITY/LONG TERM CARE NURSING ADMINISTRATION

(30 Credit Hours + 15 Core Credit Hours)

NUR 660	Administration/Organization Theories	3
* NUR 662	Financial Management for Nursing	3
* NUR 682	Leadership/Management Strategies in Nursing	4
NUR 620	Epidemiology	3
NUR 621	Historical & Theoretical Foundations of Community Health Nursing	3

NUR	623	Advanced Nursing: Nursing of the Community	3
NUR	684	Nursing Administration in Community & Home Based Care	3
NUR	685	Nursing Administration in Long Term Care	3
* NUR	696	Nursing Administration Practicum	5

CASE MANAGEMENT NURSING ADMINISTRATION

(30 Credit Hours + 15 Core Credit Hours)

NUR	660	Administration/Organization Theories	3
* NUR	662	Financial Management for Nursing	3
* NUR	682	Leadership/Management Strategies in Nursing	4
NUR	661	Context for Nursing Administration Practice	3
++		Selected Clinical Theory Course	3
NUR	671	Case Management Organization	3
NUR	672	Case Management Administration	3
* NUR	698	Nursing Management Practicum	5

NURSING ADMINISTRATION DUAL DEGREE OPTION: M.S.N./M.B.A.

(69 Credit Hours)

Organizational Nursing Administration

(21 Credit Hours + 15 Core Credit Hours)

NUR	660	Administration/Organization Theory	3
* NUR	662	Financial Management for Nursing	3
* NUR	682	Leadership/Management Strategies in Nursing	4
NUR	661	Context for Nursing Administration Practice	3
* NUR	696	Nursing Administration Practicum	5
		Selected Clinical Theory Course	3

Business Administration

(33 Credit Hours)

MBA	601	Human Resource Management	3
MBA	617	Technology & Information Systems	3
MBA	621	Managerial Finance	3
MBA	646	Marketing in a Dynamic Environment	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3

MBA	692	Social, Legal & Ethical Aspects of Business	3
MBA	693	Strategy & Policy in a Global Environment	3
* MBA	699	Management Strategy & Policy	3

In addition to these eight prescribed classes, students select three elective courses from among the following:

MBA	603	International Business	3
MBA	608	Organizational Behavior	3
MBA	614	Cross/Cultural Management	3
MBA	643	Buyer Motivation & Behavior	3
MBA	654	Production/Distribution of Goods & Services	3
MBA	6XX	Organizational Skills & Communications	3

For M.B.A. admissions requirements, course descriptions, and prerequisites, see the Andreas School of Business section in this catalog.

NURSING ADMINISTRATION CERTIFICATE PROGRAM

(24 Credit Hours)

NUR	661	Context for Nursing Administration Practice	3
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	5
MBA	601	Human Resource Management	3
++		Selected Clinical Theory course	3

Requirements for entry: Master's degree in nursing in another area of specialization other than nursing administration.

SUBSPECIALTIES

A subspecialty is a 9-credit course sequence (3 courses) leading to a University certificate. Courses may be taken as electives and are open to students who have a B.S.N. with a 3.0 GPA.

LONG TERM & COMMUNITY-BASED NURSING ADMINISTRATION SUBSPECIALTY

NUR	684	Nursing Administration in Community & Home Based Care	3
NUR	685	Nursing Administration in Long Term Care	3
* NUR	692	Long Term & Community Based Nursing Administration Practicum	3

NURSING CASE MANAGEMENT SUBSPECIALTY

NUR 671	Case Management Organization	3
NUR 672	Case Management Administration	3
* NUR 698	Case Management Practicum	3

Nursing Education Specialization

Joan Davis, A.R.N.P., Ph.D., Director

Upon successful completion of the Nursing Education specialization, in addition to completing overall program objectives, graduates will have the ability to:

- integrate educational 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;
- design instructional methods and evaluation for clinical and classroom teaching; and,
- evaluate the role of the nurse educator in various settings.

ACADEMIC EDUCATOR

(30 Credit Hours + 15 Core Credit Hours)

(*Courses require prerequisites; + Courses include clinical experience as well as theory; ++ Any clinical course may be substituted with advisor approval)

NUR 640	Curriculum Development in Nursing Education	3
NUR 645	Foundations of Nursing Education	3
NUR 650	Learning Theory in Nursing Education Practice	3
* NUR 655	Methods of Teaching & Evaluation in Nursing Education	3
NUR 656	Curriculum Evaluation & Revision in Nursing Education	3
+ NUR 670	Advanced Clinical Concepts in Nursing Education	3
* NUR 695	Teaching Practicum Electives	6

EDUCATIONAL LEADERSHIP

(30 Credit Hours + 15 Core Credit Hours)

NUR 640	Curriculum Development in Nursing Education	3
NUR 645	Foundations of Nursing Education	3
NUR 650	Learning Theory in Nursing Education & Practice	3
* NUR 655	Methods of Teaching and Evaluation in Nursing Education	3
NUR 656	Curriculum Evaluation & Revision in Nursing Education	3

NUR 660	Administration/Organization Theories	3
NUR 662	Financial Management for Nursing	3
+ NUR 682	Leadership/Management Strategies in Nursing	3
* NUR 695	Teaching Practicum	6

COMMUNITY EDUCATOR

(30 Credit Hours + 15 Core Credit Hours)

NUR 640	Curriculum Development in Nursing Education	3
NUR 645	Foundations of Nursing Education	3
NUR 650	Learning Theory in Nursing Education & Practice	3
* NUR 655	Methods of Teaching and Evaluation in Nursing Education	3
NUR 656	Curriculum Evaluation & Revision in Nursing Education	3
NUR 620	Advanced Concepts: Epidemiology	3
NUR 622	Advanced Concepts: Nursing of Groups and Families in the Community	3
+ NUR 623	Advanced Concepts: Nursing of the Community	3
* NUR 695	Teaching Practicum	6

CLINICAL EDUCATOR

(30 Credit Hours + 15 Core Credit Hours)

NUR 640	Curriculum Development in Nursing Education	3
NUR 645	Foundations of Nursing Education	3
NUR 650	Learning Theory in Nursing Education & Practice	3
* NUR 655	Methods of Teaching and Evaluation in Nursing Education	3
NUR 656	Curriculum Evaluation & Revision in Nursing Education	3
NUR 510	Pathophysiology for Primary Care	3
NUR 670	Advanced Concepts of Clinical Nursing I	3
NUR 683	Nursing Case Management	3
* NUR 695	Teaching Practicum	6

Subspecialties

A subspecialty is a 9-credit course sequence (3 courses) leading to a University certificate. Courses may be taken as electives and are open to students who have a B.S.N. with a 3.0 GPA.

Gerontological Nursing Education

** NUR	627	Physiologic Functioning of Older Adults	3
** NUR	628	Psychosocial Functioning of Older Adults	3
NUR	691	Gerontological Nursing Education Practicum	3

HIV/AIDS Nursing Education

** NUR	629	Physiological Context of HIV/AIDS	3
** NUR	630	Psychosocial Context of HIV/AIDS	3
NUR	697	HIV/AIDS Nursing Education Practicum	3

**Course may also be taken as an elective

NURSE PRACTITIONER SPECIALIZATION

Claudia M. Hauri, ARNP, Ed.D., Director

This specialization prepares nurses for employment as Acute Care Practitioners (Adult), Community Health Practitioners (Family), or Primary Care Practitioners (Family). Nurse practitioner preparation provides theoretical and scientific knowledge as well as clinical experience for the delivery of health care and role development in advanced nursing practice. Nurse practitioner students also develop skills as advocates, researchers, educators, leaders, managers, and consultants.

A post-master's certificate is an option for nurses (and CNS') having an M.S.N. who want to be a nurse practitioner. An option for nurse practitioners to earn the M.S.N. is also available.

ACUTE CARE NURSE PRACTITIONER (ADULT):

Upon successful completion of the Acute Care Nurse Practitioner Specialization, in addition to completing the overall program objectives, graduates will have acquired the ability to:

- demonstrate advanced nursing practice skills in acute health care setting;
- function in an independent and/or collaborative role in acute health care settings;
- incorporate understanding of cultural diversity in the provision of acute health care;
- manage selected acute health problems and acute episodes of chronic health problems;
- conduct scientific inquiry to enhance the delivery of nursing care to individuals experiencing acute health problems; and
- apply advanced clinical nursing concepts in the care of individuals experiencing acute health problems.

ACUTE CARE NURSE PRACTITIONER (ADULT)

(30 Credit Hours + 15 Core Credit Hours)
(*Courses require prerequisites; + Courses include clinical experience as well as theory; ++ Any clinical course may be substituted with advisor approval)

NUR	510	Pathophysiology	3
NUR	616	Advanced Pharmacology for Acute Care	2
NUR	663	Analysis of Health Care Resources	3
+*NUR	665	Nursing Case Management in Acute Care	3
NUR	666	Psychosocial Dimensions of Client & Family Health Care	3
+*NUR	667	Advanced Concepts of Acute Care I	3
+*NUR	668	Advanced Concepts of Acute Care II	3
+*NUR	669	Advanced Concepts of Acute Care III	3
* NUR	694	Acute Care Practicum Elective	4
			3

COMMUNITY HEALTH NURSE PRACTITIONER (FAMILY):

Upon successful completion of the Community Health Nurse Practitioner (Family) specialization, in addition to completing the overall program objectives, graduates will have acquired the ability to:

- synthesize knowledge of public health and nursing science to develop and implement a conceptual framework for community health nursing delivery;
- apply advanced concepts in the community to provide culturally specific care to individuals and aggregates;
- assess the health needs of individuals, aggregates, and communities;
- demonstrate advanced nursing skills in intervening with at-risk populations in the community;
- collaborate with interdisciplinary groups to promote the health of populations;
- demonstrate leadership skills in the implementation and systematic evaluation of health program;
- provide leadership in creating ethical and socially responsible change in the socio-political realm in which community health care is delivered;
- create an environment conducive for innovative challenges to current ineffective community strategies; and
- conduct scientific inquiry to enhance the delivery of nursing care to individuals and aggregates in community settings.

COMMUNITY HEALTH NURSE PRACTITIONER (FAMILY)

(30 Credit Hours + 15 Core Credit Hours)

NUR 510	Pathophysiology	3
NUR 615	Pharmacology for Advanced Nursing Practice	2
+ NUR 621	Historical & Theoretical Foundations of Community Health Nursing	3
+ NUR 622	Advanced Concepts: Nursing of Groups & Families	3
NUR 663	Analysis of Health Care Resources	3
+*NUR 670	Advanced Concepts of Clinical Nursing I	3
+*NUR 676	Advanced Concepts of Clinical Nursing III	3
NUR 623	Nursing of the Community	3
+*NUR 693	Community Practicum	4
NUR 620	Advanced Concepts: Epidemiology	3

PRIMARY CARE NURSE PRACTITIONER (FAMILY):

Upon successful completion of the Primary Care Nurse Practitioner (Family) specialization, in addition to completing the overall program objectives, graduates will have acquired the ability to:

- assess client's health status on the illnesses continuum;
- apply advanced concepts of nursing, medicine, and alternative therapies to the management of health problems of clients and families;
- demonstrate advanced practice nursing skills in a variety of primary health care settings;
- function in independent and collaborative roles in a variety of settings;
- incorporate cultural and spiritual differences of clients and families in providing health care; and
- conduct scientific inquiry to promote social policy changes and enhance the delivery of services by nurse practitioners.

PRIMARY CARE NURSE PRACTITIONER (FAMILY):

(30 Credits + 15 Credit Core Courses)

NUR 510	Pathophysiology	3
NUR 615	Pharmacology for Advanced Nursing Practice	2
NUR 650	Learning Theory	3
+ NUR 683	Nursing Case Management	3
NUR 663	Analysis of Health Care Resources	3
+*NUR 670	Advanced Concepts of Clinical Nursing I	3

+*NUR 676	Advanced Concepts of Clinical Nursing III	3
+*NUR 677	Advanced Concepts of Clinical Nursing IV	3
* NUR 693	Community Practicum Elective	4 3

POST-MASTERS CERTIFICATE OPTION:

(Up to 27 Credits)

NUR 510	Pathophysiology	3
NUR 615	Pharmacology for Advanced Practice	2
NUR 650	Learning Theory	3
NUR 683	Nursing Case Management	3
NUR 663	Analysis of Health Care Resources	3
NUR 670	Advanced Concepts of Clinical Nursing I	3
NUR 676	Advanced Concepts of Clinical Nursing II	3
NUR 677	Advanced Concepts of Clinical Nursing III	3
NUR 693	Community Practicum	4

M.S.N. COMPLETION OPTION FOR ARNPs:

(18 Credits + 12 Credits Core Courses)

All requirements for post-masters certificate, in addition to evidence of dual licensure/certificate for R.N./ARNP in Florida, and:

NUR 663	Analysis of Health Care Resources	3
NUR 693	Community Practicum	3
NUR 699	Thesis	
OR		
NUR 624	Nursing Research Project Electives	3 9

Thesis Option (NUR 699)

1. A student may enroll for a maximum of two credit hours the first semester in which the thesis is started. Students must first complete the core courses and one course from the major before enrollment. Once the student begins thesis registration they must stay registered until completion. Summer registration may not be possible if a faculty chairperson is not available. Fall and Spring registration is required.
2. If the thesis is not completed at the end of three credits, the student will register and pay for one credit for each subsequent semester until completion of the thesis.
3. The student will receive an IP ("In Progress") at the end of each semester until the thesis is completed. A CR ("Credit") will replace the IP when the thesis is approved by the student's committee.

4. Three bound copies of the thesis must be deposited at the student's expense: two at the University library and one at the School of Nursing.

Research Project Option (NUR 624)

Students may choose to complete the research sequence by taking NUR 624, Nursing Research Project. This provides the student with a research alternative to the thesis with a focus on implementation, participation, and scholarly research activities.

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 nurse practitioner). If a student receives a grade of C or below, the student must repeat the course. Students in the education major and nurse practitioner tracks must show evidence of competency in health care assessment as determined by the directors of the specific majors. Students who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or thesis 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 thesis, or complete the Research Project Option;
- have attained a cumulative GPA of 3.0;
- complete degree requirements within seven years of the date the 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.

Course Descriptions Nursing Prefix: NUR

510 Pathophysiology for Primary Care (3)

Focus is on alterations in the biological processes that affect homeostasis in the human. The dynamic aspects of disease, signs and symptoms, and physical and laboratory findings are emphasized. Students will devise and present a case study based on their understanding of pathophysiology and clinical management of a selected disease process or syndrome. Prerequisite: Admission to graduate program, or permission of instructor.

511 Pathophysiology for Acute Care (3)

Focus of this course is on alterations in biological processes occurring in acutely ill individuals. Mechanisms of organ dysfunction and multi-system failure are emphasized.

601 Philosophical & Theoretical Bases of Nursing (3)

Seminar discussions focus on the philosophical perspectives grounding contemporary nursing. The course is designed to provide students with an appreciation of the history of nursing theory development. Students explore the potentials for nursing's future by examining and critiquing nursing theory, research, and practice through the lens of differing philosophical perspectives.

605 Nursing Research: The Phenomenological Perspective (3)

Seminar discussions of phenomenological readings to facilitate a beginning understanding of the phenomenological perspective in nursing research. This course is specifically designed to assist students in comprehending the meaning of the phenomenological perspective for thesis development and practice implication.

607 Quantitative Methods of Inquiry in Nursing (3)

Methods and processes of systematic quantitative investigation, critical analysis of quantitative studies, and relationships around theory, research, and practice leading to the development of a quantitative research proposal.

609 Qualitative Methods of Inquiry in Nursing (3)

Seminar discussions of readings in qualitative research to facilitate a beginning understanding of qualitative perspectives in nursing inquiry. This course is designed to assist students to comprehend the meanings of qualitative inquiry for theory, practice, and research.

611 Situated Context of Nursing (3)

Examination of the social, cultural, and political forces affecting the health care system and the leadership role professional nurses must play to influence the direction and substance of the changes. This course is planned to assist students in designing proactive, innovative strategies to shape ethically and socially responsible public policy from the community to international levels.

615 Pharmacology for Advanced Nursing Practice (2)

Course provides pharmacological review applicable to clinical setting for nurse practitioners. Compatible and incompatible drug interactions are evaluated. Classification of drugs for clinical use is constructed. Legal scope of practice is reviewed.

616 Advanced Pharmacology for Acute Care (2)
Focus of this course is on indications for and effects of medications utilized in the management of emergency situations and acute health problems. Medical protocols and legal implications are emphasized.

619 Entrepreneurship in Nursing (3)
Exploration of personal and organizational creative processes leading to innovation, intrapreneurship and entrepreneurship in nursing. A variety of experiential and scholarly strategies lead to identification and creation of new nursing approaches for a changing health care environment.

620 Advanced Concepts: Epidemiology (3)
The study of concepts, principles, and research methods of epidemiology. The distribution and determinants of acute and chronic disease as well as social issues (i.e., crime, teenage pregnancy) will be discussed as to their impact on community health nursing.

621 Historical & Theoretical Foundations of Community Health Nursing (3)
A study of the historical foundations of public health and community health nursing. Exploration of the social and political forces that have shaped community health. Public health concepts and nursing theory are analyzed to assist the student to develop a conceptual framework for community health nursing practice.

622 Advanced Concepts: Nursing of Groups and Families in the Community (3)
The study of advanced assessment of the health needs of groups and families. Emphasis is on the development and application of nursing intervention with groups and families.

623 Advanced Concepts: Nursing of the Community (3)
The study of advanced community assessment models. Strategies for intervention with communities are addressed with a focus on collaboration. Application of a community assessment, intervention and evaluation models in community health settings.

624 Nursing Research Project (3)
Alternative to the thesis. Provides opportunity to participate in research-related activities in lieu of engaging in the formal thesis process.

627 Physiological Functioning of Older Adults (3)
The focus of the course is on promotion of healthy physiologic functioning in older adults.

628 Psychosocial Functioning of Older Adults (3)
The focus of the course is on promotion of healthy psychosocial functioning in older adults.

629 Physiological Context of HIV/AIDS (3)
An in-depth examination of the physiology and pathophysiology of HIV/AIDS and their dynamic effects on the human systems. Diagnoses, opportunistic infections, and treatment modalities of the acute and chronic stages of the disease are presented.

630 Psychosocial Context of HIV/AIDS in Nursing Education
The focus of the course is on the psychosocial contexts. Topics to be discussed include denial, grief and depression, anger, shame and guilt, coping, cultural implications, adjustments in lifestyle, support systems, sexual dysfunction, body image, and human resources.

640 Curriculum Development in Nursing Education (3)
Introduction to the process of curriculum development. Students will develop a nursing philosophy that is congruent with the University philosophy and mission. They will practice the assessment of learner needs, develop course objectives, analyze objectives, choose instructional materials, and develop a curriculum guide.

645 Foundations of Nursing Education (3)
Overview of history, philosophy, and organization of higher education in America parallel to the development of nursing education. Analysis of contemporary issues and trends in nursing education.

646 Advanced Perioperative Nursing: Concepts to Practice (3)
This first course is designed to provide an opportunity to explore concepts associated with advanced perioperative nursing roles, including clinical specialist, administrator, educator, and nurse researcher. Current health care delivery system issues effecting these roles are also explored.

647 Advanced Concepts: Clinician/Educator in Perioperative Nursing (3)
This course provides the opportunity to develop the advanced nursing roles of clinical specialist and educator. Concepts explored includes current issues, technological advances, and biopsychosocial needs affecting direct patient care during the perioperative period. Philosophical and theoretical concepts are applied across the age continuum. Theories of teaching and learning are presented related to staff development and patient education. Prerequisite: NUR 646.

648 Advanced Concepts: Policy & Management in Perioperative Nursing (3)
This course provides the opportunity to explore and evaluate health care delivery and management within contemporary perioperative environments. Focus is on in-depth perioperative nursing leadership skills within the complex surgical arena. Current organizational,

socioeconomic, and political forces affecting delivery of surgical service are analyzed for effects on organization, health care provider, patient, and family. Prerequisite: NUR 648.

650 Learning Theory in Nursing Education & Practice (3)

Examination of major concepts and theories related to teaching/learning in nursing education and practice. Behavioristic, cognitive, gestalt, and humanistic psychology theories, and adult education and taxonomic models will be included.

655 Methods of Teaching and Evaluation in Nursing Education (3)

Focus is on use and evaluation of specific instructional strategies appropriate to clinical and classroom teaching. Practice in the development of conceptual framework, program objectives, course objectives, content selection, teaching strategies, and evaluation methods. Prerequisite to or concurrent with NUR 695.

656 Curriculum Evaluation and Revision in Nursing Education (3)

Introduction to the process of curriculum evaluation. Learning theory, accreditation criteria, and group techniques will be applied in the evaluation and revision of nursing curricula. The evaluation and revision of curricula will include philosophy, conceptual framework, program objectives, course objectives, content selection, teaching strategies, and evaluation methods.

657 The Transcultural Context in Nursing Education (3)

Focus of the course is on structural elements of culture as they relate to the totality of the human being. Universal aspects of culture addressed in the course include: patterns of communication, kinship, education, diet, religion, art, politics, economics, and health. Theory and experiential learning are integrated into the context.

659 Independent Study (1-3)

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)

This course analyzes theory and research in nursing and health care organizations as related to nursing administration and the role of the nurse administrator.

661 Context of Nursing Administration Practice

This course analyzes the context for nursing administration practice. Considers the role of nurses and nursing administration practice in relation to health care economics, health care policy, legislative issues, the

dynamic interplay of current health care organizations and environments. Examines global, national, and multicultural perspectives on provision of nursing care.

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. Prerequisite: NUR 660.

663 Analysis of Health Care Resources (3)

Focus of this course is on the evolution, practice, and education of and legislation for nurse practitioners. Public and private agencies providing health care are examined.

665 Nursing Case Management in Acute Care (3)

Focus of this course is on development of nursing interventions based on nursing diagnoses, medical diagnoses, and medical protocols in the management of acute health problems. Prerequisites: NUR 510, 616.

666 Psychosocial Care of Client and Family (3)

Focus of this course is on psychosocial factors influencing adjustment of clients and their families to illness, responses to acute health problems, the acute care environment, and application of interventions to promote adaptation.

667 Advanced Concepts of Acute Care I (3)

Focus of this course is on advanced physical and psychosocial assessment of individuals with acute health problems and application of advanced clinical nursing concepts in their care. Prerequisites: NUR 665, 666.

668 Advanced Concepts of Acute Care II (3)

This course continues experiences in assessment and application of theoretical concepts to a variety of acute health care problems. Prerequisite: NUR 667.

669 Advanced Concepts of Acute Care III (3)

Focus of this course is on the independent and/or collaborative role in the management of acute health problems in critical care settings. Prerequisite: NUR 668.

670 Advanced Concepts of Clinical Nursing I (Adult) (3)

Focus of advanced physical, psychosocial, and cultural assessment of individuals, families and communities. Students will devise, implement, analyze, and evaluate nursing actions based on current empirical and theoretical nursing knowledge. In clinical situations, students will explore, integrate, apply, and evaluate the processes of: advanced nursing practice, advanced theoretical application, inquiry, ethical reasoning, social and political integration, cultural inter-

pretations and leadership, as they interface with the direct and mediated nursing practice roles. Prerequisites: NUR 510, 601, 615, 683.

671 Case Management Organization (3)

Course examines the organizational dimensions of case management administration. Focus is on the managed care environment, health care finance, and internal/external organizational factors related to case management administration in a variety of settings. Taking a postmodern perspective, students are encouraged to question assumptions undergirding current ways of organizing case management systems.

672 Case Management Administration (3)

Course examines case manager and executive roles in case management systems intraorganizationally and interorganizationally. Focus is on planning, implementing, and evaluating systems of case management in contemporary health care settings. Students are encouraged to question assumptions undergirding roles in and design of case management systems.

675 Advanced Concepts of Clinical Nursing II (3)

Focus on application of concepts in clinical situations through independent projects. Prerequisite: NUR 670.

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. Prerequisite: NUR 670 or permission of instructor.

677 Advanced Concepts of Clinical Nursing IV (Geriatrics) (3)

Focus of this course is upon advanced physical and psychosocial 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 or permission of instructor.

682 Leadership/Management Strategies in Nursing (4)

This course examines the impact of multiple organizational and management strategies on the provision of nursing services. Explores methods used to monitor health care delivery and strategies to enable the nurse administrator/leader to achieve nursing goals in an ethical, socially responsible way. Prerequisite: NUR 660, MBA 601, and NUR 662.

683 Nursing Case Management (3)

Nursing diagnoses studied to develop nursing interventions. Medical diagnoses and protocols considered as interrelated with nursing care. Protocols for case management include medication, laboratory diagnostics, radiology, and nutrition in prevention, wellness, episodic and chronic care.

684 Nursing Administration in Community and Home Based Nursing Care (3)

Examination of health policy, economics, planning, financial management, regulations, quality monitoring, marketing, ethics, evaluation, and client needs to develop and administer client sensitive nursing care delivery systems for persons requiring nursing care in a range of community based settings, to include home health nursing care, clinics, and day care. Addresses administration of nursing when clients are in the community and when the community itself is a client.

685 Nursing Administration in Long Term Care (3)

Examination of health policy, economics, planning, financial management, regulations, quality monitoring, marketing, ethics, evaluation, and client needs to develop and administer client sensitive nursing care delivery systems for persons requiring long term care. Special requirements for nursing of the populations of persons requiring long term care are addressed.

691 Gerontological Nursing Education Practicum (3)

A planned learning experience which provides the opportunity to operationalize the nurse educator role and to apply the knowledge acquired from previous courses. Students will participate in the care and education of older adults with qualified preceptors in selected settings. Theory, research, and practice of the nurse educator are the foundations of this practicum experience. Prerequisites: Completion of all theory and clinical courses.

692 Long Term & Community Based Nursing Administration Practicum (3)

A planned learning experience providing the opportunity to operationalize the nurse administrator role with qualified preceptors in selected long term and community based nursing administration settings. Students participate in and reflectively analyze the role of the nurse administrator. Utilizing the knowledge base acquired from previous courses, the student will assess nursing systems providing care for specific populations through the practice of nursing administration. Emphasis is placed on both creating and maintaining systems providing nursing in long term and community based settings. Prerequisites: NUR 684, 685.

693 Community Practicum (3-4)

Opportunity to operationalize the role of the nurse practitioner with qualified preceptors in community settings. Prerequisites: Completion of all theory and clinical courses.

694 Acute Care Practicum (4)

Opportunity to operationalize the acute care nurse practitioner role with qualified preceptors in appropriate settings. Prerequisites: Completion of all theory and clinical courses.

695 Teaching Practicum (6)

Focus is on the application of educational theories and strategies in the classroom. Clinical setting provides opportunity to practice appropriate role behaviors as a nurse educator under the guidance of a qualified preceptor. Prerequisite: Completion of all theory and clinical courses.

696 Nursing Administration Practicum (5)

Opportunity 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.

698 Case Management Practicum (3)

A planned learning experience affording the student the opportunity to operationalize the role of a case management administrator. Students work with qualified preceptors as they observe, enact, and reflectively analyze the role of the case management administrator. Students are encouraged to question assumptions relative to all facets of case management and case management administration. Prerequisites: NUR 671, 672.

699 Thesis (3)

A scientific research study that the student conducts independently.

Theses are not to be started until student completes the Core courses and at least one of the major courses. Once the student begins thesis registration they must stay registered until completion. Summer registration may not be possible if faculty chairperson is not available. Fall and spring registration is required.

SPECIAL TOPICS (ST)**500 ST Entrepreneurship in Nursing (3)**

Exploration of personal and organizational creative processes leading to innovation, entrepreneurship, and entrepreneurship in nursing. A variety of experiential and scholarly strategies lead to identification and creation of new nursing approaches for a changing health care environment.

500 ST Caretaking of Elders in the Community (3)

Will focus upon three major concepts: a profile of aging; developing student sensitivity to older adults and aging issues; and, promoting healthy aging. Student required to work with older adults in the community.

500 ST Nursing and the Environment (3)

Explores and examines environment as a domain of nursing knowledge and practice. Focus on the environment as client and as context for practice allows exploration of content from the perspective of multiple roles for nurses in relation to environmental accountability. Environmentally sensitive nursing practice from the standpoint of personal and organizational responsibility for a sustainable planetary future ground the course.

500 ST Empowerment in Nursing and Health Care (3)

Analyzes empowering and overpowering as dimensions of power in health care settings. A variety of scholarly and experiential strategies lead to understanding of the process of power development in varied contexts in relationships with clients and colleagues, and in organizations. Cultural, social and gender influences on power development in health care arena are explored.

500 ST The Nurse Educator in Academia (3)

Focus on exploring the non-teaching roles of the nurse educator in higher education. Issues addressed include: getting acquainted with the academic milieu and the people in it; planning and pursuing an academic career; communicating effectively; initiating and participating in change.

DOCTOR OF PHILOSOPHY IN NURSING

Patricia L. Munhall, ARNP, Ed.D., Psy. A, FAAN
Director of Program

The Doctor of Philosophy in Nursing program is designed to meet the educational needs of nurses who have achieved expertise in a specialized area of nursing at the master's level. Graduates of the program will be prepared to assume executive leadership positions in health care, academia, or research.

The program provides the opportunity for advanced study and systematic inquiry within an interdisciplinary, philosophically, and educationally diverse environment. Students have the opportunity to develop their personal and professional interests while generating knowledge for the discipline of nursing.

The faculty of the School of Nursing believe that a university is a community of scholars. It has as its central aim the commitment to search for and disseminate knowledge through scholarship, inquiry, and creative activities. In this spirit of scholarly inquiry, the Doctor of Philosophy in Nursing provides a liberating opportunity for students to discover personal, historical, and experiential meaning in their intellectual pursuit of a dynamic "knowing."

This community of scholars is interdisciplinary and aimed at understanding the implicit and explicit connectedness of human and environmental phenomena. The recognition of patterns and commonalities inherent in the human experience is undergirded by the appreciation of the complexity, ambiguity, and unpredictability which characterizes the eclectic nature of human beings. Human beings attempt to find meaning from the multiple perspectives, plurality, and polyvocality which evolve from and are revealed by disparate forms and alternative ways of being. This pursuit of understanding is celebrated as emancipatory and liberating and fosters an openness to learning informed by critical theory and ethical analysis.

Following the Judeo-Christian tradition, the inherent respect for diversity of expression, being, and acting is essential for the humanistic and existential foundation of the doctoral program. Excitement and passion ignite scholars to pursue the ways and means to advance nursing knowledge with consequential advances in the quality of delivery of nursing care in professional, political, and public domains.

OBJECTIVES

The purpose of the Ph.D. in Nursing is to prepare nurses to be nursing scholars, researchers, professors, and executives who, through their roles will: expand the theoretical, humanistic, and technological basis of nursing; conduct inquiry and implement findings which will contribute to the generation and dissemination of nursing knowledge; and, respond to the quality of life and health care needs of society through creative inquiry, scholarship, and leadership.

ADMISSION

Admission to the doctoral program is based upon a set of criteria indicative of potential success. Selection is based upon the criteria and is competitive. Criteria indicating potential success include:

- Master of Science in Nursing degree from a National League of Nursing accredited school;
 - a graduate grade point average of 3.3 or higher;
 - a Graduate Record Examination test score of 1000 or higher; or, a Miller Analogies Test score of 50 or higher; if either of these tests have been taken for the M.S.N. degree and the scores were the same or higher, the tests need not be repeated;
 - graduate-level research courses, project or thesis;
 - statistics course including inferential statistics completed successfully within the past five years;
 - evidence of competency in verbal and written communications in English (completion of English Assessment Test);
 - professional recommendations regarding leadership competencies or potential;
 - evidence of professional activities; and,
 - a personal interview with the admissions committee.
- depending on applicant's interest and prior nursing education, specific graduate prerequisites may be required.

These criteria are evaluated as a composite and the potential for success is determined by the graduate faculty. The outcome of faculty assessment is acceptance, deferment, or rejection.

TRANSFER OF CREDITS

A maximum of six academic credits may be transferred from other doctoral programs before acceptance to Barry, if the courses are appropriate to the student's program. A written recommendation by the student's advisor to the Associate Dean of Graduate Programs must be submitted for final approval of transfer credits. Only courses in which a student has earned an A or B may be transferred.

FACULTY ADVISEMENT

Advising in the doctoral program primarily involves two components: course/candidacy examination planning/implementation, and, dissertation planning/implementation/defense. Advisors are assigned based on student status in the program, interests of the student, and faculty feasibility.

CURRICULUM PLAN

The doctoral program is designed to meet the needs of students who are able to complete 9-15 program credits annually through part-time study while maintaining outside employment.

All students are required to earn 45 credit hours beyond the master's degree in nursing.

Required Interdisciplinary Core Courses - 12 Credits

Philosophy of Science and Theory Development	3 Credits
Qualitative Methods of Inquiry	3 Credits
Quantitative Methods of Inquiry	3 Credits
Doctoral students will choose one or more inquiry courses.	
Qualitative Methods for Advanced Inquiry	3 Credits
Quantitative Methods for Advanced Inquiry	3 Credits

Nursing Core Courses - 9 Credits

Nursing in the Postmodern Period	3 Credits
Health Care Economics and Policy	3 Credits
The Politics of Meaning in Nursing	3 Credits

Nursing Role Courses - 9 Credits depending on role:

Nurse Professorial Role	3 Credits
Nurse Executive Role	3 Credits
Advanced Curriculum Development and Evaluation	3 Credits
Advanced Executive Planning and Evaluation	3 Credits
Inquiry: Social Construction of Roles	3 Credits

Additional Support Courses - 9 Credits

Dissertation Seminars - 6 Credits

DISSERTATION ADVISEMENT

Candidate must be continuously enrolled in advisement until completion. Doctoral candidates will be required to register for three credits each semester. Credits for advisement do not count toward degree.

GRADING POLICY

Course grades are: A, B, F, and I. In the case of an F, the student's advisor, the instructor giving the grade, and the Associate Dean of Graduate Programs will meet to determine if the student shall continue in the program. If the decision is positive, the student will be required to repeat the course. A second failing grade will automatically terminate the student from the program.

From the time an Incomplete is earned, the student has one semester in which to complete assignments and have the grade assigned. After one semester, a formal plan for completing the work must be agreed upon by the student and the instructor giving the Incomplete grade. The instructor will then submit an Incomplete Extension Form to the Associate Dean for approval. This extension may be renewed once with the approval of the Associate Dean of Graduate Programs. Incomplete grades become Fs if assignments are not completed.

Doctoral students must have a 3.5 GPA to be eligible for candidacy.

CANDIDACY

A student becomes a doctoral candidate upon completion of the candidacy examination which must be taken between the completion of 21 and 27 credits. The candidacy examination is an oral discussion with faculty based upon scholarly papers, approved by the student's advisor, on a potential dissertation topic.

DISSERTATION SEQUENCE

The dissertation sequence consists of a minimum of two dissertation seminars to complete the dissertation proposal. When the dissertation proposal is completed, doctoral candidates enroll in continuous dissertation advisement. The defense of the dissertation must take place within four years of the approval of the dissertation proposal.

DISSERTATION REQUIREMENTS

Approval of a dissertation proposal involves two steps: approval by the school dissertation committee, and, approval by the University Institutional Review Board. A dissertation proposal cannot be implemented until both of these approvals have been secured.

The student is required to complete a dissertation in his/her area of specialization. It is essential that the dissertation constitute a scholarly, well-designed study which will illuminate a matter of relevance to the profession, and must contribute substantively to the field of nursing and health care. Dissertations will not be restricted to any one research method or design, but will be held to the criteria of rigor for the specific method of inquiry chosen.

GRADUATION REQUIREMENTS

Program completion requires a minimum of 45 credits with at least a 3.5 cumulative grade point average, and successful defense of the dissertation. All requirements for the Ph.D. must be met within an eight-year time period.

Course Descriptions— Human Sciences Nursing Prefix: HSN

HSN 703 Philosophy of Science and Theory Development (3)

A critical analysis of philosophy of science and epistemology as applicable to theory development in the human science disciplines.

HSN 705 Qualitative Methods of Inquiry (3)

A critical analysis of qualitative methods of inquiry for the human sciences to facilitate the understanding of the aims, processes, and outcomes of these methods.

HSN 706 Qualitative Methods for Advanced Inquiry (3)

Seminar discussions of qualitative readings to facilitate an advanced understanding of the qualitative perspective in nursing, education, and social work research. This course is specifically designed to assist students in particular methods for research and practice implications. In-depth analysis distinguishes this course from first qualitative course. Prerequisite: HSN 705.

HSN 707 Quantitative Methods of Inquiry (3)

Examines advanced competencies to conceptualize, design, execute, analyze, report, and publish quantitative research that delivers new and useful knowledge. Balances its presentation of research theory and computer-based tools with application to real world problems.

HSN 708 Quantitative Methods for Advanced Inquiry (3)

Builds on principles of measurement, design and sampling presented in HSN 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. Emphasis on a variety of common statistical procedures, the assumptions underlying each, and the criteria for selecting them. Prerequisite: HSN 707.

HSN 712 Interdisciplinary Theory in the Human Sciences (3) (Elective)

A critique of prevalent theories utilized in the human sciences and their implications for practice and inquiry.

NUR 715 Nursing in the Postmodern Period (3)

Seminar discussions of postmodern perspectives related to nursing and health care. Learning environment reflects these perspectives. Examines the relationships of postmodern perspectives and executive, professorial, and research roles in nursing.

NUR 718 Health Care Economics and Policy (3)

Evaluates current and future nursing practice within the context of multiple societal needs, values, and practices. Focus is on analysis of health care delivery from the perspective of economic theories, cost analyses, marketing, policy formation, rights, resources, and the potential for change.

NUR 719 The Politics of Meaning in Nursing (3)

An in-depth analysis of the politics of meaning in nursing and the health care system embedded in the prevailing political system. How current political ideology and agendas influence the meaning of experience is explored through the lens of identity politics.

NUR 722 Nurse Professorial Role (3)

Seminar discussions of nurse professorial roles in contemporary academic settings focus on education, leadership, and power. Current theory, research, and practice related to nursing education are critiqued. Nurse professional roles are re-envisioned for the contemporary contexts of nursing education and practice.

NUR 726 Advanced Curriculum Development and Evaluation (3)

Applies previously and newly learned principles of curriculum for a specific area of interest. Focus is on development, implementation, evaluation, and revision of curriculum in a designated setting.

NUR 730 Nurse Executive Role (3)

Seminar discussions of nurse executive roles in contemporary nursing and health care environments focus on health care organizations, leadership, power, and empowerment. Current theory, research, and practice related to nursing and health care are critiqued. Nurse executive roles are re-envisioned for contemporary turbulent contexts of nursing and health care.

NUR 731 Advanced Executive Planning and Evaluation (3)

Principles and methods of strategic and long range planning including environmental analysis, goal setting, decision-making, utilization of resources, motivation, communication, and outcome measurement. Program revision, development, implementation, financing, and evaluation are accomplished within the framework of advanced professional nursing practice.

NUR 740 Inquiry: Social Construction of Roles (3)

Inquiry informed by critical theory leading to understanding the social construction of executive, professorial, and research roles in nursing. Through inquiry students engage in deconstruction and reconstruction or revisioning of premodern, modern, and postmodern nursing from executive, professorial, and/or research role perspectives.

NUR 798 Dissertation Seminar I (3)

Examines relevant researchable matters in areas of students' specialization. Begins the development of the dissertation proposal.

NUR 799 Dissertation Seminar II (3)

Continues the examination of methods appropriate for research. Culminates in the dissertation proposal. Prerequisite: NUR 798. If the proposal is not completed in NUR 799, the doctoral candidate re-enrolls until completion of the proposal.

NUR 800 Continuous Dissertation Advisement Matriculation (3)

Enrollment is required each semester after the completion of NUR 798 and 799 until the dissertation is successfully defended. Prerequisite NUR 799.

SCHOOL OF PODIATRIC MEDICINE

Chester A. Evans, D.P.M., F.A.C.F.A.S., Associate Vice President and Dean

John P. Nelson, D.P.M., Associate Dean of Clinics

Michael Siegel, Ph.D., Assistant Academic Dean

Ramjeet Pemsingh, Ph.D., Chair, Basic Medical Sciences

Faculty: Buchman, Hays, Losito, Merrill, Prior, Sesodia, Smith, Southerland, Stewart

The 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 podiatrist makes independent judgments, administers treatment, prescribes medications, and when necessary, performs surgery.

Purpose Statement

The purpose of the Doctor of Podiatric Medicine (D.P.M.) program is to academically prepare and instruct students in the required medical disciplines necessary to produce highly skilled, competent podiatric physicians effectively qualified to enter post-graduate training. This purpose is accomplished in a responsive academic and clinical environment conducive to the pursuit of excellence in podiatric medical education, research and service.

Program Goals

To accomplish its purpose, the School of Podiatric Medicine will:

- provide students with a competent foundation in the provision of basic podiatric medical health care;
- enable students to successfully compete for and meet the standards for consideration into a post-graduate podiatric training program;
- prepare students morally and ethically to function efficiently within the present health care system;
- instill the importance of preventive foot care and maintenance to students and the community-at-large;

- extend quality health care to the less fortunate and disadvantaged members of the community;
- promote primary research and the reporting of innovative ideas by students, faculty, and the podiatric community;
- provide continuing medical education programs for the podiatric community;
- develop within our students and the podiatric community, concern for the needs of the impaired health professional; and
- provide the means and skills for students and faculty to effectively interact with patients and other health care professionals.

M.S. DEGREE OPTION

Students have the option of obtaining a Master of Science in Biomedical Sciences degree at the conclusion of their second year of 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 B.S./M.S./D.P.M. 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. Students in this option are not eligible for financial aid and must pay for courses on a per credit basis before he/she will be allowed to register. Registration for this option requires permission from the Dean.

ADMISSION REQUIREMENTS

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.

Each student's academic credentials must include: biology (8 semester hours), general or inorganic chemistry (8 semester hours), organic chemistry (8 semester hours), physics (8 semester hours), and English (6 semester hours). It is further recommended that all candidates complete courses in genetics, anatomy, physiology, and biochemistry to strengthen their pre-medical background.

In addition to the standard AACPMAS application forms (see below), each candidate must also submit three letters of recommendation or a Health Professions Advisory Report and current scores of the Medical College Admissions Test (MCAT). Foreign students must submit scores of the Test of English as a Foreign Language (TOEFL).

A personal interview is required and arranged only by invitation of the Admissions Committee. Prior to that interview, applicants should visit the office of at least one practicing Doctor of Podiatric Medicine to discuss and observe the practice of modern podiatric care. A letter confirming that visit is required by the Admissions Committee and should be included in the candidate folder before the time of interview. The Admissions Committee strongly recommends that the candidate folder be as complete as possible, including AACPMAS application forms, letters of recommendation and visitation confirmation, and MCAT scores, to facilitate the interview and avoid unnecessary delays in the admissions process.

In addition to the education requirements, all candidates and 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.

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
1350 Piccard Drive, Suite 322
Rockville, MD 20850-4307
Phone: (301) 990-7400 or
toll-free 1-800-922-9266 (outside Maryland)

All inquiries or communications concerning admissions should be addressed to the Office of Podiatric Admissions, Barry University, 11300 N.E. Second Avenue, Miami Shores, Florida 33161. Telephone numbers are listed on Page 2 of this catalog.

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/Student Account Services.

Students who fail to complete registration requirements within 10 working days of the first day of class, including appropriate financial arrangements with the Office of Student Account Services, 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 podiatric medical 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 review by the Student Evaluation Committee 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." Any student pre-registered for a course who fails its prerequisite will automatically be dropped from that course. 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. All incomplete examinations should be taken within the first two weeks of the new semester.

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 Office of Student Account Services. 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. Examinations may be given in the evening or on Saturday due to space limitations.

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 assis-

tance 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 Podiatric Medicine, 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

Appropriate attire and appearance are required for all basic science laboratories and in clinical situations. 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 will be asked to leave the classroom, laboratory or clinical rotation and the absence reported as unexcused. Repeated violations of the dress code will be noted in the student's permanent file. Students must consult their instructor if any questions arise pertaining to appropriateness of attire and appearance.

GRADING SCALE AND EXAMINATION POLICY

The official grading policy (exclusive of clinical rotations and effective for students matriculating Fall 1994 and after) of BUSPM is as follows:

A	90%-100%
B	80%-89%
C	70%-79%
D	66%-69%
F	65% and below

Those podiatric students having matriculated prior to Fall 1994 will continue under the original grading system (see entering year catalogue):

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

Clinical rotations for *all* 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	.99 and below

Satisfactory completion of ALL courses, rotations, exit examinations, and clinical requirements (see Clinical Rotations) is necessary for the student to graduate. In addition, a student must attain a minimum cumulative GPA of 2.0, with no more than two unresolved D grades, in all academic and clinical courses taken within the School.

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 and at the discretion of the faculty member. 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.

Academic Good Standing

For a podiatric 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, have no unresolved F grades, and no more than two unresolved D grades, and have no outstanding financial obligations to the **BUSPM**.

BUSPM does **NOT** provide any remediation mechanisms for failures on either an examination **OR** an entire course. Failed courses must be repeated in their entirety. The final transcript of a student may reflect no more than two unresolved D grades. If a student earns more than two D grades, the student must repeat courses to reconcile the academic deficiency. Unsatisfactory resolution of an F or D grade or withdrawal from any course that is repeated will lead to automatic suspension from the University. Repeated courses will usually result in extending a student's education beyond four years.

Academic Probation - Suspension

A podiatric medical student will be placed on **academic probation** if he/she:

1) achieves a cumulative or semester GPA below 2.00 (calculated utilizing a 0.0 to 4.00 scale)

OR

2) earns an F grade in any semester

OR

3) earns two D grades in any semester

OR

4) earns a third D grade in any subsequent semester.

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, resulting in extending a student's education beyond four years.

Probation will be lifted after completion of the next semester of active registration if the student achieves a cumulative GPA of 2.00 or higher with no new F or D grades.

A podiatric medical student will be **suspended** if he/she:

1) achieves a GPA of less than 1.00 in any semester

OR

2) qualifies for academic probation for two consecutive semesters

OR

3) earns more than one F or any combination of F and D grades in any semester, regardless of GPA

OR

4) earns three or more D grades in any semester regardless of GPA.

Any student earning more than two D grades must repeat courses in which that grade was earned. A maximum of two unresolved D grades will be allowed.

Any student on probation or with unresolved grade deficiencies, as previously stated, will not proceed into the clinical rotations of the third year. If a student is repeating a course to resolve a grade deficiency, a minimum C grade must be earned in the repeated course. An F or D grade in, or withdrawal from 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 podiatric 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. The student may not register for any advanced course which explicitly requires the withdrawn course as a prerequisite.

Academic Programs in Excess of Four Years

Withdrawal and/or repeating of courses will usually result in extending a student's education beyond the minimum of four years. Students in extended programs will be assigned a special academic advisor. Overload course registrations are generally not allowed due to the intensity of the BUSPM curriculum. Students in extended programs will not be eligible for a D grade (A, B, C, F scale applies), nor will such students be able to drop courses for which they have registered.

Interim Requirements

All first and second year course work must be successfully completed before taking Part I of the examination of the National Board of Podiatric Medical Examiners and before entering the third year clinical rotations.

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 and GPA must be 2.00 or above.
- 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 GRIEVANCE AND APPEALS PROCEDURE

Students have the right to appeal any grade which they feel was unfairly arrived at with the appropriate faculty members. Students will be allowed a maximum of 10 school days after the grade for a quiz or examination is made available to challenge such a grade, unless otherwise specified in the course syllabus.

If informal discussions with the faculty members do not resolve the grievance/appeal regarding the grade under challenge, then the student should present his or her grievance in writing to the Dean of BUSPM within fifteen days of receipt of the grade/s in question. Students who do not challenge or appeal a grade within the appropriate time periods as described, waive all future-rights to appeal/challenge of such grade/s. The procedure for the final appeal is outlined in the Barry University Catalog and should be followed by the student. Non-academic grievance and appeal procedures are outlined in the Barry University Student Handbook and bylaws of the Florida Podiatric Medical Students Association.

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 within seven (7) years of initial matriculation into the School of Podiatric Medicine. In general, 177 semester hours are required for graduation. Podiatric medical students (due to withdrawals, course failures in their first or second year, or other extenuating circumstances) may be required by the Dean to take a reduced number of courses during their first and second years. This will extend the total program beyond four years.

BARRY UNIVERSITY SCHOOL OF PODIATRIC MEDICINE

FOUR YEAR CURRICULUM

FIRST YEAR			s.h.
Fall			
PDY	525	Intro. to Podiatry	1
PDY	550	Histology	5
PDY	553a	Ethical Foundations	1
PDY	553b	Health Care Delivery	1
PDY	527	Biochemistry I	3
PDY	590	Gross Anatomy	6
Spring			
PDY	507	Basic Research Methodology	2
PDY	547	Neuroanatomy	3
PDY	557	Conc. Lower Extremity Anat.	3
PDY	528	Biochemistry II/Nutrition	3
PDY	595	Physiology	6

SECOND YEAR**Summer**

PDY 605	Physical Diagnosis	s.h.	3
PDY 610	Clinical Neurology		2
PDY 625	Appl. Lower Extremity Anat.		4
PDY 649	General Radiology		3
* PDY 665	Independent Study		1-3
* PDY 675	Research		1-12

Fall

PDY 600	Pathology		4
PDY 620	Pharmacology		3
PDY 623	Microbiology I		4
PDY 627	Functional Orthopedics I		3
PDY 632	Podiatric Medicine I		2
PDY 644	Dermatology		2

Spring

PDY 601	Pathology		2
PDY 621	Clinical Pharm.		2
PDY 624	Microbiology II		4
PDY 629	Functional Orthopedics II		2
PDY 634	Podiatric Medicine II		3
PDY 640	Surgical Principles		2
PDY 650	Internal Medicine I		2
* PDY 665	Independent Study		1-3
* PDY 675	Research		1-12

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

THIRD YEAR**Summer**

PDY 700	Physical Medicine	s.h.	1
PDY 703	Anesthesiology		1
PDY 705	Emergency & Traumatology I		2
PDY 708	O.R. Protocol		1
PDY 711	Podiatric Radiology		2
PDY 712	Clinical Orientation		7
PDY 750	Internal Medicine II		2

Fall

PDY 706	Emergency & Trauma. II		3
PDY 713	Podiatric Surgery I		4
PDY 715	Podiatric Medicine III		2
PDY 717	Biomechanics of Foot Function		2
PDY 719	Rotating Clinical Externships		7

Spring

PDY 707	Emergency & Trauma. III		2
PDY 714	Podiatric Surgery II		4
PDY 716	Podiatric Medicine IV		2
* PDY 722	Cadaver Surgery		2
PDY 738	Podopediatrics		3
PDY 720	Rotating Clinical Externships		7
* PDY 765	Independent Study		1-3
* PDY 775	Research		1-12

*Elective (may be taken during any third year semester.)

FOURTH YEAR**BLOCK I****Summer & Fall**

PDY 820	Hospital Rotation I	s.h.	4
PDY 832	Externship I		4
PDY 833	Externship II		4
PDY 821	Hospital Rotation II		4
PDY 834	Externship III		4
PDY 835	Externship IV		4
PDY 836	Externship V		4

Spring

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

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

CLINICAL ROTATIONS

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

Treating patients in clinics and hospital-based settings is a privilege. Attendance is MANDATORY. For each unexcused absence, the student's grade for that rotation will drop one letter grade. For example, the student who misses two unexcused days will be able to obtain a maximum grade of C. Excused absences may be obtained through the clinic or rotation supervisor or the Dean of Clinics. Four or more unexcused absences will result in failure of that monthly clinical rotation. Any student who misses clinic will not be able to attend class and will automatically receive a zero for any quiz or test given on that same day. All excused and unexcused absences must be made up at the conclusion of the semester. Students may NOT change, alter or rearrange their clinical rotation schedule without prior approval by the 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:

- a. eliciting an appropriate podiatric history.
- b. performing an appropriate podiatric physical examination.
- c. identifying, comprehending and applying therapeutic regimes for those disorders/diseases that are intrinsic to the foot.
- d. comprehending and applying perioperative podiatric care.
- e. 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)

Introduction to experimental design, biostatistical methods, and theoretical and statistical analysis of data. Epidemiological concepts will include population dynamics, trends in diseases and disorders, rates, screening, and public health programs. 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.

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. 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.

553 Bio-Medical Ethics (1-10)

553a Ethical Foundations (1)

Philosophical ethics; professional codes of ethics; professional responsibilities. Same as BMS 553a, BIO 553a, SES 553a.

553b 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 553b, BIO 553b, SES 553b.

557, 625 Conceptual/Applied Lower Extremity Anatomy (3) (4)

Provides a thorough knowledge 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.

527 Biochemistry I (3)

Introduction to the fundamental aspects of biochemistry. Topics include protein structure, enzyme kinetics, and basics of carbohydrate, lipid, and amino acid metabolism and their interrelationships.

528 Biochemistry II/Nutrition (3)

This is a continuation of PDY 527. Topics covered include biochemistry of purines and pyrimidines, fundamentals of molecular biology, biochemistry of hormones, biochemistry of special tissues, nutrition and its relation to disease.

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 (6)

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 527. Prerequisite or Corequisite: PDY 547 and 528. 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 (3)

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.

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: 547.

620, 621 Pharmacology/Clinical Pharmacology (3) (2)

Course encompasses basic pharmacological principles/classes of drugs. Includes drug interaction with biological receptors; their absorption, distribution, me-

tabolism, and excretion. Drugs are covered on a systems basis. Same as BMS 620. Prerequisites: PDY 527, 528, and 595.

623 Medical Microbiology I (4)

Comprehensive study of medical immunology, medical virology, and medical parasitology. Topics in immunology include components of innate and adaptive immunity; immunogenetics and antigen receptor molecules; antigen recognition, presentation, and cellular communication; immunologic tolerance and regulation; complement; the role of immunity in defense and disease; and immunological techniques. The remainder of the course introduces a survey of pathogens which, at times, afflict human populations. It investigates first, the viral agents, and next, the protozoan and helminthic pathogens of humans. This portion of the course focuses on physical and biochemical characteristics; replication and growth; identification; pathogenicity; modes of transmission; and major diseases. Chemotherapeutic agents are also discussed, including modes of action and specific mechanisms of resistance. 4 credit hours. Prerequisites: PDY 527, 528 [Biochemistry].

624 Medical Microbiology II (4)

Continuation of topics in medical microbiology, including medical bacteriology and medical mycology. The course focuses on physical and biochemical characteristics, growth and metabolism, identification, pathogenicity, modes of transmission and major diseases. Antibiotic agents are also discussed, including modes of action and microorganisms' mechanisms of resistance. 4 credit hours [3 lecture hours, 2 laboratory hours per week]. Prerequisite: PDY 623.

627 Functional Orthopedics I (3)

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. In-depth study of functional anatomy and ontogenesis of the leg and foot. Concepts of lower extremity normalcy and compensation for structural defects. Prerequisite: PDY 557.

629 Functional Orthopedics II (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. Prerequisites: PDY 627.

632 Podiatric Medicine I (2)

This course provides the foundation for basic podiatric medicine from a clinical standpoint. Common podiatric pathology will be discussed along with current therapy regimes. Prerequisite- Corequisites: PDY 600, 623, 610, 557, 625, and 620.

634 Podiatric Medicine II (3)

The pathophysiology as well as diagnosis and treatment of nail disorders (onychopathy) and peripheral vascular disease will be discussed. Evaluation, diagnosis, and treatment of rheumatologic disorders as it applies to the lower extremity will be discussed. Prerequisite: PDY 632.

640 Surgical Principles (2)

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

644 Dermatology (2)

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

649 General Radiology (3)

Radiation physics, image production, and safety are covered. Evaluation of radiographic, skeletal, osseous and articular changes as they relate to systemic and local pathology.

650, 750 Internal Medicine I, II (2) (2)

Presentation of basic principles of medicine. Prerequisites: PDY 590, 595, 600, 605, and 620

665, 765 Independent Study (1-3)

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

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 preoperative 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.

706 Emergency & Traumatology II (3)

General concepts of non-cardiac emergency and traumatology from a systems perspective. Prerequisite: PDY 705.

707 Emergency & Traumatology III (2)

Lower extremity traumatology will be discussed. Basic principles of wound healing, prevention and management of infection, and specific applications for forefoot trauma are stressed. 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 649.

712 Clinical Orientation (7)

Students will be oriented in all aspects of clinical care, patient interactions, hospital, clinic and/or protocols. Infectious disease, sterile technique, universal precautions, biomedical hazards, immunization policy, instrumentation, and BUSPM rules and clinical regulations will be discussed. Practical demonstration and workshops in history and physicals, neurological, biomechanical, vascular, sports medicine, and pediatric exams will be presented. Workshops in topics such as casting, injections, venepuncture, suturing, and other skills are presented.

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. Prerequisite: 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.

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 operat-

ing 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 and PDY 718 prior to entering clinical rotations or externships.

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.

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, and 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 Senior Clinical Rotations (7)

Students will rotate in afternoon clinic sessions through the Barry University Foot Care Centers and affiliated institutions. Students will be responsible for case presentations and case management involving general medical as well as podiatric disorders.

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 interrelate with their patients on an understanding and empathetic level. An additional goal is to improve interaction with community members and other physicians.

820, 821 Hospital Rotations (4)(4)

Fourth year students will rotate through morning medical clinics at Miami Beach Community Hospital in

the various hospital disciplines including radiology, anesthesiology, physical medicine, emergency medicine, pathology, general surgery, and internal medicine. Prerequisites: PDY 718, 719, and 720 as well as successful completion of the junior class exit clinical examination.

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)(4)(4)

Students will be required to attend a total of 16 weeks (4 one-month programs) in outside clinical rotations at approved hospital-based or private office externship programs throughout the United States. The purpose of this additional training is to present geographical differences in medicine, epidemiology, and the practice of podiatric medicine throughout the United States, as well as provide the students increased exposure to podiatric post-graduate training programs.

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.

ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Stephen M. Holloway, Ph.D., Dean

Jacqueline B. Mondros, DSW, Associate Dean

Faculty: Berman-Rossi, Caputo, Cherry, Connolly, Dhein, Fike, Furdon, Gibson, Goldstein, Gray, Hancock, Houston-Vega, Kellom, Kelly, Marcus, Martin, Moreda, Nakanishi, Nuehring, Pierce, Raiford, Riley, Rudes, Singleton-Bowie, Thurston, Zayas-Bazan, Zide



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 MSW 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 MSW 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.

ADMISSION REQUIREMENTS

Persons seeking admission to the MSW program on a full-time or part-time basis must meet the following requirements:

- Bachelor's degree from an accredited college or university. The applicant's academic record must show capacity for successful work at the graduate level, with a minimum of 3.0 (on a 4.0 scale) in all undergraduate work. A few exceptions may be made on the basis of extenuating circumstances and an applicant may be granted admission on a provisional status.
- A transcript reflecting a course in Human Biology.

- Three completed recommendation forms in support of graduate social work study.
- A written statement to the Admissions Committee as specified in the Application for Graduate Admission.

Additional admission criteria which apply to the Advanced Standing Program and the Sponsored Student Program are detailed under those program descriptions.

Admission interviews may be initiated by the School. Applicants who would like to discuss their special circumstances surrounding the application or who have questions about the program are encouraged to seek admission interviews.

Any applicant wishing to support the application with the results from either the Miller Analogies Test or the General Aptitude Section of the Graduate Record Examination may do so. These tests are not required by the School and any applicant not wishing to include them will in no way be jeopardized.

An objective evaluation of application credentials is rendered 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, provisional acceptance, deferment, or rejection, and the decision of the Committee will be forwarded to the applicant in writing by the Office of Graduate Admissions.

READMISSION

Students in good standing who were granted a Leave of Absence from the graduate program must contact the Assistant Dean of Student Services for re-entry into the program.

Persons who were formerly enrolled as degree students in the graduate program, who experienced academic difficulties, and who were terminated from the program or who withdrew voluntarily, may seek readmission. Their application for readmission must be considered by the Admissions Committee. The committee will decide whether or not to extend an offer for readmission and will determine the applicant's academic standing. In any case, courses taken over five years prior to the date of readmission will not be given credit.

TRANSFER OF CREDITS

The School admits into the Concentration Year a very limited number of applicants who have satisfac-

torily completed course work in another school of social work. Up to 28 transfer credits can be granted toward the MSW degree for both classroom and field courses completed in graduate schools accredited by the Council on Social Work Education, provided the work was completed not more than five years before enrollment as a degree candidate in the School. A minimum of 32 credits must be completed at the School of Social Work.

An applicant may request transfer of credits of non social work master's level courses earned from an accredited college or university within the past five years, and not applied toward another degree. The School must determine that the course(s) are relevant to social work education. A maximum of 6 non-social work credits can be transferred. These credits will be applied toward elective requirements.

COURSE WAIVERS FOR ACE STUDENTS

Students who graduate from Barry University's Adult and Continuing Education Program with a social welfare concentration may be eligible to waive six (6) credits for SW 570 Human Behavior and Social Environment I and SW 501 Social Welfare Policy. Students may request waivers in writing to the Admissions Committee.

THE MISSION OF THE SCHOOL

Since its founding in 1940, Barry University has pursued a mission of providing quality education in a caring environment, featuring a religious dimension and emphasizing community service. Social Work, a profession which is imbued with the values of social responsibility and community service, finds a close fit within such a mission.

The purposes of the School are framed by the values, ethics, and social commitments of the social work profession. The School's primary purpose is education of students for the practice of social work at both MSW and Ph.D. levels. The particular emphasis of this School is preparation for the clinical practice of social work with individuals, families, and small groups in their social and cultural context. Students are prepared to practice in a broad spectrum of community-based human service agencies.

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 South Florida is represented by many diverse groups and offers a unique opportunity for the study of national and inter-

national social problems. Miami serves as the gateway to South America, and students from other countries are encouraged to apply.

MASTER OF SOCIAL WORK (MSW)

GOALS OF THE MSW PROGRAM

While there are many valid social work roles, the Barry MSW program is dedicated to educating social workers for clinical practice. The purpose of clinical social work practice is the maintenance and enhancement of the bio-psycho-social functioning of individuals, families, and small groups by maximizing the availability of needed intrapersonal, interpersonal, and societal resources. Clinical social work practice encompasses a wide range of preventative, supportive, and therapeutic services, emphasizing bio-psycho-social assessment and differential interventions with persons-in-their environments. In addition, students are educated in a problem area or "focus area" in either: (1) health care, (2) mental health, or (3) families and children.

A central theme of the curriculum is the examination of the impact of discrimination and oppression on individuals and groups. All components of the curriculum include content on ethnic minorities of color and women. Additionally, through examples, the curriculum includes content on the various other populations in South Florida that experience discrimination and oppression including the poor, aged, developmentally and physically challenged, persons with AIDS, Native Americans, gays and lesbians, and new arrivals.

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 within the contexts of their communities. Graduates appreciate, understand, and have sufficient knowledge of community structure, organization, and process to influence a more effective network of services for the South Florida community.

To meet these goals, several themes guide and are infused throughout the curriculum. They are:

- (1) the profession's enduring philosophical base and values;
- (2) the concept of professional practice within an agency and community context;
- (3) the identification and appreciation of human universals, group differences, and individual uniqueness; and
- (4) the presence of oppression and power and their effect on individuals, families, groups, and the larger society.

EDUCATIONAL OBJECTIVES

- (1) Upon successful completion of the MSW program, graduates will have acquired the basic and historic values of the social work profession that guide clinical 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) Graduates 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 the knowledge and skill necessary for effective and autonomous clinical social work practice with (a) individuals, families, and groups; (b) enhancement, prevention, and ameliorative purposes; 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 the knowledge and skill necessary for intervention with children, adolescents, and adults, and with oppressed, often impoverished, special populations. Intervention with special populations entails both culturally sensitive and diverse social work practice techniques 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 and policies relevant to that focus area, and have 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; and (c) possess knowledge of the fundamental findings of empirical research in the focus area.
- (6) Graduates will have the mastery of the concepts and skills necessary for (a) scientific evaluation of one's practice, and (b) critical appraisal and application of the findings of social work and other social and behavioral research to social work practice and programs.
- (7) Graduates will possess the knowledge and skill, as well as motivation, necessary for (a) effective

advocacy for the social resources needed to serve diverse and often victimized populations; and (b) working effectively and creatively toward the goals of the profession.

CURRICULUM

The MSW program offers a single concentration in Clinical Social Work Practice, which involves preparation for knowledge-based, skilled practice with individuals, families, and small groups.

Foundation Year

During the foundation year of graduate study, students are provided a generic base of social work practice which creates the foundation for concentration study 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 Foundation year of study are:

SW	501	Social Welfare Policies and Services I
SW	521	Social Work Practice I
SW	524	Social Work Practice II
SW	570	Human Behavior and the Social Environment I
SW	571	Human Behavior and the Social Environment II
SW	581	Research I
SW	591	Field Instruction I
SW	592	Field Instruction II

Before the end of the foundation year of study, students must also select either one of the foundation elective courses, or SW 651 Psychopathology. Foundation Year electives include: SW 525 Community Organization; SW 652 The Family; SW 654 Gay and Lesbian Issues for Social Work Practice; SW 645 Human Sexuality; SW 558 Social Work with Women; SW 637 Supervision; SW 655 Ethnic Sensitive Social Work Practice, and SW 560 Mental Retardation and Child Development.

Field instruction must be taken concurrently with SW 524 Social Work Practice II.

Concentration Year

The concentration year of study is directed at educating students for Advanced Clinical Practice. Education in Advanced Clinical Practice is defined as:

— helping students develop knowledge and skill competency in the use of a range of different intervention approaches and methods with individuals, groups, and families. Particular emphasis is placed upon evaluating the utility and effectiveness of the practice technique with specific clients or client

groups based on their age, sex, race, ethnicity, need for service, and agency or service context;

- assisting students in developing a comprehensive knowledge of the policies, programs, and practice models and interventions which inform their chosen focus area of Mental Health, Health, or Family and Children's Services. Additionally, students become knowledgeable and adept at handling the various ethical and value questions that arise in the various focus areas; and
- helping students become knowledgeable about the research findings which substantiate both differential practice interventions and programs and practices in their chosen focus area. They also develop skill in evaluating their own practice.

The concentration year of study reflects this definition of Advanced Clinical Practice, including three advanced clinical practice courses, a focus policy course, an advanced research course, an elective related to the focus area, and a field placement in the focus area.

Required courses during the Concentration Year are:

SW	621	Advanced Clinical Practice with Individuals and Families III
SW	623	Advanced Clinical Practice with Groups III

Either

SW	622	Advanced Clinical Practice with Individuals and Families IV
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or

SW	624	Advanced Clinical Practice with Groups IV
SW	682	Advanced Research
SW	691	Field Instruction III
SW	692	Field Instruction IV

During the concentration year of study, students must also take SW 651 Psychopathology, if they have not done so in the Foundation Year. Students must also select two or three elective courses, one of which corresponds to their focus area. Concentration Year electives include: SW 643 Crisis Intervention; SW 669 Social Work Interventions and Major Mental Illnesses; SW 649 Family Therapy; SW 615 Social Work Practice with Domestic Violence; SW 509 Social Work Intervention with Stress, Illness, and Health; SW 646 HIV/AIDS Related Social Work Practice; SW 556 Social Work Practice with Aging Individuals and Families; SW 642 Practice with Children; SW 527 Social Work with Substance Abusers; SW 617 Social Work Practice with Adolescents; and SW 560 Mental Retardation and Child Development.

Either SW 622 Advanced Clinical Practice IV with Individuals and Families or SW 624 Advanced Clini-

cal Practice IV with Groups must be taken concurrently with field instruction.

Focus Areas. In the Concentration Year, students elect to gain special knowledge and skills in a focus area by selecting specialized courses and engaging in field education within the selected area. The selected focus areas are:

- Clinical Practice with Families and Children
- Clinical Practice in Health Care
- Clinical Practice in Mental Health

Based on the student's selection of Focus Area, students take one of the following:

- SW 639 Policy Issues in Health Care Services
- SW 640 Policy Issues in Family & Children's Services
- SW 641 Policy Issues in Mental Health Services

One concentration year elective must correspond with the student's chosen focus area. Health Focus Area electives include: SW 643 Crisis Intervention; SW 646 HIV/AIDS Related Social Work Practice; SW 509 Social Work Intervention with Stress, Illness, and Health; and SW 556 Social Work Practice with Aging Individuals and Families. Mental Health Focus Area electives include: SW 643 Crisis Intervention; SW 646 HIV/AIDS Related Social Work Practice; SW 669 Social Work Interventions and Major Mental Illnesses; and SW 527 Social Work with Substance Abusers. Family and Children Focus Area electives include: SW 649 Family Therapy; SW 646 HIV/AIDS Related Social Work Practice; SW 556 Social Work Practice with Aging Individuals and Families; SW 642 Practice with Children; SW 615 Social Work Practice with Domestic Violence; and SW 617 Social Work Practice with Adolescents.

FIELD INSTRUCTION

With the exception of students in the Advanced Standing and Sponsored Education Programs, students are required to complete internships in two separate social agencies. The purpose of these experiences is to help students integrate theory with practice in order to develop appropriate skill, knowledge, attitude, and professional identification. Internships are designed to provide experiences which afford opportunity to apply and test concepts and theory presented in both class and field situations. Students are assigned to an experienced field instructor in a human service agency for personal supervision of the field experience. Students should expect to be available for field practicum during those hours when social workers are present in their agencies. Evening and weekend hours are not available in many agencies, and limited in others.

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.

With the exception of students in the Sponsored Student Program, students may choose one of two options to complete their field internship requirements. In Option A, students are in field placement 2-3 days per week during the academic year (September-May), and are taking courses concurrently. In Option B, students take courses during the academic year, and are in field placement 5 days per week during the summer (May-August), while also taking one practice course.

Foundation year students enroll in SW 591 (3 credits) and 592 (4 credits) for their field placement. Field instruction for SW 591 includes 2 days per week for 12 weeks for **Option A** students (enrolling in field instruction during the academic year), and 5 days a week for seven weeks for **Option B** students (enrolling in field instruction during the summer). Field instruction for SW 592 includes 3 days per week for 15 weeks for **Option A** students enrolling in field instruction during the academic year, and 5 days a week for seven weeks for **Option B** students. Concentration year students enroll in SW 691 (4 credits) and 692 (4 credits) for their field placement. Field instruction consists of 3 days per week for 27 weeks for **Option A** students (enrolling in field instruction during the academic year), and 5 days per week for 16 weeks for **Option B** students (enrolling in field instruction during the summer).

Students in the Sponsored Education Program complete a single field placement. Sponsored Student Program students enroll in SW 590 (3 credits) Sponsored Student Seminar during the fall semester of Foundation Year II, SW 592 (3 credits) during the summer of Foundation Year II, SW 691 (3 credits) during the fall of Concentration Year, and SW 692 (3 credits) during the spring of Concentration Year. Sponsored Education Program students complete 20 hours per week for 15 weeks when enrolled in SW 592, SW 691, and SW 692.

Separate registration is required for each field instruction course. Credit will be granted upon successful completion of the placement. Any exceptions must be approved by the Director of Field Instruction.

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 in the foundation year to

enter and continue in the concentration year. 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.

Students who receive a no credit (NC) grade in field instruction or a failure (F) in any required course in any semester, or two C grades in practice courses, or fail to maintain a 3.00 (B) average upon entering or continuing in the Concentration Year will be terminated from the program. Students who are terminated from the program may appeal their termination to the Committee on Students.

Admission 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 four years to complete degree requirements from the date of initial matriculation.

ACADEMIC REQUIREMENTS

A student's scholastic standing is determined by examinations and term papers in courses and a satisfactory evaluation of field performance. Students are expected to meet all requirements assigned by course and field instructors. Regular attendance in class and field instruction is expected of all students. Absence of three or more consecutive weeks of class or more than three consecutive days of field will raise serious questions regarding whether a student may satisfactorily complete studies and continue in the program. Students who are at risk of falling below academic and field work standards will have their progress reviewed by the School's Committee on Students.

Incomplete ("I") Grades

A grade of "I" is granted in cases when a student is unable to complete course requirements in the time allotted **due to circumstances beyond their control, and when the major portion of the course work has already been completed.** Students may not register for a subsequent course in a curriculum sequence until the incomplete in the previous course has been rectified. In any case, incompletes cannot extend beyond one calendar year. The student and instructor must agree to a definite plan and time frame for completing course requirements. When the student fails to complete an incomplete grade within the specified time frame a grade of "Failure" is assigned. An ("I") grade cannot be given in lieu of a C or an F, or to students with a provisional admission status.

FULL-TIME PROGRAM

The School of Social Work offers a full-time program of graduate study at the Miami Shores campus. In the full-time program, students take a total of 28 credits in the foundation year, and 32 credits in the concentration year. All courses must be taken in proper sequence. A student who takes a leave of absence may be readmitted only in the semester which will permit proper sequencing of the courses.

Students in the full-time program can elect either Option A (taking courses and field instruction during the academic year and completing their degree requirements in two academic years) or Option B (taking courses during the academic year, a summer block placement along with one practice course, and completing their degree requirements in six consecutive semesters). A full-time plan would include classes one or two days per week.

The diagram below shows the sequence of courses in Option A and B full-time programs:

Option A: Foundation Year (28 credits)

Fall	Spring
SW 521	SW 524
SW 570	SW 571
	SW 651 or Elective
← SW 501 →	
← SW 581 →	
Field Instruction I	Field Instruction II

Concentration Year (32 credits)

Fall	Spring
SW 621	SW 622 OR 624
SW 623	Elective
SW 639, 640, OR 641	
SW 651 or Elective	
← SW 682 →	
← Elective →	
Field Instruction III	Field Instruction IV

Option B: Foundation Year (28 credits)

Fall	Spring	Summer
SW 501	SW 521	SW 524
SW 570	SW 571	Field Instruction I & II
SW 581	SW 651 or Elective	

Concentration Year (32 credits)

Fall	Spring	Summer
SW 682	SW 621	SW 622 OR 624
SW 639, 640, OR 641	SW 623	Field Instruction III & IV
← SW 651 or Elective →		
← Elective →		
← Elective →		

PART-TIME PROGRAM

The School of Social Work also offers part-time graduate programs. Both full-time and part-time students follow basically the same sequence of courses and must meet the same specific graduation requirements. Part-time programs are 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. 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.

The part-time program is available on two campuses: (1) day and evening at the Miami Shores campus, (2) in the evening in Palm Beach County. Students who enter the part-time evening programs must plan to attend daytime classes on the Barry University campus in Miami Shores for Concentration Year courses.

Students who choose the part-time program may select either of two field instruction options. In Option A students enroll in courses and field instruction during the academic year, and degree requirements are met in either six or eight semesters over three or four calendar years. This plan includes courses one or two days per week, and field instruction two days per week for the first semester, and three days per week for each subsequent semester. The following diagram illustrates the schedule for the part-time academic year program, Option A:

PART-TIME PROGRAM

OPTION A: ACADEMIC YEAR

Foundation Year

Year I (12 credits)

Fall	Spring
SW 570	SW 571
SW 501	SW 581

Year II (19 credits) *

SW 651	Elective
SW 521	SW 524
Field Instruction I	Field Instruction II

* Students have the option of taking a course in the summer of Year II to reduce their coursework in the concentration year.

Concentration Year **

Year III (12 credits)

SW 639, 640, OR 641	SW 682
Elective	Elective

Year IV (17 credits)

SW 621	SW 622 OR 624
SW 623	
Field Instruction III	Field Instruction IV

** Students who select Option A may complete the foundation year in the part-time program and enroll full-time for the concentration year. In this model, Year III and Year IV are combined and degree requirements are met in six semesters during three academic years.

Students entering the part-time program may also select Option B. In this option, students enroll in courses in the academic year, and courses and field instruction during the summer. Degree requirements are met over 9 sequential semesters in three calendar years. This plan includes courses one or two days per week during the academic year, and field instruction during the summer five days a week for 14 weeks for the foundation year, and five days a week for 17 weeks for the concentration year. The following diagram illustrates the schedule for the part-time academic year and summer program, Option B:

PART-TIME PROGRAM

OPTION B: ACADEMIC YEAR & SUMMERS

Foundation Year

Year I (12 credits)

Fall	Spring	Summer
SW 570	SW 571	
SW 501	SW 581	

Year II (22 credits)

← SW 651 →	SW 521	SW 524
← Elective →		Field I
		Field II

Concentration Year

Year III (26 credits)

SW 639, 640, SW 621	SW 622
or 641	or 624
SW 682	SW 623
Elective	Elective
	Field III
	Field IV

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, 32-credit Advanced Standing program. Admission to this program is reviewed carefully and students may be required to take some foundation year courses. An additional letter of reference from the applicant's BSW field instructor must be submitted for admission. Students will be admitted each fall semester. A part-time plan during the concentration year would extend classes over two calendar years with field work being completed during the second calendar year.

SPONSORED STUDENT PROGRAM

Students with at least 4 years full-time post-bachelor's experience in non-profit or public human service agencies working directly with clients either individually or in groups, and at the point of enrollment having at least 2 years continuous current employment in their agency, job, and position, may apply to the Sponsored Student Program. In this program, the student's current employer must agree to support the student's studies by allowing him/her to complete a three (3) semester Sponsored Student Agency Placement (SSAP). Admission to this program is limited, and based on: 1) the applicant's ability to meet the general admission standards of the School, 2) the applicant's ability to meet the experience requirements described above, and 3) the agency's ability to provide a Sponsored Student Agency Placement (SSAP), i.e., reassign the applicant to a different social work assignment under the supervision of a different, qualified MSW field instructor. Students may not be provisionally accepted to this program. Admission to this program requires supplemental materials: 1) at least one of the letters of reference for applicants to this program must be from the student's current direct supervisor; 2) applicants must submit the work history form; and 3) applicants must submit the Request for Sponsored Student Agency Placement form, which indicates their agency's willingness to provide a SSAP placement. After receipt of the application, the Field Instruction Department certifies the agency's suitability to serve as a Sponsored Placement, and the applicant is informed of the decision. When both the applicant and the agency have met the school's requirements, the student may enroll in the Sponsored Student Program. The Barry University School of Social Work Application, all transcripts, and supplemental Sponsored Student Program forms must be received by July 15. Any applications received after this date will be considered late and may be reviewed if space in the program is still available.

Sponsored students must complete all but one of the course requirements of regular students, albeit in a slightly accelerated sequence befitting their experience and agency sponsorship. The only exception is that sponsored students enroll in an additional course, SW 590 Sponsored Student Seminar which substitutes for SW 591 Field I. Sponsored Students complete three (3) consecutive semesters of field instruction in their Sponsored Agency assignment. They enroll in SW 592 (Field II) during the summer, SW 691 (Field III) during the fall, and SW 692 (Field IV) during the spring. Each semester consists of 20 hours per week for 15 weeks.

The diagram below illustrates the schedule for Sponsored Students:

Foundation Year

Year I (15 credits)

Fall	Spring	Summer
SW 570	SW 571	SW 651
SW 501	SW 581	

Year II (19 credits)

Fall	Spring	Summer
SW 639,640, or 641	SW 521	SW 524
SW 590	Elective Instruction II	Field

Concentration Year

Year III

Fall	Spring
SW 621	SW 622 or SW 624
SW 623	Elective
←SW 682→	Elective
Field Instruction III	Field Instruction IV

EXCEPTIONS TO CURRICULUM POLICY

Students may request exceptions to curriculum policy through their academic advisor. The Associate Dean is responsible for approving and denying requests for exceptions.

FINANCIAL AID

The School of Social Work has a separate application process for a very limited number of grants, scholarships, and tuition reductions for graduate students.

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 Director of Admissions and Scholarship at the School of Social Work.

Required Course Descriptions— Social Work Prefix: SW

501 Social Welfare Policies and Services I: (3)

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 crucial role of government is examined, both historically and currently, in the delivery of basic human services. The problems of poverty, inequality, and oppression are highlighted as conditions that vitally affect the social functioning of individuals, families, and groups.

Additionally, there is content on policy formulation and models for policy analysis which provides the student with the tools to assess local, state, and national policies affecting agencies, clients, and practitioners.

521 Social Work Practice I: (3)

This foundation practice course provides a beginning base of practice knowledge, values, and skills for work with individuals, families, and groups in a variety of community and agency contexts. Using phases of work as its organizing theme, the course helps students learn the beginning phase of practice: to engage clients and assess them in order to plan for intervention. The affect of clients' ethnic, racial, and gender differences on practice are emphasized throughout the course.

524 Social Work Practice II: (3)

This second practice course in the foundation year emphasizes the on-going and termination phases of work with individuals, families, and groups. Students develop their skills in purposeful intervention and further their ability to analyze their own practice, with particular attention to cultural and gender differences. The course also includes knowledge and skill related to intervening in organizational environments. The course must be taken concurrently with field instruction.

570 Human Behavior and Social Environment I: (3)

This course focuses on the physical, social, and emotional development and mastery of growth crises from birth to mid-adolescence. Included in the course are current theories and research about the early years of the life cycle, with particular emphasis on the nature and ways in which culture, ethnicity, and community influence and shape human development.

571 Human Behavior and Social Environment II: (3)

This course continues the study of the individual and the family from adolescence through old age to death. The multi-dimensional perspective on adult development is continued. Included in the course are current theories and research about the middle years and aging. The socio-cultural and ethnic factors which shape adult development continue to be highlighted. This course also introduces students to the study of small groups and organizations.

581 Research I: (3)

This course provides beginning understanding and appreciation of the principles and techniques of social work research and statistics, and their application to social work practice. Highlighted are techniques which are used to study organizations and communities.

591 Field Instruction I: (3)

A supervised educational experience in an agency setting for a minimum of 192 clock hours.

592 Field Instruction II: (4)

A supervised educational experience in an agency setting for a minimum of 384 clock hours.

621 Advanced Clinical Practice with Individuals and Families III: (3)

This concentration year course emphasizes the differential assessment and treatment of individuals, families, and family subsystems with problems representative of the three focus areas (health care, mental health, families and children). Students develop knowledge and skills in three areas: ethnic sensitive practice, the psychosocial approach to practice, and crisis intervention. These approaches are differentially applied to select individual and family problems (e.g., family/domestic violence, substance abuse, divorce, and loss and grief). The course includes a focus on the influence of ethnicity, race, gender, sexual orientation, and other socio-cultural factors as they are encountered in the differential practice process with the select problem areas.

622 Advanced Clinical Practice with Individuals and Families IV: (3)

This concentration year course emphasizes the differential assessment and treatment of individuals, families, and family subsystems with problems representative of the three focus areas (children and families, health, and mental health). Students develop knowledge and skills in three areas: behavioral and cognitive approaches to practice, empowerment practice, and psychodynamic approaches to practice. These approaches are differentially applied to select individual and family problems (e.g., family/domestic violence, substance abuse, depression, and loss and grief). The course includes a focus on the influence of ethnicity, race, gender, sexual orientation, and other socio-cultural factors as they are encountered in the differential practice process with the select problem areas, as well as strategies for the evaluation of one's own practice.

623 Advanced Clinical Practice with Groups III: (3)

This concentration year course emphasizes differential practice with groups as related to problems in the health care, mental health, and families and children focus areas. Students develop an understanding of the knowledge, skills, and values in three models of group practice including the remedial, reciprocal, and psychosocial group approaches and their differential application to select problems. Attention is given to understanding differential group practice under conditions of diversity (race, ethnicity, gender, sexual orientation, social class, age, etc.).

624 Advanced Clinical Practice with Groups IV: (3)

Focuses on psychotherapeutic applications of group practice with clients that have severe chronic emotional disorders as well as group practice methodology with advocacy groups.

639 Policy Issues in Health Services: (3)

This course 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 Children's Services: (3)

This course 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: (3)

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: (3)

This is a survey course which teaches the student to identify and understand the etiologies and symptomatology of the major groups of emotional and mental disorders as described by the DSM IV. It highlights the social, cultural, and ethnic factors which impact upon the diagnosis and treatment of these conditions.

682 Advanced Research: (3)

This course provides advanced knowledge and skills in research methods, with particular emphasis on methodologies useful for the evaluation of one's own practice.

691 Field Instruction III: (4)

A supervised educational experience in an agency setting reflecting the student's selected focus area for a minimum of 286 clock hours.

692 Field Instruction IV: (4)

A supervised educational experience in an agency setting reflecting the student's selected focus area for a minimum of 384 clock hours.

Elective Courses**509 Social Work Intervention with Stress, Illness, and Health Problems: (3)**

This elective course emphasizes advanced social work practice knowledge, skills, and values as applied to individuals, families, and groups coping with chronic, terminal, disabling, and catastrophic illness in health care settings. Attention is given to the differential impact of and responses to illness specific to special populations, such as minorities, gays and lesbians, women, new arrivals, the disabled, and elderly. Prerequisite: SW 524; Focus, Health.

525 Community Organization: (3)

This course emphasizes definitions and utilizations of power as it relates to the history, philosophy, and practice of community organization. Students learn to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert's Rules of Order; and plan and utilize strategies for bringing about change. Pre- or corequisite: SW 521.

527 Social Work with Substance Abusers: (3)

This elective presents a bio-psycho-social model for assessment and treatment of persons with substance abuse problems. Specific emphasis is on differential diagnosis and treatment of minorities and special populations. Prerequisite: SW 524; Focus, Mental Health.

556 Social Work Practice with Aging Individuals & Families: (3)

This elective focuses on direct social work practice with older persons and their families and with intervention in their environment in their behalf. Older persons are understood in the context of the social, political, and economic realities of their lives. Prerequisite: SW 524; Focus, Health/Family and Children.

558 Social Work with Women: (3)

This elective introduces students to the psychological and social development of women. Special problems faced by women (e.g., divorce, battering, depression, eating disorders) are discussed, and feminist interventions described. Pre- or corequisite SW 521.

560 Mental Retardation and Child Development: (3)

This course covers the causes and effects of handicapping conditions in children, including developmental disabilities, learning disabilities, and mental retardation, along with a study of their families. In addition, legal and political forces, as well as the agencies which serve this population, are identified. Pre- or corequisite: SW 521.

615 Social Work Practice with Domestic Violence: (3)

This elective examines the effects of oppression and violence on individuals, groups, and our society. The course focuses on helping practitioners recognize, assess, and intervene with persons affected by violence. Prerequisite: SW 524; Focus, Family and Children.

617 Social Work Practice with Adolescents: (3)

This elective teaches the skills and strategies used in work with adolescents. Emphasis is placed on helping adolescents with health issues, mental health issues, juvenile delinquency, and school-related problems using several social work modalities. The impact of gender and culture on teenagers and their families is stressed. Prerequisite: SW 524; Focus, Family and Children.

637 Supervision: (3)

In this course, students examine the major roles of supervision as they impact on worker performances and organizational policies and services. The content is divided between the teaching and training aspects of supervision, and the context of the social agency and its interests in management and administration. Units of learning include persuading, influencing, negotiating and supporting as core strategies of the supervisor; and selecting, training, evaluating, promoting, and terminating staff as key supervisory processes. Pre- or corequisite: SW 521.

642 Social Work Practice with Children: (3)

This course builds on students' knowledge of theory of child development. It emphasizes the skills for assessing and treating children and their parents using psychodynamic, cognitive, and systems theory. Prerequisite: SW 524; Focus, Family and Children.

643 Crisis Intervention: (3)

Focusing on the unique meaning of the crisis event for the individual or family group, the course explores differential methods of practice, setting treatment goals, and identifying the focus of therapeutic interventions. Prerequisite: SW 524; Focus, Health/Mental Health.

645 Human Sexuality: (3)

This elective examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Specific emphasis is placed on the exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed. Pre- or corequisite: SW 521.

646 HIV/AIDS Related Social Work Practice: (3)

This elective focuses on the complexity of biopsychosocial, ethical, and political dilemmas involved in working with people with HIV/AIDS. Emphasis is placed upon knowledge and practice skills which are employed to address the urgent needs of individuals, significant others, families, small groups, and the community around issues related to HIV/AIDS. Prerequisite: SW 524; Focus, Health/Mental Health/Family and Children.

649 Family Therapy: (3)

This course is designed for students to gain a family systems perspective through understanding of selected theoretical approaches, therapeutic techniques, and their own personal demographics. Focus is on the assessment of family roles, communication patterns, and family dysfunction. Factors leading to family systems change such as goal setting, treatment applicability, the structure of the therapy process, therapist role, and techniques of marital/family therapy are taught. Prerequisite: SW 524; Focus, Family and Children.

652 The Family: (3)

This course examines the differences between various family systems; e.g., the single parent, nuclear families, divorced, and remarried families. The course views the family from a life cycle perspective and explores how family function changes, depending on the capabilities of its members. This course helps form a theoretical base for the treatment of marriage and family problems. Pre- or corequisite: SW 521.

654 Gay/Lesbian Issues for Social Work Practice: (3)

This elective is designed to provide a better understanding of people's sexual orientation, of homophobia, and of differential intervention in working with gay and lesbian individuals, couples, and family units. Normative developmental tasks and crises for gay and lesbian individuals, as an oppressed minority, are addressed within the overall context of normal physical, social, and emotional growth and development. Pre- or corequisite: SW 521.

655 Ethnic Sensitive Social Work Practice: (3)

This course helps students develop a culturally sensitive perspective for work with members of minority groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with minority individuals, families, groups, and communities. Pre- or corequisite: SW 521.

669 Social Work Intervention with Major Mental Illnesses: (3)

This course reviews current knowledge and research regarding the clinical disorder and psychosocial problem of schizophrenia. Included are historical perspectives, etiological theories, biological bases, culture/family issues, diagnosis/assessment, and treatment. Emphasis is placed upon direct exposure to this population via video interviews and classroom experience with clients and their families. Prerequisite: SW 524; Focus, Mental Health.

DOCTOR OF PHILOSOPHY IN SOCIAL WORK

John M. Riley, Ph.D.
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 work treatment, the administration of direct service programs, and/or 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 a 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 the three years must be in full-time residence. Full-time residence is defined as nine credits per semester.

During the first year, students enroll in two research courses, two practice-theory courses, and a course on the philosophy of science.

In the second year, six courses are completed: two in research, two in the student's area of specialization, a social work education course, and a course on organizational theory and administration. Upon completion of the area specialization, there is a candidacy examination.

The research courses in the program enroll doctoral students from the School of Social Work as well as the School of Education and the School of Nursing. The courses are taught by an interdisciplinary faculty from these three professional Schools.

In the third year students engage in implementing their dissertation research beginning with a dissertation seminar. They also complete three courses in health and mental health policy, an elective, and a practicum individually designed by the student and faculty advisor.

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:

4 required courses in research and a dissertation seminar	15 credits
3 courses in social work practice theory	9 credits
2 courses in area specialization	6 credits
1 course in each of the following:	
— social work education	3 credits
— social science	3 credits
— social policy	3 credits
— practicum	3 credits
— elective	3 credits

In addition, the student must:

- Successfully complete an area specialization 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. Four copies of the dissertation must be deposited, at the student's expense, with the University; two copies to the University library; one copy to the doctoral program office. The fourth copy, unbound, must be sent for microfilming.

Required Course Descriptions— Social Work Prefix: SW

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.

704 Comparative Theories of Social Work Practice with Individuals and Families (3)

This course emphasizes historical developments and current models in social work practice theory with individuals and families. It further focuses on the contributions of social work practice research and social science theories/findings. Students apply their learning to a select vulnerable population and a field of practice.

705 Comparative Theories of Social Work Practice with Groups: (3)

There is a brief analysis of historic and basic foundation knowledge of small group dynamics and models of social group work practice. Subsequently, there is exploration of advanced contemporary knowledge in those areas. Coverage is given to both task group and clinical group theories and applications.

710 Advanced Research I: (3)

This course provides a review of quantitative and qualitative methods of social work research. The emphasis is on survey methods. Topics include measurement theory, hypothesis testing, data analysis, and research design. Students are taught the essentials of theory building and testing.

711 Advanced Research II: (3)

Basic concepts of knowledge building are initially reviewed, followed by in-depth study of group and single subject experimental designs, measurement, data collection, and statistical analysis. Exemplars of social work research conducted in these modalities illustrate research methodology focused on advancing knowledge for social work practice and administration.

712 Advanced Research III: (3)

Statistical techniques studied in Research I and II are expanded upon. The focus is on preparing students to code and develop data files appropriate for statistical analysis using a computer-based statistical package (SPSSX). Data collected from an actual research study are utilized to take students through the beginning stages of the statistical analysis process. To facilitate the learning experiences, students have unlimited access to the VAX 6310 computer at Barry.

713 Advanced Research IV: (3)

Research IV addresses topics related to advanced statistics. Such topics as Factor Analysis, Reliability Analysis, Multiple Regression, Multivariate Analysis of Variance, and Discriminate Analysis are examined in depth. These and other select procedures are studied using real data and the computer facilities. Completion of these courses is expected to prepare the student for handling the methodological and statistical tasks involved in completing her/his dissertation.

715 Dissertation Seminar: (3)

This seminar assists students in assessing the researchable questions in their area of specialization and in formulating hypotheses and a design. It further focuses on the technicalities of proposal preparation and organization.

717 Research Design and Measurement

This course focuses on measurement of social and behavioral variables and the major research designs in social work research: samples, surveys, experiments and quasi experiments, and selective other designs.

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)

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 their independent study. These seminars should culminate in an area specialization paper.

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 instruction.

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.

**Required Course Descriptions—
Human Sciences Social Work Prefix: HSS****703 Philosophy of Science and Theory Development**

A critical analysis of philosophy of science and epistemology as applicable to theory development in the human science disciplines.

705 Qualitative Methods of Inquiry

This course offers an overview of qualitative methods of inquiry and their utility for the human services. The course emphasizes a critical analysis of the aims, processes, and possible outcomes of these methods.

706 Advanced Qualitative Inquiry

Building on HSS 705, this seminar uses readings to facilitate discussion of various qualitative methodologies and their usefulness for education, nursing, and social work research.

707 Quantitative Methods of Inquiry

This course offers an overview of quantitative methods of inquiry, including an in-depth study of group and single subject experimental designs, measurement, data collection, and statistical analysis, using computer based tools. The course emphasizes a critical analysis of the aims, processes, and possible outcomes of quantitative methods.

708 Advanced Quantitative Inquiry

Building on HSS 707, this course introduces advanced data analysis, including Factor Analysis, Liability Analysis, Multiple Regression, Multi variate Analysis, Analysis of Variance, and Discriminate Analysis.

Completion of the research courses is expected to prepare the student for handling the methodological and statistical tasks involved in completing her/his dissertation.

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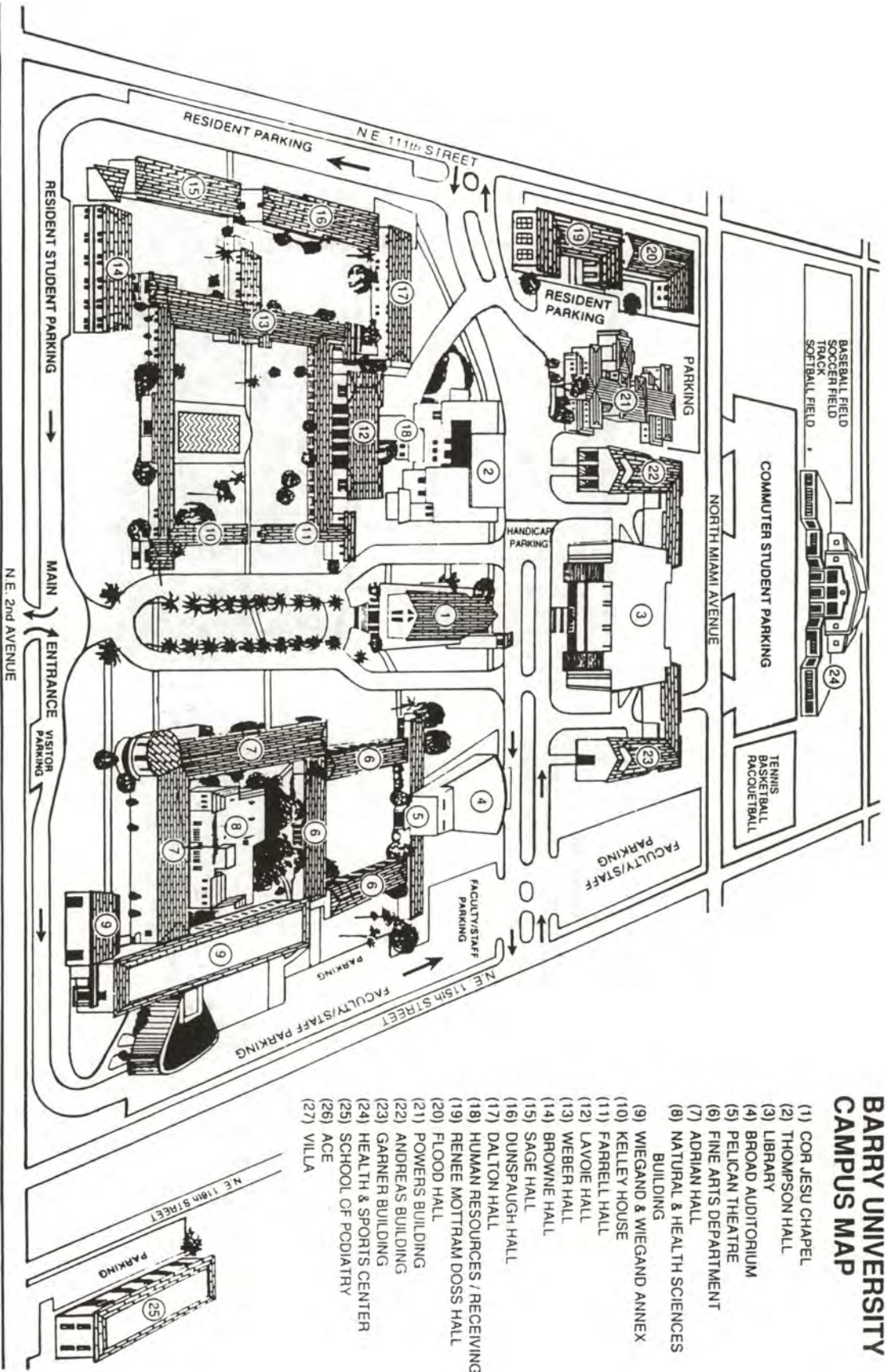
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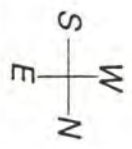
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BARRY UNIVERSITY CAMPUS MAP

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- (3) LIBRARY
- (4) BROAD AUDITORIUM
- (5) PELICAN THEATRE
- (6) FINE ARTS DEPARTMENT
- (7) ADRIAN HALL
- (8) NATURAL & HEALTH SCIENCES BUILDING
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- (10) KELLEY HOUSE
- (11) FARRELL HALL
- (12) LAVOIE HALL
- (13) WEBER HALL
- (14) BROWNE HALL
- (15) SAGE HALL
- (16) DUNSPAUGH HALL
- (17) DALTON HALL
- (18) HUMAN RESOURCES / RECEIVING
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- (20) FLOOD HALL
- (21) POWERS BUILDING
- (22) ANDREAS BUILDING
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- (26) ACE
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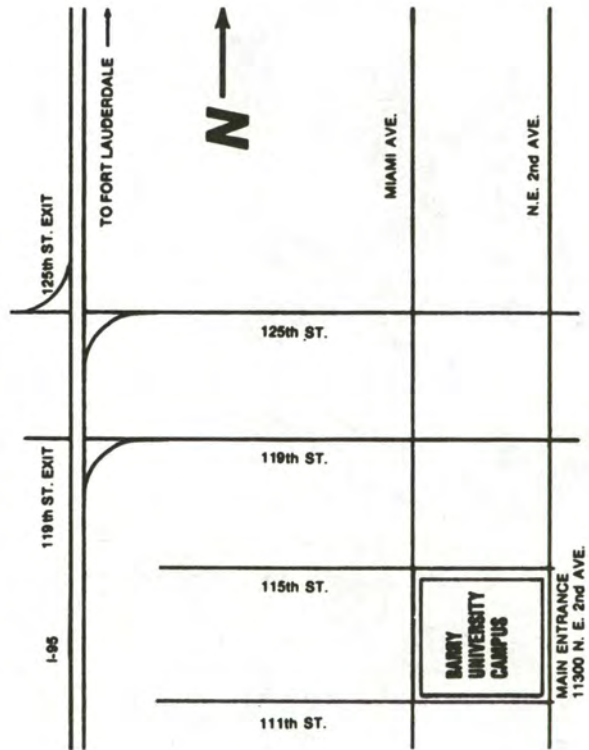
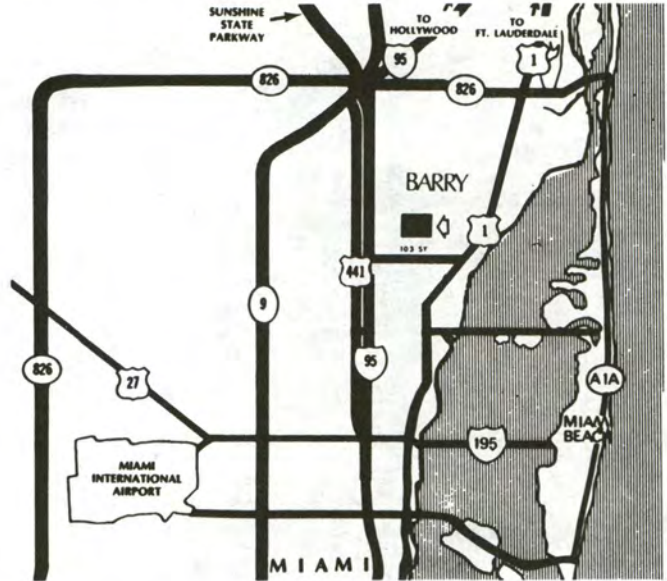
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