

BARRY UNIVERSITY



1999-2000
Graduate Catalog

A Catholic International University
Miami Shores, Florida



BARRY UNIVERSITY



1999-2000 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.

*Give A Gift That Lasts
Forever!*

Have A Scholarship
Named For
Someone You Love

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Applications and credentials should be addressed to:

BARRY UNIVERSITY

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ACCREDITATION

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097, 404-679-4501, to award bachelor's, master's, specialist and doctoral degrees. The **graduate programs in Theology** hold associate membership in the Association of Theological Schools in the United States and Canada (ATS). The **graduate program of the School of Nursing** is approved by the Florida Board of Nursing, and is accredited by the Commission on Collegiate Nursing Education. 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 School of Education's **Counseling programs** in guidance and mental health counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The **Montessori Education** early childhood and elementary programs are accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The **Sports Medicine-Athletic Training Program** is accredited by the Commission on the Accreditation of Allied Health Education Programs (CAAHEP). The **Ellen Whiteside McDonnell School of Social Work's** M.S.W. program is accredited by the Council on Social Work Education. The **Doctor of Podiatric Medicine Program in the School of Graduate Medical Sciences** is accredited by the Council on Podiatric Medical Education. The **Physician Assistant Program** is provisionally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The **Occupational Therapy Program** is accredited by the Accreditation Council for Occupational Therapy Education. The **Cardiovascular Perfusion Program** is accredited by 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 AACSB – The International Association for Management Education. 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.

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.

TABLE OF CONTENTS

Accreditation	4	Exceptional Student Education	98
Academic Calendar	6	EH Specialization	98
Mission Statement	7	MH/SLD and VE Specializations	99
General Information	8	Gifted Specialization	100
Admissions	11	Higher Education Administration	101
Student Life, Division of Student Services	15	Human Resources Development and Administration	102
Tuition, Fees, and Financial Aid	22	HRDA with a Specialization in Leadership of Not-for-Profit/Religious Organizations	103
Academic Information	29	Montessori Education Programs	104
Policies and Procedures	35	Early Childhood Education	106
Academic Resources	39	Elementary Education	106
Division of Information Technology	41	PreK-Primary Education	107
School of Adult and Continuing Education	44	Reading	109
Master of Science in Information Technology Program (M.S.)	44	Leadership and Education, Ph.D., with specializations in Counseling, Educational Technology, Exceptional Student Education, Higher Education Administration, Human Resource Management, and Leadership	110
School of Arts and Sciences	46	School of Graduate Medical Sciences	136
PSYCHOLOGY		Doctor of Podiatric Medicine, D. P. M.	136
Clinical Psychology, M.S.	47	Physician Assistant Program, M.C.M.Sc.	146
School Psychology, S.S.P.	48	School of Human Performance and Leisure Sciences	158
Psychology, M.S.	48	Master of Science in Movement Science	160
COMMUNICATION		Athletic Training Specialization	160
Communication, M.A.	52	Pre-M.S.A.T. Program	161
Executive Master of Science in Communication, M.S.	53	Biomechanics Specialization	162
Organizational Communication, M.S.	53	Exercise Science Specialization	162
Certificate Program in Broadcasting	54	Master of Science in Sport Management	163
FINE ARTS		Master of Science in Sport Management Master of Business Administration, Dual Program, M.S./M.B.A.	165
Photography, M.A.	56	Adapted Physical Education Endorsement ...	165
Photography, M.F.A.	56	School of Natural and Health Sciences	170
THEOLOGY		Master of Science Program in Anesthesiology ..	171
Theology, M.A.	59	Anesthesiology Completion Program, M.S.	174
Certificate in Theological Studies	60	Master of Science in Biology	176
Theology and Counseling	61	Master of Science in Biomedical Sciences	178
Doctor of Ministry, D.Min.	62	Post Baccalaureate Biomedical Science Combination Program	182
Pastoral Ministry for Hispanics, M.A.	67	Master of Science in Health Services Administration	182
Pastoral Theology, M.A.	69	School of Nursing	187
School of Business	72	Master of Science in Nursing, M.S.N.	188
Master of Business Administration, M.B.A.	72	RN/BS to MSN Bridge	189
Graduate Certificate Program	75	Nursing Administration Specialization	192
School of Education	80	MSN/MBA Dual Degree Option	193
Master of Science in Education, M.S.	81	Nursing Education Specialization	193
Master of Arts in Teaching, M.A.T.	82	Nurse Practitioner Specialization	194
Specialist in Education, Ed.S.	84	Doctor of Philosophy in Nursing, Ph.D.	199
Educational Computing and Technology Programs	85	School of Social Work	205
Computer Science Education	86	Master of Social Work, M.S.W.	206
Educational Technology Applications	87	Doctor of Philosophy in Social Work, Ph.D.	216
Counseling Programs	88	Trustees	219
Guidance and Counseling	89	Administrative Organization	220
Marriage and Family Counseling	89	Administration/Faculty	225
Mental Health Counseling	89		
Marriage and Family Counseling and Mental Health Counseling Dual Program	90		
Rehabilitation Counseling	90		
Counseling and Theology	93		
Educational Leadership	94		
Elementary Education	97		

ACADEMIC CALENDAR 1999-2000

Fall 1998

Orientation New Faculty
Assembly
Orientation New Students
Registration
Classes Begin
Labor Day Holiday
Fall Holiday
Thanksgiving Holiday
Classes End
Final Exams
Commencement

Monday, August 23
Tuesday, August 24
Monday, August 30
Monday-Tuesday, August 31 - September 1
Wednesday, September 1
Monday, September 6
Friday, October 22
Thursday-Sunday, November 25 - 28
Friday, December 10
Monday - Friday, December 13 - 17
December 18

Spring 1999

Registration
Classes Begin
Martin L. King Holiday
Spring Break
Easter Holiday
Classes End
Final Exams
Commencement

Thursday - Friday, January 6 - 7
Monday, January 10
Monday, January 17
Monday - Friday, March 6 - 10
Thursday - Sunday, April 20 - 23
Thursday, April 28
Friday - Thursday, May 1 - 5
Saturday, May 6

Summer School 1999

Summer I

Monday Classes meeting 4:00 p.m. or later
All Other Classes Begin
Classes End

Monday, May 8
Tuesday, May 9
June 16

Summer II

Classes Begin
Classes End

Monday, June 19
Friday, July 28

Weekend Occupational Therapy Program

Fall Term 1999
Spring Term 2000
Summer Term 2000

August 21 - December 5
January 8 - April 30
May 13 - August 6

The Adrian Dominican School of Education also offers some programs in varying cycles. The School of Graduate Medical Sciences calendar may deviate from the University academic calendar with regard to the dates that classes begin and end and the final exam period. Consult the School of Graduate Medical Sciences for specific program dates.

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, a School of Podiatric Medicine in the Fall of 1985, and a School of Graduate Medical Sciences in 1997.

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

ADRIAN HALL—Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Information Systems Center, Student Account 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 Association 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 Chair Emerita 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 Theology and Philosophy.

ARCHIVES AND HISTORICAL COLLECTIONS—The Barry University archival program, located on the second floor of Lehman Hall, 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.

DAVID BRINKLEY STUDIO—As part of the Division of Information Technology, the David Brinkley Studio provides resources for communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. The studio is located on the first floor of the Garner Building.

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 several departments of the Division of Business and Finance. These include Human Resources, Finance, Purchasing and Accounts Payable, and Business 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 HALL—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 Division of Information Technology, the Department of Communication, the Department of Mathematics and Computer Science, and the Department of History and Political Science.

DIVISION OF INFORMATION TECHNOLOGY—This center for computing resources is housed in Garner Hall on the main campus. It provides computer services to the campus via an Ethernet network that connects all academic buildings and offices on campus.

INSTRUCTIONAL COMPUTING LAB—As part of the Division of Information Technology, the Instructional Computing Lab provides computing resources to students, faculty, and staff seven days a week. The computer lab is located in the Garner Building on the second floor, Garner Room 247.

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 HALL—William Lehman Hall is the newest addition to the campus. It houses the administrative offices for the Dean of the School of Arts and Sciences, and faculty offices for the Department of English and Foreign Languages, the Department of Sociology and Criminology. The Archives and Historical Collections are contained on the second floor. In addition there are classrooms and meeting rooms.

LIBRARY—As part of the Division of Information Technology, the Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. The library building also contains classrooms and administrative 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.

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, Sage Hall is named after Robert F. Sage, one of Barry's benefactors. Sage Hall houses 96 students in double, air-conditioned rooms.

SCHOOL OF GRADUATE MEDICAL SCIENCES BUILDING—This building, located at 11600 NE Second Avenue, houses programs in podiatric medicine and physician assistant studies in the School of Graduate Medical Sciences.

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, a Biomechanics 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, cafeteria, dining rooms, administrative offices, post office, campus store, a dance/fitness studio, and the Buc Stop snack bar.

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, called the Wiegand Annex, was added to Wiegand Center.

ADMISSIONS

General Information

Students must apply and be accepted in order to register as graduate students (non-degree-seeking or degree-seeking). 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 for admission have been met.

Degree programs differ in specific requirements for admission. Applicants should refer to the specific school section of this catalog to learn about entrance exams and school specific requirements.

Final processing of the application will commence when all credentials have been received. To make the registration process an easy one, it is highly recommended that the application and all credentials be received at least **twenty (20)** days prior to the published first day of registration.

Students should note that some programs have application deadlines earlier than is noted above. Refer to specific application forms for details.

All credentials submitted in support of the application become the property of the University and **cannot** be returned or photocopied. The applicant is responsible for understanding and following all procedures and requirements as outlined in this Catalog.

For the duration of their program of study, admitted students will use the Catalog current during their first enrollment as reference for university policies and procedures as well as program requirements. For stu-

dents seeking readmission, the Catalog being used at the time of readmission will serve as the reference document.

Change of Status

Students wishing to change their status from non-degree to degree-seeking must inform the Office of 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 Admissions **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 Admissions **in writing** of any change of address. The Office of Admissions 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 Admissions **in writing** of any name change. This information must be supported by official documentation (i.e., marriage license, court documentation, etc.).

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. The application form may be downloaded from www.barry.edu.
3. submit a 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 an applicant's possession are not acceptable as evidence of eligibility for admission, unless they have been issued 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.
5. provide the required recommendations in support of graduate study (see specific application form).
6. supply current admission entrance examination scores, as required by the individual school.
7. submit any additional information required by the Office of Admissions or the individual school.
8. submit a score of 550 or better on the TOEFL examination (or at least 213 on the computer-based TOEFL) 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.

Any concealment of previous college registration, 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: 1) submit a completed application form with a \$30.00 **nonrefundable** application fee. The application form may be downloaded from www.barry.edu; 2) present evidence of receipt of a bachelor's degree from a regionally accredited institution (or listed international institution), 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.

Postgraduate students must submit an application form and fee and present evidence of a master's or doctoral degree from a regionally accredited institution (or listed institution, if international). Students pursuing postgraduate work on a non-degree basis **for enrichment purposes only** will be permitted to take an unlimited number of graduate or undergraduate credits.

All non-degree-seeking students should consult with the specific school prior to completing their application to ensure that all necessary prerequisites have been satisfied.

Students should note that application procedures to some certificate programs differ from the non-degree application procedure described above in that additional credentials may be required. (See specific school for details.)

Under non-degree status, students do not qualify for financial aid unless they are seeking teacher certification.

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

Non-Degree-Seeking to Degree-Seeking Students

The student who wishes to change his/her status from non-degree-seeking 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.

Guest Students

A guest student is defined as a person who wishes to take credits at Barry University for the purpose of transferring these credits back to the institution in which they are matriculating. Guest students at Barry must submit a Barry University application, pay the application fee, and present a letter from the dean or department chair of the institution in which they are enrolled as a degree-seeking student, stating that they are in good standing.

Transfer Students

See transfer credit policy under specific school.

Graduate Credit for Qualified Barry Undergraduate Seniors

Barry University undergraduate seniors who have a **high academic average** in their field may be authorized to enroll in six graduate credits while completing undergraduate requirements. **This 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.

INTERNATIONAL APPLICANTS

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 of America 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 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 for one year. The required amount is determined by the

program. An international student should be familiar with the regulations of his/her government 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 (I-20A) 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 semester. All checks should be made payable to Barry University in U.S. funds.

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 credits hours each semester).
- May not transfer schools or work off-campus without Immigration and Naturalization Service permission.
- Hold a current valid 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 issued health insurance by the University and billed accordingly.

Students must also demonstrate that they have had the following vaccinations: 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. The application form may be down-loaded from www.barry.edu.
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. TOEFL: All applicants whose first language is not English or who have not graduated from a university where English is the primary language of instruction are required to submit a score of at least 550 on the Test of English as a Foreign Language (TOEFL) or at least 213 on the computer-based TOEFL. For TOEFL application write to: The TOEFL Program, Box 899, Princeton, N.J. 08540, U.S.A.
 - b. Entrance Examination: Most international students applying for admission to graduate programs are required to submit scores of a standardized entrance exam. The specific test required depends on the program. Students should refer to the appropriate school's admission requirements to determine the necessary examination.
 - c. 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, and the grading scale with minimum passing mark. Year-by-year records of marks should be sent directly to the Office of Admissions at Barry University from all post-secondary institutions attended. Certified and notarized records from foreign institutions may be submitted by applicants, but the University may require that such transcripts be sent directly to Admissions from the issuing institutions. Once credentials are submitted to the Office of Admissions, they become the property of Barry University and will not be surrendered or photocopied.
 - d. Transcript Evaluation Policy: International credentials from an educational system other than the United States must be evaluated by a foreign credential evaluator who is a member of the National Association of Credential Evaluation Services. The Office of Admission maintains a listing of approved evaluation agencies. The admission decision and transfer evaluation require official transcripts, translation and professional evaluation. The cost of the professional evaluation is the responsibility of the applicant.
 - e. English Translations: Documents in a language other than English must be accompanied by certified English translations. Translations supplement, but do not replace, original documents. Students should remember to send both.
 - f. Syllabus of University Study: International applicants who wish to transfer graduate credits must supply 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 Berlitz on Campus/ELS Language Center. Students who complete level 12 are not required to sit for the TOEFL examination (see TOEFL above). Students who wish to study in the Berlitz program prior to applying for a graduate academic program should write:

Director, Berlitz on Campus/ELS Language Center
Barry University
11300 N.E. 2nd Avenue
Miami Shores, Fl 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, and vacation, as well as all University-related expenses).

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.

OFFICE OF MISSION AND MINISTRY

The Office of Mission and Ministry coordinates and fosters the awareness and articulation of the University's mission, values and Dominican tradition among individuals and upon the organizational life. The staff brings leadership to the mission as it is expressed in the worship and prayer life of the community. In addition, the staff

- develops educational and retreat opportunities for the spiritual and ethical formation of students, faculty and staff.
- provides opportunities for the study of the Catholic faith, including preparation for Sacramental initiation into the Catholic Church.

- offers hospitality and support to students, faculty and staff.
- designs programs to deepen our understanding of the Adrian Dominican tradition and our commitment as a sponsored institution.
- provides opportunities for community service, social analysis, and theological reflection on issues of peace and justice.
- strives to create an environment where the full potential of all people may be realized and revered.

DEAN OF STUDENTS

The Dean of Students Office provides assistance to the student in attaining his or her educational goals through participation with the student in formulating practical planning, direction, encouragement and assistance. This office provides and aids in the accomplishment of the goals and philosophy of the Student Services Division: student development, guidance, financial aid, and academic referrals, as well as college adjustment issues. The Dean's Office is responsible for the coordination of the Mentor Program and the Student Services newsletter, as well as advisor to the Commuter Student Board.

RESIDENTIAL LIFE

The purpose of the Residential Life program is to work with students, staff, and faculty in the creation of a caring and learning environment in which students can find opportunities to excel academically and interpersonally. To this end, the Department supports the process by providing ways in which students can better understand themselves and others in their community, and develop an appreciation for the interdependence of the multicultural community. Freshman students not living at home with their parents are required to live on campus for their first year.

On-campus accommodations within the residence halls are available to full-time, degree-seeking, undergraduate students. Air-conditioned double rooms are available within the residence halls.

All students desiring to live on campus must request housing applications from the Office of 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 is residing on campus. If no damage has been assessed after a room has been properly checked out, the \$200.00 deposit will be released. Students must contact the Office of Student Account Services to receive a refund of any monies.

A resident moving out of the residence halls during his/her 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 by proof of health insurance or students will automatically be billed for university insurance. A 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 during 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 personal counseling, career education and guidance, and wellness activities. In conjunction with the University's mission to create a caring environment, the Center provides its services to students, staff, faculty and alumni in an atmosphere of confidentiality and respect.

Service to the Barry Community is also given through presentations, projects, and wellness activities that take place on and off campus.

Both career and personal counseling are conducted on an appointment basis. Twenty-four hour emergency services are available from the personal counselors via a beeper system.

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 also applies to those students who withdraw from the University for psychiatric treatment and subsequently seek readmission (see Policy on Medical Leave).

Career Center

The goal of the Career Center is to encourage each student to take personal responsibility for making use of the Center services to develop his or her career planning skills from freshman through senior year and beyond.

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

- Individual career counseling
- Career interest testing
- Full-time and part-time job listing
- "First Place" - Barry's on-line job listings
- Federal Jobs Computer
- Internships
- Credential file service
- Resume writing, interview skills assistance
- On-campus recruiting
- Career fairs and Career Expos
- Computer-assisted career information search
- Career library resources

It is the policy of the Center to provide services to employers whose mission is consistent with the mission of the University.

Testing Services

The student may be self-referred simply by request, or may be referred by faculty advisors and/or counselors. The Center offers two types of inventories to assist with choosing a major or career and to assist the student in learning more about himself/herself.

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

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

DISABILITY SERVICES

The Office of Disability Services assists students with disabilities in pursuing a quality education at Barry University. The office is located in Thompson Hall, Room 105; telephone 305-899-3489. The office has a TDD/TTY, 305-899-3488.

Purpose

The purpose of the Office of Disability Services is to provide assistance to all students having physical, visual, hearing, speech, learning, psychological, chronic and temporary disabilities.

By providing information, advocacy, and accommodations, the office seeks to enhance each student's educational experience by assuring their human, educational, and legal rights. Thus, through fostering one-on-one relationships with students, Disability Services strengthens the caring environment of Barry University.

Furthermore, the Office of Disability Services strives to provide a holistic educational experience which prepares each student to be united and equal with the non-disabled population.

Appeals

The student may appeal to the Director of Disability Services 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 as to 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 Disability Services 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. If a student wishes to appeal the decision of the director he/she should refer to the policy on Registering a Grievance Against a University Employee found later in this publication.

CAMPUS STORE

The Campus Store is open for the services and needs of Barry students. 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 will 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, the Buc Stop Snack Bar, located on the first floor of Thompson Hall which is also available to all students.

UNIVERSITY HEALTH CENTER

The Health Center is open from 9:00 a.m. to 5:00 p.m., Monday through Friday. For emergencies during evening and weekend hours, student health advisors are available and can be contacted via Residential Life Advisors (RA's) or beeper system through University Security.

The purpose of the Health Center is to establish a caring environment and to enhance the educational process by modifying or removing health-related barriers to learning and by promoting an optimal level of wellness. It 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-psychosocial-spiritual approach to health care. It also provides community service through community health presentations and programs.

Services provided include:

1. general health assessments;
2. first aid and emergency assistance;
3. evaluation of episodic illnesses and administration of medications and treatments, as necessary;
4. health resource information and anticipatory guidance in health education for individuals and groups;
5. referral to community health professionals and/or agencies as necessary (The student, or parent or guardian of the student, is responsible for payment for services rendered by private physicians or off-campus agencies.); and
6. administration of student insurance coverage.

All 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 10 years; and for students born after 1956, medical documentation of two measles vaccinations or a natural case of measles;
2. signed medical authorization form; and
3. proof of adequate medical insurance in South Florida.

Forms must be completed and on file in the Student Health Center.

It is strongly advised that all students be covered by some type of health insurance. All resident and international students are required to have proof of health insurance on file in the Health Center. Student health insurance information and claim forms may be obtained from the Health Center.

O'LAUGHLIN INTERCULTURAL CENTER

Mission Statement

The mission of the O'Laughlin Intercultural Center (ICC) is to promote respect for cultural diversity among all members of the Barry community, regardless of nationality, color, creed, race, or religion. Its goal is to create active and purpose-driven citizens of the world. A function of the department is to provide immigration assistance to the University community according to the USINS and USIA federal guidelines. Multi-cultural programming and diversity training is offered for the campus and the Greater Miami community. Its purpose is to create a common thread between students and staff. This common thread includes the need for community, love, and respect. The Intercultural Center will continue to strive towards these ideals to create this common thread in order to form a beautiful world where all people and cultures are to be honored.

Services

In order to provide effective service, ICC requires all international students to provide up-to-date information with regard to: any changes in the class schedule, changes in address, financial status, and transfers to other universities. In accordance with INS and USIA regulations, ICC maintains a complete file on each foreign student, including financial data, transcript information, a copy of an endorsed I-20 (F-1) or IAP-66 (J-1), passport, visa, I-94 card, and related documents.

International students are required to be registered full time (12 credit hours per semester for undergraduates; 9 credit hours per semester for graduates) at all times, and to make satisfactory progress toward their degrees. Suspended international students lose visa status upon dismissal, and should seek immediate advice from the Intercultural Center.

The Intercultural Center also provides advisement with regard to any academic, financial, personal, and immigration matters during business hours, Monday through Friday, from 9:00 a.m. to 5:00 p.m. ICC works closely with the Office of International Admissions to ensure a smooth transition upon arrival at the University. A special orientation program for new international students is held prior to registration for fall and spring semesters. Students are responsible to bring the following to the orientation: endorsed I-20 or IAP-66, passport and I-94 card.

The O'Laughlin Intercultural Center strives to promote international awareness within the Barry and Greater Miami communities by sponsoring:

- WORLD PULSE newsletter
- Festival of Nations Day
- Conversational Encounter Lecture Series
- International Assistant Program
- Invited guest speakers
- Cross cultural diversity training and simulations

Students should feel free to bring their questions to the Center.

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, a biomechanics lab, and student locker rooms. In addition, there are outdoor baseball, softball, and soccer fields, as well as a racket sports complex that includes lighted tennis courts, basketball courts, and three-walled racquetball courts. Also located on campus are an outdoor pool and a sand volleyball court. Students, as well as faculty and staff, are welcome to use these outstanding facilities. Participants are required to present a valid Barry ID for all recreational facility use.

Campus Recreation, Intramurals, and Club Sports

The Office of Campus Recreation 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 activities serve as a venue for meeting people, keeping physically active, and cultivating leadership abilities.

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.

Intercollegiate Athletics

Barry offers twelve varsity sports which compete at the NCAA Division II level. Please refer to the Department of Intercollegiate Athletics section found in the undergraduate catalog under the School of Human Performance and Leisure Sciences. Limited opportunities are available under NCAA eligibility rules for graduate student participation. Please contact the appropriate head coach for specific info.

THEATRE

The University Department of Fine Arts produces a diversified program of dramatic, dance, and music 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

University publications include *Barry Magazine* and *Alumni Connection*, both published three times a year, the annual *President's Report* and *For U*, an online, employee newsletter posted weekly, all by the Department of University Relations. A number of schools and departments also publish their own newsletters. In addition, the *Barry Buccaneer* is written and published monthly by the 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 Association, 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 include *The Alumni Connection*.

STUDENT ACTIVITIES

The purpose of the Office of Student Activities is to facilitate individual growth and development of Barry students through involvement in extra-curricular activities that compliment the traditional educational processes of the university.

In keeping with this objective, the office develops and maintains an extensive extra-curricular program which provides students with practical opportunities to link classroom learning with the extra-curricular and preprofessional environment. The office recognizes over 72 student organizations representing the diversity of interests among the Barry University student community. Each student's developmental and educational opportunities are enhanced through the coordination of various leadership programs, trips and social activities.

Through increased social interaction, the Office of Student Activities consistently fosters the development of Barry University's commitment to quality education through a more caring environment.

REGISTERED STUDENT ORGANIZATIONS

GOVERNING ORGANIZATIONS

Campus Activities Board
Commuter Student Board
Florida Podiatric Medical Students Association
Interfraternity Council
Panhellenic Council
Residence Hall Association
Student Government Association
Social Work Student Government Association
Anesthesiology Student Government Association

MEDIA ORGANIZATIONS

The Buccaneer Newspaper
WBRY Radio Station

SERVICE ORGANIZATIONS

Best Buddies Organization
Circle K International

GREEK ORGANIZATIONS

Alpha Delta Gamma Fraternity
Alpha Gamma Delta International Sorority
Alpha Phi International Sorority
Phi Kappa Tau Fraternity
Tau Kappa Epsilon Fraternity

SPECIAL INTEREST ORGANIZATIONS

Ballroom Dance Club
Dance Club
Theatre Club

RELIGIOUS ORGANIZATIONS

Hillel Organization
Integrity
Jewish/Christian/Muslim Dialogue Group
One Love Prayer Group
Baptist Dialogue Group

INTERNATIONAL ORGANIZATIONS

Caribbean Students Association
Haitian Intercultural Association
Jamaican Association
Latin Association of Students and Teachers

HONOR SOCIETIES

Alpha Chi
Alpha Epsilon Rho (Broadcasting)
Alpha Mu Gamma (Languages)
Beta Beta Beta (Biology)
Chi Sigma Iota (Counseling)
Delta Epsilon Sigma
Delta Mu Delta (Business)
Gamma Sigma Epsilon (Chemistry)
Kappa Delta Pi (Education)
Kappa Gamma Pi (Graduate)
Lambda Pi Eta (Communication)
Phi Alpha Theta (History)
Phi Epsilon Kappa (Sports/Exercise)
Phi Eta Sigma
Phi Gamma Mu (Social Sciences)
Psi Chi (Psychology)
Sigma Tau Delta (English)
Sigma Theta Tau International (Nursing)
Sigma Xi (Research)
Theta Alpha Kappa (Theology)
Phi Theta Epsilon (Occupational Therapy)

PROFESSIONAL ORGANIZATIONS

Accounting Association
American Academy of Podiatric Practice Management
American Association of Women Podiatrists
American Marketing Association
American Medical Students Association
Association for Computing Machinery
Association of Information Technology Professionals
Athletic Training Association

Chemistry Club	National Broadcasting Society
Counseling Association	Nursing Student Association
Delta Sigma Pi Business Fraternity	Phi Alpha Delta
Doctoral Leadership Team and Association	Physics Club
Doctoral Nursing Student Forum	Psychology Club
Economics and Finance Club	Radiology Club
Education Association (Kendall)	Scuba Society
Education Association (Miami Shores)	Society for Advancement of Management
Graduate Nursing Student Organization	Sports Medicine Club
Hispanic Podiatric Medical Students Association	Student National Podiatric Medical Association
International Association of Business Communicators	Student Occupational Therapy Association
International Business Association	Surgery Club
Mathematics Association of America	

ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

TUITION, FEES, AND FINANCIAL AID

Effective July 1, 1999

TUITION:

Graduate

All Master's Level (Graduate) Programs, per credit	\$460.00
All Doctoral (Ph.D.) Programs, per credit	570.00
Podiatric Medicine	
Full-time, per year	18,400.00
Part-time, per credit	575.00
Physician's Assistant	
Full-time, per year	17,800.00
Part-time, per credit	575.00
Summer I, 1999	450.00
Summer II, 1999	460.00

FEES:

International Deposit	50% of TUITION
Application (all programs)	30.00
CLEP	100.00
Credit by examination (per credit)	100.00
Professional Liability	20.00-50.00
Deferred Payment Plan	50.00
Returned Check	50.00
Declined Credit Card	50.00
Late Payment	50.00
Lost I.D. Card	15.00
Transcript, each	5.00
Health Insurance (Cost + \$10)	VARIABLE

HOUSING:

Room Deposit (mandatory)	200.00
Room Rate, per semester	
Triple/Quad	2,880.00
Double	3,110.00
Private	3,370.00

ARRANGEMENTS FOR PAYMENT OF ALL EXPENSES MUST BE MADE PRIOR TO COMPLETION OF REGISTRATION.

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 enrollment. Students are encouraged to contact the Office of Financial Aid, at (305) 899-3673, or the Office of Student Account Services, at (305) 899-3585, for information and assistance.

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

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.

TUITION PAYMENT PLAN

Barry University offers the services of Tuition Management Systems, Inc., providing an alternative method of paying for tuition and fees. They will assist students in budgeting monthly payments for tuition and fees and offer a wide range of financing alternatives. Since many of these plans require payments beginning in the summer preceding the student's first semester at Barry University, interested students are urged to contact either the Financial Aid Office or the Office of Student Account Services for additional information.

INTEREST-FREE MONTHLY PAYMENT PLAN

DEFERRED PAYMENT PLAN (DPF)

Barry allows you to divide all or part of a single term's educational expenses into three convenient monthly payments. There are no interest charges. However, there is a \$50.00 fee for this plan. The first payment is due upon registration, and the next two payments will be due on the 15th of the next two following months.

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. It is the responsibility of the student to verify that they have been billed for student insurance through Student Health Services.

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 a federally-approved Multiple Data Entry processor, 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 expira-

tion 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 Federal Stafford Loan Application. 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. 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. pro-

gram. Employees of social service organizations receive a 30-percent discount for the full M.S.W. program. See Social Work Discounts section.

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 FASFA 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 while the student is in school. 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 2.3%, 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 halftime 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. (Students in the Podiatric Medicine Program see "Podiatry Loans.") 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 SCHOLAR PROGRAM

This program, funded through the generous contributions of the Marie Baier Foundation, recognizes those individuals who have shown high capacity on the Graduate Management Admissions Test as well as strong performance within their academic program in the Andreas School of Business. Current funding provides for a three-credit-hour tuition waiver each time the individual maintains his/her Scholar status. 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. Present funding includes:

- 30% discount for all 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 Graduate Medical Sciences

Scholarships for Students of Podiatric Medicine and Surgery.

DR. MARVIN D. 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 podiatric medical student. For further information, call the School of Graduate Medical Sciences.

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 Podiatric Medicine Program. The award is made annually to academically qualified podiatric medical students. For information, call the School of Graduate Medical Sciences.

THE PATRICIA ELLSWORTH KOPENHAVER, B.A., M.A., D.P.M., ENDOWED SCHOLARSHIP FUND

This fund was established solely through the generosity of Dr. Patricia Ellsworth Kopenhaver, noted podiatrist, educator and practitioner, as well as Charter President (1969-1978) of The American Association For Women Podiatrists, chartered in 1971. It will provide an annual scholarship to academically qualified female medical students. For further information or an application, call the School of Graduate Medical Sciences.

PODIATRIC ACADEMIC SCHOLARSHIP

The Barry University School of Graduate Medical Sciences offers academic scholarships ranging from \$2500 to half-tuition for highly qualified students in the Podiatric Medicine Program. 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.

DEAN'S SCHOLARSHIP, PODIATRIC MEDICINE Scholarships are awarded annually by the Office of the Dean to academically-qualified students who are not receiving any form of Barry University financial aid at that time. Inquiries should be directed to the Office of the Dean.

PODIATRIC MEDICINE (D.P.M.) STUDENT LOANS

Students accepted into studies in Podiatric Medicine and Surgery in the School of Graduate Medical Sciences may borrow up to an additional \$20,000 under the Unsubsidized Stafford Loan Program to help offset their cost of attendance. The maximum that students can borrow per year cannot exceed \$38,500 and the total aggregate debt that can be accumulated is \$189,125, including any debt assumed during undergraduate study.

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 Student Financial Aid.

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

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 Podiatric Medicine 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 podiatric medical 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 Podiatric Medicine Program students must successfully complete three semesters (summer/fall/spring) in order to progress a grade level and to begin the next borrowing cycle.

SCHOLARSHIPS FOR PHYSICIAN ASSISTANT PROGRAM STUDENTS**DEAN'S CLINICAL SCHOOL**

The Dean's Clinical Scholarships are awarded annually by the Office of the Dean to academically qualified Physician Assistant Program Students. The awards are to be applied to the year of clinical education only. Inquiries should be directed to the Office of the Dean.

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
- 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 and merit.

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-profit 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 Mr. Philip Mack, 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.

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 and merit.

Funded Field Work Placements

Several field internships offer student stipends. Students interested in applying for these opportunities should notify the Field Work Department at (305) 899-3906.

BARRY SCHOLARSHIPS

These 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. Scholarship awards range from \$1,500 to \$10,000.

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.

Original 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 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.

Students may receive a copy of their records except for the above-listed documents, at the discretion of the university official.

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, Commission on Institutions of Higher Education
- Middle States Association of Colleges and Schools, Commission on Higher Education
- North Central Association of Colleges and Schools, Commission on Institutions of Higher Education
- Northwest Association of Schools and Colleges, Commission on Colleges
- 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

School of Arts and Sciences:

Clinical Psychology, M.S.
 Communication, M.A.
 Executive Master of Science in Communication, M.S.
 Managerial Communication, M.S.
 Organizational Communication, M.S.
 Pastoral Ministry for Hispanics, M.A.
 Pastoral Theology, M.A. (Venice, Florida only)
 Photography, M.A.
 Photography, M.F.A.
 Psychology, M.S.
 School Psychology, S.S.P.
 Theology, M.A.
 Theology and Counseling
 Doctor of Ministry, D.Min.

Andreas School of Business

Business Administration, M.B.A. (General)
 Business Administration, M.B.A., with concentrations in Accounting, Finance, Health Services Administration, International Business, Management, Management Information Systems, Marketing.

Adrian Dominican School of Education

Counseling:
 Counseling and Theology, M.S./M.A.
 Guidance and Counseling, M.S., Ed.S.
 Marriage and Family Counseling, M.S., Ed.S.
 Marriage and Family/Mental Health Counseling, Dual Specialization, M.S., Ed.S.
 Mental Health Counseling, M.S., Ed.S.
 Rehabilitation Counseling, M.S., Ed.S.
 Educational Computing and Technology:
 Computer Science Education, M.S., Ed.S. (Alternative Certification Track available)
 Educational Technology Applications: (Concentrations available in: Teaching and Learning

with Technology, M.S., Ed.S.; Multimedia and Communication in Education, M.S., Ed.S.; Educational Technology Leadership, Ed.S.; and School Library Media, Ed.S.)
 Educational Leadership, M.S., Ed.S.
 Elementary Education, M.S. (Alternative Certification Track available)
 Exceptional Student Education:
 Emotionally Handicapped, M.S. (Alternative Certification Track available), Ed.S.
 Mentally Handicapped/SLD, M.S. (Alternative Certification Track available), Ed.S.
 Varying Exceptionalities, M.S. (Alternative Certification Track available), Ed.S.
 Gifted, M.S., Ed.S.
 Higher Education Administration, M.S.
 Human Resources Development and Administration, M.S.
 HRDA with a specialization in Leadership of Not-for-Profit/Religious Organizations, M.S.
 Montessori Education:
 Early Childhood, M.S., Ed.S.
 Elementary, M.S., Ed.S.
 Pre-K/ Primary Education, M.S. (Alternative Certification Track available)
 Reading, M.S., Ed.S.
 Teaching, M.A.T.
 Leadership and Education, Ph.D., with specializations in Counseling, Educational Technology, Exceptional Student Education, Higher Education Administration, Human Resource Development, and Leadership

School of Graduate Medical Sciences:

Podiatric Medicine, Doctor of Podiatric Medicine, D.P.M.
 Physician Assistant, Master of Clinical Medical Science, M.C.M.Sc.

School of Human Performance and Leisure Sciences:

Movement Science, M.S. with specializations in Athletic Training, Biomechanics, and Exercise Science
 Sport Management, M.S.
 Sport Management/Master of Business Admin., M.S./M.B.A.
 Adapted Physical Education Endorsement

School of Natural and Health Sciences:

Anesthesiology, M.S.
 Biology, M.S.
 Biomedical Sciences, M.S.
 Health Services Administration, M.S.

School of Nursing:

Nursing, M.S.N. 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.

School of Social Work:

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

Graduate Non-degree Programs

Enrichment only
Guest Student
Teacher Certification/Recertification

School of Arts & Sciences

Broadcasting, Certificate in
Theological Studies, Certificate in

School of Business

Postgraduate Certificates in Accounting, Finance, Health Services Administration, International Business, Management, Management Information Systems, Marketing

School of Education

Educational Leadership:
Certification only
Modified Core
Florida Catholic Schools Track
Educational Technology Applications Certificate in Teaching and Learning with Technology
HRDA with a specialization in Leadership of Not-for-Profit/Religious Organizations, Certificate

School of Nursing

ARNP Certificate Program (Family) for MSN Prepared Nurses
Nursing Administration Certificate for MSN Prepared Nurses
Nursing Education Certificate for MSN Prepared Nurses
Subspecialty Certificates: Case Management, Gerontological Nursing, HIV-AIDS Nursing, Leadership/Administration, Long Term & Community-Based Nursing Administration, Nursing Educator in Academia, Perioperative Nursing, School Nurse, Women's Health.

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

Advertising, B.A.
Art, B.A., B.F.A.
Ceramics
Painting and Drawing
Athletic Training, B.S.
Pre-Medicine
Pre-Physical Therapy
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.
Honors
International Studies, B.S.
Liberal Studies, B.A.
Mathematical Sciences, B.S.
Secondary Education
Music, B.M.
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.
 Sport Management—Diving Industry
 Sports Medicine—Athletic Training, B.S.
- The School of Natural and Health Sciences
 Biology, B.S.
 Non-Medical Track
 Biotechnology Track
 Ecological Studies Track
 Histotechnology Track
 Major for the Med Lab Technician
 Marine Biology Track
 Professional Track
 Pre-dental
 Pre-medical
 Pre-optometry
 Pre-Physical Therapy Track
 Pre-Physician Assistant Track
 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.
 Radiation Therapy Technology, 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.
Withdrawn	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 or the School of Education.

Effective with the academic year 2001-2002, some schools will implement a plus/minus grading system which will be inaugurated for undergraduate students. Grades will be assigned the following values:

Letter Grade	Numerical Value
A	4.0
A-	3.7
B+	3.4
B	3.0
B-	2.7
C+	2.4
C	2.0
D	1.0
F	0.0

Students matriculating in the 1998-1999 academic year and all subsequent years and all currently enrolled students who have not graduated by spring semester 2001 will be subject to the new system.

School of Graduate Medical Sciences

The official grading policy of the School of Graduate Medical Sciences 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. While on medical leave, a student may not return to the campus without prior permission from the Vice President for Student Services, or designee.

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. While on medical leave a student may not return to the campus without prior permission from the Vice President for Student Services, or designee.

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 at least one month prior to anticipated return 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 adequately 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/com-muter 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 RESOURCES

LEARNING CENTER

Jill M. Reed, Director
Caridad Castro, Assistant Director

The Learning Center, located in Garner 113, serves as a primary resource for all undergraduate, graduate, and adult learners at Barry University. The mission of the Barry University Learning Center is to develop independent, successful learners through provision of professionally designed and delivered academic services. The Center actively seeks to provide professional assistance to all University departments in meeting the academic needs of their students. Emphasis is on provision of strategies to meet the demands of successful college writing, reading, mathematics, critical thinking, and test-taking. The Center offers this intensive instruction through individual and small group work with professional staff, collaborative study groups, and technology-based, independent learning groups using computer-assisted and videotaped materials.

The Learning Center provides a variety of scheduled seminars. Supplemental support seminars are of-

fered to support a variety of specific courses in the academic disciplines. In addition special support seminars are provided for students, focusing on developing skills and strategies necessary to academic success. A comprehensive ESL program (English for Speakers of other Languages) is available for students who seek additional improvements in oral and written English language skills.

The Learning Center provides a Writing Center and a Mathematics Laboratory which are open through the day and evening where the students work largely on a one-to-one basis with the professional staff. The Center assists graduate and post graduate students with writing that ranges from doctoral dissertations to business letters and resumes. The Mathematics Laboratory offers a full range of support for students, supporting courses ranging from basic developmental mathematics through calculus, trigonometry, physics, and statistics.

Transition in Language and Culture Program

Jill M. Reed, Director

The Transition in Language and Culture Program (TLC) is a transitional program which fosters the development of language skills while the student earns university credit in a supportive environment. The goal of the program is to increase the student's cognitive and academic language ability in order for the student to increase language proficiency while gaining academic credit within the University community.

The program is designed to meet the needs of prospective graduate students whose TOEFL scores fall below 550. In the program, graduate students will take nine hours of course work. The courses will focus on contemporary professional communication with a

writing laboratory; a language, media and culture course; and a three credit content-specific course in the individual student's area of concentration. The two TLC courses will provide institutional credit only; they will not count towards the graduate degree.

The objectives of the graduate programs are (1) to incorporate second-language acquisition principles with content-specific instruction, (2) to use methodology and content to foster the ability to analyze, synthesize, and evaluate (3) to establish a transition between the academic styles and strategies of the student's indigenous culture and those necessary for success at the graduate level in an American university.

Students entering the TLC program will have provisional admittance to the university based on TOEFL score and transcripts. The provisional admittance will enable the students to complete a maximum of nine credit hours in the graduate discipline. To be fully accepted into the graduate program, students must (1) complete nine hours with a minimum average of 3.0, (2) complete two TLC courses with a minimum average of 3.0, (3) and satisfy all other requirements of the individual school as stated in the catalogue. The TLC Program Director's recommendation may be to accept fully after one semester of TLC and three graduate credit hours, or to retain the students for an additional semester(s) of TLC and maintain provisional acceptance.

COURSES

TLC 500		U.S. Language & Culture
TLC 501		Contemporary Professional Communication
TLC 501	L1	Contemporary Professional Communication Laboratory
xxx		Content-area courses

The CAL Program

Jill M. Reed, Director
Bruce Smitley, Assistant Director

The Clinical Center for Advanced Learning (CAL) Program at Barry University is built on the research-supported belief that students with learning disabilities can succeed at the university level if given adequate and accessible professional support. For learning disabled students who take advantage of these special resources, a college degree and career success can be achievable goals.

Services include individual diagnostic evaluation in order to develop a personalized educational plan for college study; intensive individual instruction to improve reading, writing, oral communication, and mathematics skills needed at the university level; instruction in learning and study strategies based on individual needs; individual and small-group subject area tutoring; individual and small-group personal, academic and career counseling, special test administration services; and advocacy with faculty to facilitate course success.

Transition in Language and Culture Program Courses

TLC 500: US Language and Culture (3)

A thematic exploration of the patterns of US culture from a cross-cultural perspective. Cultural development and consciousness will be explored through the critical study of "experience." Discussion on the development of the American sociotype may include the themes of the Puritan mind, individualism, the pursuit of happiness, innocence, differentiation and the melting pot, mass culture and mass consumption, progress and technology, and war and peace.

TLC 501: Contemporary Professional Communication (3)

The objectives of this course are to develop cognitive academic language proficiency and metacognition to model culturally specific pedagogical expectations, and familiarize the student with current research methods and discipline-specific strategies. The student will acquire familiarity with the format and organization of writing in the graduate field of study and will generate both oral and written presentations.

TLC 501: Contemporary Professional Communication Laboratory (0)

The student will gain experience using current computer hardware and software for invention, composition, revision, and editing in the writing process as well as preparing oral and visual presentations. The lab must be taken concurrently with TLC 501.

Students are admitted to the CAL Program on a case-by-case basis, upon the recommendation of the Program Director and the Office of Admissions.

Admission into the CAL Program will be determined by a review of:

- * standardized test scores,
- * high school or college transcripts;
- * psychoeducational test results;
- * current IEP;
- * additional diagnostic, medical, or educational reports;
- * an essay,
- * letters from teachers and counselors;
- * additional diagnostic, medical, or educational reports;
- * letters from teachers and counselors; and
- * by a personal interview with the Program Director.

DIVISION OF INFORMATION TECHNOLOGY

John M. Beaubrun, M.B.A., Associate Vice President and Dean
Cynthia Davis, Ph.D., Associate Dean

The administrative offices of the Division of Information Technology are housed in the Garner building. The division provides library, distance education and technology services for the University. It is the mission of the division to provide the user community with the highest level of service and support and to provide the University with a competitive edge in Information Technology. The division consists of four support departments addressing the different resource needs of the University. All non-instructional support from the division is coordinated through a centralized Helpdesk.

IT SUPPORT DESK

Darrell D. Duvall, Manager

The Division of Information Technology provides different avenues of support for university computing through the IT Support Desk. The IT Support Desk is intended to be the primary point of contact between the Division of Information Technology and faculty, staff and students seeking their services. Located in Garner 235, the IT Support Desk is staffed for immediate phone support Monday - Thursday, 8:30 a.m. - 6:30 p.m. and Friday, 8:30 a.m. - 5:00 p.m. After hours, an automated answering system, an e-mail address, helpdesk@mail.barry.edu, and a web site are provided.

NETWORK AND INFORMATION SYSTEMS

Yvette Brown, Director

Network and Information Systems is responsible for the administration of a number of computer servers running on Microsoft Windows NT, Digital Open VMS, and Digital Unix platforms. These computers are the primary servers for "BARRYNET," the campus-wide ethernet network. They collectively provide network file and print services, electronic mail services, online library applications, special applications for instructional purposes, and the hosting of Barry's internet, intranet, and instructional web servers.

The internet domain for the University is "barry.edu." All registered students are provided with an electronic mail account at no additional cost upon request. World wide access via the internet is available at <http://www.barry.edu>

DESKTOP COMPUTING SERVICES

Glendon Redway, Director

Desktop Computing Services ensures that an effective support structure for the university's 1400 PC's/laptops, as well as all printers, scanners, and software licenses, both on-campus and off-campus, is in place.

It is the central point-of-contact for providing pre-purchasing consultation and approval for all desktop computing purchases. This ensures that a standard platform for information exchange throughout the university is maintained.

DCS also provides technical expertise and support in Wide Area Networking (WAN) to all 14 off-campus locations. This ensures that these sites can access file and print sharing, electronic mail, and restricted intranet resources on the main campus.

DISTANCE EDUCATION CENTER

Cynthia Davis, Ph.D., Associate Dean

The Distance Education Center is responsible for the outreach, distance education, and telecommunications activities of Barry University. The primary purpose of the Center is to manage distance education resources and provide the services and support necessary to facilitate distance education throughout the University.

Specific responsibilities of the Distance Education Center include the supervision of the David Brinkley Studio; the development of educational partnerships both internally and externally; the downlinking of satellite courses for the University; the production of programs for delivery via television and satellite; the oversight of government contracts with the University involving telecommunications activities; and the writing of grant proposals to facilitate distance education.

David Brinkley Studio

Mary Rode Worley, Manager

The David Brinkley Studio provides resources for communication students to work and learn on state of the art equipment, and facilitates faculty involvement in distance education by producing courses for video broadcast. Students work on many projects, including the filming of professional commercials, the videotaping of community and campus events, and the broadcasting of television courses. The studio is also available for commercial productions when not engaged in educational endeavors.

The 20x20-foot television studio includes:

- 3 CCD cameras
- Complete Lighting System
- Studio sets and props
- Video Imager
- 2 teleprompters
- Grassvalley 200 production switcher
- Digital video effects

Field Equipment:

- S VHS camcorders

Full editing facilities include:

- Panasonic digital switcher
- Matrox studio
- A/B/C roll capability

Additional Services:

- Teleconferencing
- Script writing
- Tape Duplication

Tape formats:

- Betacam SP, S-VHS, and
3/4" U-Matic

For additional information, contact the studio manager at (305) 899-3462.

NETWORK SERVICES

Terry Kushi, Manager

Network Services provides the network that allows users to access "BarryNet" applications, the library system, the administrative system, and the Internet. On the main campus over 1,400 Ethernet connection points are accessed through 34 hubs in 26 buildings.

Network Services also provides dial-in lines 24 hours a day for users who wish to connect remotely from off-campus.

INSTRUCTIONAL COMPUTING

Alberto Fernandez, Assistant Director

Instructional Computing is responsible for providing academic users with the highest level of service and support in the use of current academic computing services.

OPEN LAB – GARNER ROOM 247

The main lab is available to all students and faculty and provides access to various application packages, various operating systems, electronic mail, and the Internet. The lab is equipped with over 80 Windows-based computers, 10 Macintosh-based computers, terminals, scanners, color printers, and a networked laser printer.

PRINTING SERVICES

Laser printing is available in the main lab for a fee (.05 per page with a print card and .10 per page without a card). Color printing costs 1.00 per page for plain paper printouts and 1.50 for color overhead transparencies.

STUDENT ACCOUNTS

All registered students are eligible to apply for a free computer account. The account will provide access to electronic mail services and will also grant students access to instructional applications installed on the network.

Students can apply for their accounts in the computer lab where more information can also be found on the network login process and available network services.

REMOTE (PPP) GRAPHICAL ACCESS

To gain access to Windows-based World Wide Web and electronic mail services users must have an account with an Internet Service Provider (ISP). Students and faculty can receive discount rates through the IBM Global Network provider. Connection kits are available in the computer lab for \$3. Note: A credit card is required to activate service through the IBM Global Network.

LAB HOURS	(During Fall and Spring Semesters)
Sunday	3:00 pm - 12:00 am
Monday - Thursday	7:30 am - 12:00 am
Friday and Saturday	8:00 am - 10:00 pm

Special hours are kept over holiday periods, end-of-semester periods, and summer sessions. Current computer lab hours can be obtained at (305) 899-3601.

MOBILE COMPUTING & PROJECTION

Instructional Computing maintains 2 Mobile Computers and Projection Systems for use by students and faculty. The faculty member running the class must make a reservation for student use. A minimum 48 hours advance reservation is required and can be made in person in the computer lab or by contacting the Audio-Visual Department at 305-899-3765.

CLASSROOM LABS

For teaching, there are seven networked classrooms for hands-on computer usage. Five rooms are equipped with 25 Windows-based computer workstations and one room is equipped with 15-20 Macintosh computer workstations. Each room has a networked printer and a multimedia teacher's workstation connected to an overhead projection system. Faculty wishing to reserve a room can do so in person in the computer lab or by contacting a Lab Manager at (305) 899-3647 or (305) 899-3893.

MORE INFORMATION

To learn more about Instructional Computing, the Division of Information Technology, or to get current up-to-date information, visit our web pages at "www.barry.edu". Our direct location is "http://www.barry.edu/doi/".

FACULTY AND STAFF TRAINING

Each semester, Instructional Computing schedules training classes and seminars for faculty and staff. Current schedules are provided through direct mail and electronic mail, and are listed on our web page. Faculty and staff wishing to obtain a current schedule or registration form can contact the Helpdesk or their departmental liaison. Requests for specialized training can also be placed with the Helpdesk.

LIBRARY SERVICES

Nancy Kalikow Maxwell, Library Director

The Monsignor William Barry Memorial Library provides materials and services in support of the educational and cultural objectives of the University. Students have access to a collection of 675,000 items, which are available through BLISS, the online catalog. There are more than 2,600 periodical titles, 5,000 audiovisual titles and access to over 120 electronic databases.

The Library is a member of the Southeast Florida Library Information Network (SEFLIN), a resource sharing network which provides access to more than 12 million items and to 30,000 periodical titles held by academic and public libraries of Dade, Broward, Martin, Palm Beach, and Monroe counties.

Bibliographic instruction and reference service, including structured assistance in the use of electronic databases, are integral parts of the library support of classroom teaching.

Remote access to Library resources is available to currently enrolled students, faculty, and staff of the university. On campus access to the library is available seven days a week and current operating hours may be obtained by calling (305) 899-3776.

SCHOOL OF ADULT AND CONTINUING EDUCATION

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY PROGRAM (M.S.)

The Master of Science in Information Technology degree provides a unique interdisciplinary approach to technology. It is the result of collaboration between the Information Technology, Computer Science, and Business programs of the University. The program examines technology with an emphasis on strategies for productive applications, and expands to include the use of technology in contemporary organizational systems, characterized by change and complexity.

Courses are designed to bridge the gap between information technology theory and practical application, building a firm foundation of essential concepts, principles, and strategies for information technology professionals.

Graduates will be highly skilled professionals with an interdisciplinary understanding of how technology can improve an organization's performance and enable its members to plan, collaborate and learn. They will master the technical and human skills needed to create successful innovations with information technologies. Our objective is to fill this demand by placing emphasis on the dynamic interaction of people, organizations and technology within the context of the 21st century organization.

GRADUATE ADMISSION PROCEDURES AND REQUIREMENTS

Admissions is open to applicants with a baccalaureate degree from a regionally 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. Students with a bachelor's degree in Information Technology, Computer Information Systems, Computer Science, or Management Information Systems will be accepted without prerequisites. All other students must demonstrate by examination the appropriate level prerequisites, or complete the following prerequisite undergraduate courses:

- IT 200 Foundations of Information Technology
- CS 301 Computer Programming
- IT 310 Telecommunications & Computer Networks
- IT 400 Advanced Topics in Information Technology

Prerequisite courses must be completed with a grade of at least "B", and no graduate credit will be awarded for these courses.

A Graduate Record Examination (GRE) or Miller Analogies Test (MAT) score must be submitted.

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.

DEGREE REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Information Technology must:

- satisfactorily complete the program of study;
- 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 Adult and Continuing Education.

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.

Information Technology students with a term or cumulative GPA below 3.00 will be placed on academic probation. Probation will be lifted the follow-

ing term IF the student achieves a cumulative GPA of 3.00 or more. If this condition is not met, the student will remain on probation.

Any student failing to maintain a cumulative GPA of 3.00 for two consecutive terms or who earns a third grade of "C" will be suspended. Any student who fails to maintain a cumulative GPA of 3.00 for two consecutive terms, will not be eligible for VA benefits.

A student who has been suspended for academic reasons generally may not petition the Dean for readmission until one year has elapsed.

Upon readmission, the student will be considered on academic probation and must remove one of the earned "C" grades by repeating one course in which a grade of "C" was earned. If the student fails to achieve a grade of "B" or better in that course, the student is considered to have failed to complete the conditions for reinstatement or removal of probationary status and will be permanently suspended from the program.

Master of Science (MS) in Information Technology 36 credits

MBA 617	Technology and Information Systems
IT 575	Emerging Technologies
CS 503	Computer Networks
IT 610	Practicum: Networks
CS 560	DataBase Management Systems
IT 610	Practicum: DBMS
CS 610	Fourth Generation Languages
IT 610	Practicum: SQL
IT 620	Enterprise Systems Integration
IT 610	Practicum: Enterprise Networks
MIS 675	Strategic Uses of Information Technology
IT 699	Integrated Capstone Project

SCHOOL OF ARTS AND SCIENCES

Laura S. Armesto, Ph.D., Associate Vice President for Undergraduate Studies and Dean
Linda M. Peterson, Ph.D., Associate Dean

The School of Arts and Sciences offers eleven 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.

Departments in the School of Arts and Sciences offer the following graduate degree programs:

PSYCHOLOGY

- Clinical Psychology, M.S.
- Psychology, M.S.
- School Psychology, S.S.P.

COMMUNICATION

- Communication, M.A.
- Organizational Communication, M.S.
- Executive Master of Science in Communication, M.S.
- Certificate Program in Broadcasting

FINE ARTS

- Photography, M.A.
- Photography, M.F.A.

THEOLOGY

- Theology, M.A.
- Certificate in Theological Studies
- Doctor of Ministry, D.Min.
- Pastoral Ministry for Hispanics, M.A.
- Pastoral Theology, M.A.
- Theology M.A./Counseling M.S. (dual credentialing)

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.

- 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, must be earned within the seven-year time limitation of the degree, and must have approval of Department Chair/Director and Dean.

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 Chair.

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.

The Doctor of Ministry student is required to provide three bound copies of the D.Min. 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 below 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:

Advertising
 Art
 Painting and Drawing
 Ceramics
 Broadcast Communication
 Chemistry
 pre-medical
 pre-dental
 pre-pharmacy
 environmental
 Communication Studies
 Computer Science
 Criminology
 Engineering (Dual Degree)
 English
 Literature
 Professional Writing
 Secondary Education
 French
 General Studies

History
 Social Science
 Secondary Education
 International Studies
 Journalism Minor
 Liberal Studies
 Mathematical Sciences
 Secondary Education
 Music
 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 licensure in the category of Mental Health Counselor.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section.
- Prerequisites in developmental psychology, theories of personality, tests and measurements, and abnormal psychology (12 undergraduate credit hours).
- A combined score of at least 1000 on the verbal and quantitative sections of the GRE.
- Applicants may be asked to provide letters of recommendation.
- 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) and clinical practicum (PSY 665) are required prior to graduation.

Required Courses	42 semester hours
PSY 507 Statistics and Research Design	3
PSY 552 Child and Adolescent Psychopathology	3
PSY 564 Human Development	3
PSY 590 Physiological Psychology	3
PSY 596 Techniques of Therapy	3
PSY 602 Clinical Psychopathology	3
PSY 610 Clinical Assessment I	3
PSY 611 Clinical Assessment II	3
PSY 615 Clinical Ethics	3
PSY 617 Clinical Module I	1
PSY 618 Clinical Module II	1
PSY 619 Clinical Module III	1
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 PSYCHOLOGY/SPECIALIST IN SCHOOL PSYCHOLOGY

The Master of Science in Psychology is awarded to students in the Specialist in School Psychology (SSP) degree program after the completion of a minimum of 30 credits. The combination of the Master's and Specialist degree in School Psychology was designed to provide students with the knowledge and experience to perform as both scientists and practitioners of school psychology. The programs integrate theoretical and practical training which enables the

student to gain expertise in the following areas: psychological evaluation, diagnosis, prescription, intervention, psychometric application, research, consultation and professional ethics and standards. These programs were developed to respond to the increasing need for school psychologists.

Students who complete the Specialist in School Psychology 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.

MASTER OF SCIENCE IN PSYCHOLOGY

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);
- Successful completion of undergraduate courses in developmental psychology, physiological psychology, psychology of learning, abnormal psychology, and tests and measurements.
- Applicants may be asked to provide letters of recommendation.

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 Psychology program reserve the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Psychology program.

GRADUATION REQUIREMENTS

Students must earn a minimum of 30 semester hours with a minimum grade point average of 3.0 (B) with no more than one C. If a student earns the C in any of the following courses, the course must be repeated: PSY 596, PSY 602, PSY 612, PSY 641. A second C in the repeated course or any grade below a C is cause

for dismissal from the program. Only one course can be repeated.

Master's Level Courses Minimum of 30 semester hours

Psychological Foundations (9 semester hours)

PSY	564	Human Development throughout the Lifespan	3cr
PSY	602	Clinical Psychopathology	3cr
PSY	625	Adv. Personality Theory	3cr

Educational Foundations (9 semester hours)

PSY	571	Exceptionality in Learning and Behavior	3cr
PSY	573	Purposes/Organization of Schools	3cr
PSY	641	Role and Function of the School Psychologist	3

Psychoeducational

Evaluation Methods (6 semester hours)

PSY	507	Statistics and Research Design	3cr
PSY	612	Clinical Psychoeducational Assessment	3

Psychoeducational Interventions (6 semester hours)

PSY	596	Techniques of Therapy	3cr
PSY	620	Behavior Modification	3cr

SPECIALIST IN SCHOOL PSYCHOLOGY (SSP)

ADMISSION REQUIREMENTS AND POLICIES

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

- A master's degree in psychology or a related field with a minimum of 3.4 grade point average from a regionally accredited institution;
- A combined score of at least 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE);
- Successful completion of undergraduate courses in developmental psychology, physiological psychology, psychology of learning, abnormal psychology, and tests and measurements.
- Applicants may be asked to provide letters of recommendation.

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 a minimum of 38 semester hours of graduate course work beyond the master's degree with a minimum grade point average of 3.0 (B) with no more than one C. If a student earns the C in any of the following courses, the course must be repeated: PSY 552, PSY 613, PSY 614, PSY 636, PSY 648, PSY 649. A second C in the repeated course or any grade below a C is cause for dismissal from the program. Only one course can be repeated.

Specialist level courses

Minimum of 38 semester hours

Psychological Foundations (3 semester hours)

PSY	552	Child/Adol. Psychopathology	3cr
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Educational Foundations (6 semester hours)

PSY	642	Diagnostic Teaching Tech.	3cr
PSY	646	The School Psychologist in Multi-Cultural Settings	3

Psychoeducational

Evaluation Methods (15 semester hours)

PSY	608	Research Design in Psychology	3cr
PSY	613	Intellectual Assessment	3cr
PSY	614	Behavior & Personality Assessment	3cr
PSY	636	Psychol. Assess. of Children 0-5	3cr
PSY	701	Directed Research	3cr

Psychoeducational Interventions

(6 semester hours)

PSY	635	Group Therapy	3cr
PSY	644	Techniques of Consultation	3cr

Internship (12 semester hours)

PSY	648	Practicum	3cr
PSY	649	Internship	6cr

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.

507 Statistics and Research Design (3)

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

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. (Spring)

552 Child and Adolescent Psychopathology (3)

Comprehensive study of the etiology, diagnosis, and treatment of behavior disorders common to the child and adolescent. (Fall)

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, identifies 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)

608 Research Design in Psychology (3)

Covers aspects of quasi-experimental design, program evaluation and methods of analysis of psychological data. (Spring)

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 507, PSY 602 (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)

613 Intellectual Assessment of Child and Adolescent (3)

Provides applied learning for the administration, scoring, and interpretation of individual intelligence measures for school-age youth (i.e. ages 5-21 years). Encompasses written and oral reports of results relevant to the multifaceted assessment model used in school psychology. Prerequisites: PSY 602, PSY 507, PSY 612 (Fall).

614 Behavioral and Personality Assessment of Child and Adolescent (3)

Provides applied learning for the administration, scoring, and interpretation of behavioral and personality measures, such as parent/teacher/child interviews, youth self-report measures, standardized rating scales, projective techniques, and functional behavioral assessment. Encompasses written and oral reports to integrate results relevant to psychological services in educational settings, for example identification of emotional handicaps, intervention planning, and crises intervention. Prerequisites: PSY 552 and PSY 63 (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)

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)

636 Psychological Assessment of Children 0 to 5 (3)

Emphasizes observational, developmental and psychological assessment of children 0 to 5. Early intervention models are discussed. Prerequisites are PSY 564, PSY 639, PSY 571, PSY 612, and PSY 613 or equivalent. (Spring)

639 Introduction to Neuropsychology (3)

Introduction to the foundations of functional neuroanatomy, neurophysiology and neuropathology. Brain behavior relationships are introduced using a clinical neuropsychological approach. A life span approach is emphasized. (Fall)

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. (Summer)

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. (Fall)

648 Practicum (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, Spring)

649 Internship (6)

1200 - 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 607. (Fall, Spring)

701 Directed Research (Specialist only) (2)

Independent research under the direction of a faculty member. Ongoing research must be presented at the student forum. The completed study must be formally presented to the faculty. Final write-up is expected to be publication quality. Offered with the credit/no credit option only. Prerequisites: PSY 507, PSY 608. (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, such as 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.

A student will be allowed no more than seven years to complete the program.

ADMISSION REQUIREMENTS

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

- See School of Arts and Sciences requirements, graduate section.
- 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.
- Applicants may be asked to provide 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 concentration areas**

Broadcast Communication:

COM	518	Broadcast News*	3
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

* Students who plan to enroll in COM 518 Broadcast News or COM 591 Television Production and Directing must first demonstrate competency with studio equipment or complete COM 514 Audio and Video Production.

Corporate Communication:

COM	509	Organizational Communication	3
COM	613	Leadership and Decision Making	3
COM	616	Communication and Conflict Management	3
COM	621	Communication and Technology	3
COM	622	Corporate Video	3
COM	628	Management Issues in Communication	3
COM	651	Advanced Seminar in Intercultural Communication	3

Public Relations:

COM	531	Media Relations and Sport	3
COM	590	Public Relations Principles and Case Studies	3
COM	638	Strategic Issues and Crisis Management	3
COM	690	Public Relations Campaigns*	3

* Students who plan to enroll in COM 690 Public Relations Campaigns 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)

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

EXECUTIVE MASTER OF SCIENCE IN COMMUNICATION

The Executive Master's in Communication is an applied program. The 36 semester hour program responds to the need of executives, professionals and entrepreneurs, regardless of their field of expertise, to be effective communicators. With sufficient enrollment and corporate interest, this program may be offered at the corporate site.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution of higher education.
- An undergraduate cumulative grade point average of 2.8 or better in an appropriate discipline.
- A minimum of eight years work experience in a managerial or professional position.
- Acceptable scores on one of the following tests: The Miller Analogies Test (MAT), the Graduate Management Admission Test (GMAT), or the general test of the Graduate Record Exam (GRE).
- A completed application for admission to graduate study.

GRADUATION REQUIREMENTS

Participants in the Executive Master's program complete 36 semester hours with a minimum grade point average of 3.0 (B) with no more than two Cs. Any grade below a C may be cause for dismissal from the program. A comprehensive examination will be given during the last term of the second year and participants must pass the examination in order to receive the degree.

Participants are expected to complete the degree in a two-year period of time with the other participants. If a participant does not enroll for a term due to emergency reasons, he or she may continue the program with the other participants and make arrangements to take the two courses with students in the

traditional Master of Arts program, subject to approval of the Chair.

Although not taken in sequential order, the following courses are included in the 36 semester hour program:

COM	507	Communication Theory	3
COM	509	Organizational Communication	3
COM	512	Persuasion	3
ENG	544	Business Research, Writing, and Editing	3
COM	613	Leadership and Decision Making	3
COM	616	Communication and Conflict Management	3
COM	621	Communication and Technology	3
COM	622	Corporate Video	3
COM	628	Management Issues in Communication	3
COM	637	Communication Research	3
COM	651	Advanced Seminar in Intercultural Communication	3
COM	697	S/T: Communication in Business	3

MASTER OF SCIENCE IN ORGANIZATIONAL COMMUNICATION

The Master of Science in Organizational Communication is designed for individuals who want advanced study in communication in business organizations. Since the program does not include courses in accounting and finance, the degree differs significantly from the MBA.

Participants in the Master of Science in Organizational Communication program can earn the degree without interrupting their careers. It is anticipated that students will take two courses per term.

GRADUATION REQUIREMENTS:

To qualify for the degree of Master of Science in Organizational Communication, candidates must:

- Complete all courses
- Maintain at least a "B" (3.0) average. Any student who has received two "C" grades or a grade below "C" while in the program is liable to departmental or School action, including dismissal
- Meet the requirements for the degree and complete the program within seven years

ADMISSION REQUIREMENTS:

Admission to the Master of Science in Organizational Communication program requires the following credentials:

- A bachelor's degree from a regionally accredited institution of higher education
- An undergraduate cumulative grade point average of 2.8 or better
- Acceptable scores on one of the following tests: the Miller Analogies Test (MAT), the Graduate

Management Admissions Test (GMAT), or the general test of the Graduate Record Exam (GRE).

— A completed application for admission to graduate study.

COURSE OF STUDY

The Master of Science in Organizational Communication is a 42-credit hour program: 24 hours in Communication and 18 hours in Business.

Students will take 24 hours or eight courses in Communication: five courses are required and the remaining three courses will be selected from broadcasting, public relations, or corporate communication. The three elective courses will permit the student to add corporate video skills or public relations skills to the program or to complete the program with an organizational focus.

COM	507	Communication Theory	(3)
COM	509	Organizational Communication	(3)
COM	613	Leadership and Decision-Making	(3)
COM	616	Communication and Conflict Management	(3)
COM	697	Communication in Business	(3)

Three courses selected from one area: broadcasting, public relations, or corporate communication (9).

In addition, students will take 18 hours or six courses from the list below (prerequisites are noted). Students who have an undergraduate background in business may select other courses with the approval of the School of Business.

MBA	603	International Business	(3)
MBA	605	Entrepreneurial Management	(3)
MBA	607	Business Consulting	(3)
MBA	614	Cross-Cultural Management	(3)
MBA	617	Technology and Information Systems	(3)

(Prerequisite: Basic Command of Computers)

MBA	630	Quality Management	(3)
MBA	643	Buyer Motivation	(3)

(Prerequisite: MBA 646, Marketing in a Dynamic Environment)

MBA	646	Marketing in a Dynamic Environment	(3)
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(Prerequisite: MKT 306, Marketing Concepts and Applications)

MBA	682	Competitive Environment & Strategy Formulation	(3)
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CERTIFICATE PROGRAM IN BROADCASTING

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution with at least a 2.5 grade point (C+) average as indicated by transcripts.
- A short essay describing personal career goals and showing how a certificate in broadcasting will help fulfill these goals.
- GRE or MAT scores are not required unless the student wants to apply the certificate courses toward a Master's degree in Communication. Only courses with a grade of "A" or "B" may be applied toward the Master's degree; COM 514 does not apply toward the degree.

PROGRAM REQUIREMENTS

The post-baccalaureate certificate program in broadcasting requires 15 to 18 hours of coursework, depending on the student's ability to use video equipment. Students who have an undergraduate degree in broadcasting or who work with video equipment may have the first course in the program, COM 514 Audio and Video Production, waived.

Required courses (12 to 15 hours)

COM	514	Audio and Video Production	3
COM	518	Broadcast News	3
COM	591	Television Directing	3
COM	595	Communication Law	3
COM	605	Advanced Television Production	3

Select one course from the following (3 hours)

COM	596	Electronic Media Advertising	3
COM	597	Media Management	3
COM	598	Broadcast Journalism	3
COM	626	Media Programming	3
COM	694	Graduate Internship	3

Course Descriptions—Communication Prefix: COM

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

506 Overview of Communication Sciences (3)

Survey of research techniques in graduate communication studies. Includes ethics and 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.

512 Persuasion (3)

Examines major theories of persuasion. Emphasis on factors such as attention, perception, needs, values and credibility. Development of persuasive campaigns.

514 Audio and Video Production (3)

Theory and practice of audio and video production; hands-on experience in basic production for radio and television. This course may be waived if the student has an undergraduate degree in broadcasting or work experience with video equipment and may not be applied toward a Master's degree.

518 Broadcast News (3)

Development of skills needed for position of news producer. Includes news writing, analysis of news stories and their relative merit, and production considerations in assembling a newscast. Prerequisite: COM 514, 605, or permission of instructor and Chair.

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. Advanced experience in writing news copy.

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

605 Advanced Television Production (3)

Advanced television production techniques. Emphasis on writing, producing and electronic editing. Prerequisite: COM 514 or equivalent.

613 Leadership and Decision Making (3)

Survey and critical evaluation of theory and research in small group communication, leadership and decision making. Includes applications to selected contexts (e.g., business and industry, health care, community service agencies, etc.).

616 Communication and Conflict Management (3)

This course surveys a variety of processes associated with conflict and communication, e.g., conflict management and resolution, negotiation/bargaining, arbitration, mediation. The contexts in which these processes occur receive attention. By the end of the course, students should have an understanding of the key theoretical and methodological issues associated with communication and conflict management.

621 Communication and Technology (3)

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

622 Corporate Video (3)

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

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 management theories. 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.

638 Strategic Issues and Crisis Management (3)

Study of emerging trends facing organizations and implementation of techniques in dealing with them.

650 Graduate Project (3)

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

651 Advanced Seminar in Intercultural Communication (3)

An in-depth analysis of theory and practice in intercultural communication. The course covers intercultural communication between dominant and nondominant groups, and between individuals and groups from different linguistic and national backgrounds.

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.

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; CR/NCR grade only.

MASTER OF FINE ARTS IN PHOTOGRAPHY**MASTER OF ARTS IN PHOTOGRAPHY**

Graduate photography students are individuals in transition between being independent working artists/photographers developing a personal style of art and aesthetics, and being students who are learning techniques not available in previous undergraduate study. Often they are refining and pushing already learned techniques to a higher level of sophistication. Barry University offers two graduate degrees in photography, the M.F.A. (66 credits minimum) and the M.A. (36 credits minimum).

ADMISSIONS REQUIREMENTS:

In addition to satisfying the Barry University and the School of Arts and Sciences graduate admissions requirements, applicants may be admitted into the graduate photography programs based upon the following criteria:

- A minimum combined score of 1000 on the verbal and quantitative sections of the GRE or MAT.
- Creativity and technical skill using the medium of photography and potential as a contributor affecting the evolution of creative photography based upon a portfolio review of original works.
- Maturity, self confidence and articulation needed for assisting undergraduate photography students based upon personal interviews with faculty and administration.

PROGRAM STANDARDS:

- Full time study may not exceed 12 credits per semester.
- The M.F.A. student must study at least four semesters as a full-time student (9 cr. min.), giving formal notice 3 months in advance before study becomes part-time.
- The M.A. student may study part-time throughout the program.
- Maximum length of time to complete the M.F.A. degree is seven years, to include a successful written thesis and thesis exhibition.
- Maximum length of time to complete the M.A. degree is seven years, to include a successful group exhibition.
- Students wishing to change from the M.A. to the M.F.A. program must notify the Department, submit a portfolio for review, and be formally accepted.

- Students wishing to change from the M.F.A. to the M.A. program must give formal notice 3 months in advance and be formally approved.
- Assessment of the M.F.A. candidate's creative and technical outcomes will be through faculty evaluation and approval of a substantial one-person thesis exhibition. The M.A. candidate will be similarly judged, but as part of a group exhibition.
- M.F.A. candidates should express their artistic intentions and philosophies in a written formal thesis to provide a means for outcome assessment.
- If the graduate student's work or performance are unsatisfactory, the University may remove the student from the graduate program.
- Individuals with undergraduate degrees may take a maximum of nine graduate credits as non-degree-seeking students.

CURRICULUM OUTLINES:

Master of Fine Arts (M.F.A.) in Photography:

PHO, COM, and ART graduate courses	21 cr.
PHO 559/659 Independent Study in Photography	15 cr.
PHO College Teaching Prep courses	9 cr.
ART/PHO Art History graduate course	6 cr.*
PHO 690 Thesis and Solo Exhibition	12 cr.
Total:	63 cr. minimum

Minimum time to complete the MFA degree: 6 semesters (12 cr. max. per semester)

Master of Arts (M.A.) in Photography

PHO, COM, and ART graduate courses, (PHO 604 required last semester as capstone w/participation in group exhibition)	18 cr.
PHO 559/659 Independent Study in Photography	9 cr.
ART/PHO Art History graduate course	6 cr.*
Total:	33 cr. minimum 42 cr. maximum

Students seeking the M.A. take a minimum of 33 credit hours and a maximum of 48 credit hours.

Minimum time to complete the MA degree: 3 semesters (12 cr. max. per semester)

*Students who intend to pursue a teaching career must take a minimum of 9 credits of Art History.

PHO, COM, AND ART COURSES FOR M.F.A. AND M.A. IN PHOTOGRAPHY:

PHO 500	3 cr.	Special Topics in Photography
PHO 501	3 cr.	Color Photography
PHO 503	1-2 cr.	College Teaching Prep.

PHO 506	3 cr.	Computer Imaging I.
PHO 507	3 cr.	Lighting Techniques
PHO 508	3 cr.	Studio Lighting
PHO 510	3 cr.	Color Processes
PHO 514	3 cr.	Pinhole Photography
PHO 517	3 cr.	Manipulative Photography
PHO 520	3 cr.	History of Art-Photography
PHO 525	3 cr.	Photojournalism
PHO 559	3-6 cr.	Independent Study
PHO 601	3 cr.	Photography Practicum I
PHO 603	1-2 cr.	College Teaching Prep
PHO 608	3 cr.	Advanced Photography
PHO 615	3 cr.	Computer Imaging II
PHO 616	3 cr.	Computer Imaging III
PHO 621	3 cr.	View Camera
PHO 622	3 cr.	Large Format Photography
PHO 659	3-6 cr.	Independent Study
PHO 602	3 cr.	Photography Practicum II
PHO 699	3-6 cr.	Internship (except Biomedical)
ART/___		Art, art history, and aesthetics courses
COM 591	3 cr.	TV Production and Directing
COM 605	3 cr.	Advanced TV Production
COM 622	3 cr.	Corporate Video
COM 694	3 cr.	Graduate Internship
COM 701	3 cr.	Independent Study

*prerequisite: COM 214, TV Production, 3 cr.

INDEPENDENT STUDIES:

Each semester graduate students are involved in at least 3 credits of directed independent study. In addition to fostering a mentor relationship with the faculty, independent study most closely resembles the real-life scenario which working artists/photographers must face after graduation, in that they are involved in independent production of art.

M.F.A. THESIS EXHIBITION:

The most important component of the final studies for the M.F.A. is the Thesis Exhibition.

The graduating M.F.A. student must mount a substantial solo exhibition of his or her work illustrating the highest level of originality and professionalism. A written thesis on the exhibited body of work accompanies the exhibition. Grammar and composition should be of graduate level, with formal committee approval necessary. The content of the thesis is an in-depth written critical statement on the candidate's art work. The thesis will also include high-quality photographic reproductions of the candidate's creative photography as well as work by other artists/photographers, if applicable, whose influences may be of importance. The thesis and exhibition are allotted twelve credit towards the degree. As this is the most important final requirement and requires formal

faculty committee approval, it is not uncommon for a student to prolong his or her graduate study to help insure a successful exhibition and thesis.

TEACHING PREPARATION FOR M.F.A.:

The terminal MFA degree is the standard academic credential to teach photography at the university level. As preparation, Barry University MFA graduates will have had at least three semesters of part-time teaching experience under the tutelage of highly experienced photography educators. In addition, students will have been exposed to the "nuts and bolts" of running and maintaining a university photography facility.

Course Descriptions—Photography Prefix: PHO

PHO 501 Color Photography 3 cr.

Printing color enlargements from color negatives using automated RA-4 processing. Emphasis on creative usage of color and quality color printing techniques. (Special fee).

PHO 502 College Teaching Prep. I 3 cr.

Practical training in out-of-classroom responsibilities characteristic of university-level teaching in the photography discipline. By faculty assignment, the graduate student maintains, repairs, prepares, and inventories the university's photography facilities and supplies and supervises student studio monitors.

PHO 503A College Teaching Prep. IIA 1 cr.

A course designed to expose the graduate student to teaching methodology, techniques, and design in PHO 203 Basic Photography. The graduate student must attend and assist faculty in all PHO 203 lectures and labs during the semester.

PHO 503B College Teaching Prep. IIB 2 cr.

The graduate student will assume responsibility for the teaching of lecture and labs in PHO 203 during the semester. Faculty members will observe and evaluate the student in approximately 50% of the classes. (Pre-requisite PHO 503A)

PHO 506 Computer Imaging I 3 cr.

Students explore the use of the computer to make and manipulate photographic images. Tools and techniques include color balancing, painting, cloning, text, and making composite photographs. (Special fee).

PHO 507 Lighting Techniques 3 cr.

An exploration of the essence of photography: light. Projects involve use of natural, available, incandescent and studio strobe lighting. (Special fee).

PHO 508 Studio Lighting 3cr.

Students will be exposed to the workings of a photographic lighting studio. Projects will involve using monolights, power pack strobes and on camera strobes.

PHO 510 Color Processes 3 cr.

An exploration of various color processes including printing from color negatives and printing from color transparencies (slides). (Special fee).

PHO 514 Pinhole Photography 3 cr.

Students construct cardboard cameras which produce high-quality photographs through use of black and white paper negatives and positive. (Special fee).

PHO 517 Manipulative Photography 3 cr.

Exploration of alternative methods of making and displaying photographic images. (Special fee).

PHO 520 History of Art/Photography 3 cr.

An overview of the evolution of photography from its invention in the 1800's to contemporary experimental work.

PHO 525 Photojournalism 3 cr.

Emphasis upon direct visual communication and effective photographic documenting of events. (Special fee).

PHO 559 Independent Study 3 cr.

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

PHO 601 Photography Practicum I 1-3 cr.

Practical development of photographic skills beyond the objectives of regular course offerings. May be repeated for a maximum of 3 credit hours. Permission of Department Chair.

PHO 602 Photography Practicum II 1-3cr.

Practical development of advanced photographic skills beyond the objectives of regular course offerings. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 394 and permission of Department Chair.

PHO 603A College Teaching Prep. IIIA 1 cr.

A course designed to expose the graduate student to teaching methodology, techniques, and design of PHO 303 Intermediate Photography. The graduate student must attend and assist faculty in all PHO 303 classes during the semester.

PHO 603B College Teaching Prep. IIIB 2 cr.

The graduate student will assume responsibility for teaching PHO 303 during the semester. Faculty members will observe and evaluate the student in approximately 50% of the classes. (Prerequisite PHO 603A)

PHO 608 Advanced Photography 3 cr.

Emphasis on the development of one's personal form of expression within the student's area of interest. (Special fee).

PHO 615 Computer Imaging II 3 cr.

Refined study of digital manipulation of photographic images. More complex masking techniques, paths, panoramas, photo retouching, and stereoscopic imaging are explored. Prerequisite: PHO 506. (Special fee)

PHO 616 Computer Imaging III 3 cr.

Advanced imaging techniques utilizing photography, illustration, and layout software. The course focuses upon proficiency in working with equipment and software combined with creativity to produce a quality portfolio. Prerequisite: PHO 615. (Special fee).

PHO 621 View Camera 3 cr.

Projects provide exploration of the view camera. Student's photographic experiences are broadened through take-home access to the University's view cameras. (Special fee).

PHO 622 Large Format Photography 3 cr.

Perspective and depth of field are manipulated with the view camera's unique controls to provide students with additional creative options. Large scale printing in either black and white and/or color introduces the important element of scale into the students' portfolio of original images.

PHO 659 Independent Study 3 cr.

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

PHO 690 Graduate Thesis Exhibition 12 cr.

Graduating M.F.A. student mounts a one-person exhibition demonstrating creativity, originality, and technical proficiency with the medium of photography. The artwork must be a body of visually and conceptually interrelated pieces. A written thesis must accompany the exhibition. Graduation is contingent upon successful completion of the one-person exhibition and written thesis. Prerequisite: permission of Department Chair.

PHO 699 Internship 3-6 cr.

Practical experience within a professional setting. All paperwork must be completed before the end of the semester preceding the internship. Prior approval of Department Chair and Dean required.

GRADUATE PROGRAMS IN THEOLOGY

The graduate programs in Theology hold associate membership in the Association of Theological Schools in the United States and Canada (ATS).

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 the western Catholic tradition, 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 its mission to the larger community in light of the following goals:

1. A sound academic foundation in Christian theology
2. Theological research
3. Integration of theological reflection with experience
4. Ecumenical dialogue

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.
- Letters of Recommendation may be required

REQUIREMENTS FOR GRADUATION

Course Work/Thesis

For completion of the degree, students must 1) complete a minimum of 30 course credit hours, or 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 questions and a reading list for examinations in Old Testament, New Testament, systematic theology, and moral theology. 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 four areas and the thesis, if applicable. This part of the examination will last one hour and will be conducted by 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, with the students having earned a minimum of 3.0 within the seven-year time limitation of the degree. Transfer of credit must have approval of the Chair of the Department.

Time Limitations

A minimum of two years is required to complete the Master of Arts in Theology degree. 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 may be granted a Certificate in Theological Studies for credits earned. Requirements for the Certificate may be fulfilled with successful completion of THE 511 and 5 core courses or THE 511 plus 2 core courses and 3 electives.

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
- 699 Thesis Research
- 701 Independent Study
- 705 Old Testament Exegesis
- 706 New Testament Exegesis
- 707 New Testament Christology
- 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
- 713 Topics in Pastoral Theology

MASTER OF ARTS IN THEOLOGY— MASTER OF SCIENCE IN COUNSELING

The combined degree of Master of Arts in Theology and Master of Science in Counseling is designed for the person who wishes to integrate professional counseling skills with academic theology. This degree program is highly recommended for persons who wish to work as counselors in settings that have religious sponsorship. The combined degree offers the student the opportunity to acquire the knowledge and experience necessary for counseling with the additional ability to respond to a person's faith journey as part of the person's growth process.

This combined degree is offered as a response to the academic and religious mission of Barry University. Students of diverse religious traditions are invited to reflect upon the meaning of mental and spiritual health within this interdisciplinary context. It is our conviction that the counseling and theological perspectives both contribute to the well being of the human person.

DUAL DEGREE REQUIREMENTS

Theology (21 credits)

THE 511 Theological Methods
One Biblical/Scripture Course
One Systematic Course
One Liturgical Course
One Morality Course
One Elective
Pastoral Counseling Thesis Seminar

To obtain the dual degree, students must take all of the counseling core courses and choose one of the counseling specializations listed below. All courses in the specialization selected must be taken.

Counseling Core Courses (39 credits)

CSL 600 Legal & Ethical Issues in Counseling
EDU 601 Research Methodology
CSL 610 Human Growth & Development
EDU 621 Psychological Measurements
CSL 629 Social & Cultural Issues in Counseling
CSL 652 Individual Counseling Procedures
CSL 653 Career Development
CSL 658 Group Counseling Procedures
CSL 686 Counseling Theories & Interventions
CSL 694 Counseling Practicum (6 cr. hrs.)
CSL 699 Counseling Internship (6 cr. hrs.)

Mental Health Counseling Specialization Required Courses (21 credits)

CSL 569 Mental Health
CSL 589 Introduction to Mental Health /
Counseling

CSL 605 Substance Abuse and Treatment in
Counseling
CSL 650 Human Sexuality
CSL 680 Family Therapy
CSL 691 Personality Theories

Marriage and Family Counseling Specialization Required Courses (24 credits)

CSL 569 Mental Health
CSL 605 Substance Abuse & Treatment in
Counseling
CSL 650 Human Sexuality
CSL 680 Family Therapy
CSL 687 Marriage & Family Systems
CSL 688 Marital Therapy
CSL 689 Issues in Marriage & the Family
CSL 691 Personality Theories

Dual Specialization in Mental Health & Marriage & Family Counseling Required Courses (27 credits)

CSL 569 Mental Health
CSL 589 Introduction to Mental Health Counseling
CSL 605 Substance Abuse & Treatment in
Counseling
CSL 650 Human Sexuality
CSL 680 Family Therapy
CSL 687 Marriage & Family Systems
CSL 688 Marital Therapy
CSL 689 Issues in Marriage & the Family
CSL 691 Personality Theories

Guidance & Counseling Specialization Required Courses (15 credits)

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

COMPREHENSIVE EXAMS

Students must complete a scholarly paper requirement (35 pages in length) which will be completed within the context of the Pastoral Counseling Thesis Seminar in the Department of Theology. Students must also complete the Comprehensive Examinations in the Counseling Program. Students will not have to complete the scholarly paper requirement which is part of the Counseling Comprehensive Examinations. Examiners for the Comprehensive Exams will be drawn from both the Theology and Counseling Programs faculties.

ADMISSION REQUIREMENTS

Students must meet the admission requirements for both the Counseling Program and the Department of Theology.

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.

AREAS OF INTEREST AND RESEARCH

The Doctor of Ministry Program offers three areas of interest and research:

- a) Practical Biblical Theology
- b) Practical Systematic/Liturgical Theology
- c) Practical Moral Theology

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 ex-

pected that the student takes the majority of elective courses within his or her area of interest and research.

Orientation Program

All new students are required to participate in an 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

Completion of 24 credit hours of course work. Minimum course work includes the following distribution:

a) Biblical Theology	3 hours
b) Systematic/Liturgical Theology	3 hours
c) Moral Theology	3 hours
d) Electives	15 hours

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

Upon completion of 15 credit hours the student will have declared an area of interest, proposed a subject of research, and identified a faculty member as thesis project mentor.

Additional Requirements

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

- a) Integrative Seminar
- b) 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.

- c) 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.
- d) 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 projection 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.

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 fall, spring and during mini terms. 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. **2 Week Mini Terms at Barry** - Barry University offers D.Min level courses during winter and spring two-week mini terms. Syllabi are available 6 weeks before classes begin and include pre-residency assignments. Classes meet every day for 2 weeks. A research project is due 6 weeks after residency.
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 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 mini-terms 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 mini-terms fulfill the residency requirements by regular participation in the in these two-week sessions for consecutive terms taking at least two courses per year. 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 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. Those students enrolled in the mini-term rotation may choose not to enroll for a mini-term session. If the student does not enroll for the subsequent mini-term a fee will be charged. A second term of non-enrollment will result in a second 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. Students who receive a grade below B for a class will not receive credit for that course.
- c) Satisfactory completion of the integrative seminar.
- d) Satisfactory completion of a thesis for eight credit hours.
- e) Satisfactory completion of an in-service project for six credit hours.

- f) Satisfactory completion of the residency requirement.
- g) Satisfactory completion of the exit experience.
- h) Demonstration, in the judgment of the faculty, of an adequate measure of personal and professional maturity.

AREAS OF INTEREST AND RESEARCH

During their course of study in the Program, D.Min. students are required to choose a particular area of interest and research which relates their academic pursuit of practical theology to Church ministry. This focus of research interest enables the student to see the practical implications of theological study in the lives of the members of the faith community. The Doctor of Ministry Program offers three areas of interests: Practical Biblical Theology, Practical Systematic/Liturgical Theology, and Practical Moral Theology.

Practical Biblical Theology

The Bible arises from the actual experience of the people of Israel in their relationship to God and from the actual experience of Jesus by his followers as expressing their relationship to God. This area of interest and research emphasizes both the origins of the Bible as the record of people's relationship with God in Israel and through Jesus and how this record affects people today. Students study the Bible to bring guidance to the faith community in their present search for God and to assist the community in its identification of a proper response to the offer of a relationship to God through Jesus.

Practical Systematic/Liturgical Theology

Theology as faith seeking understanding and the *lex orandi* as the *lex credendi* (the rule of praying affecting the rule of believing) is part of the experience of God and Church in the Roman Catholic and Protestant Christian communities. This area of interest and research investigates the insights and implications of systematic and liturgical theology for their influence upon the experience of faith and prayer in the contemporary Christian church. Systematic and liturgical theology are studied to further appreciate and enrich the understanding of the experience of God as it is expressed especially in the prayer and liturgy of the people of faith as the people of prayer.

Practical Moral Theology

Created in the image of God and redeemed by the sacrifice of Jesus, people are called to life in the Spirit; the practice of this life is the focus of moral theology.

This area of interest and research investigates personal and communal activity and institutional and structural systems that promote or obstruct Christian justice and love. As a practical discipline moral theology demands a critical and faith-filled evaluation of conduct and policy in every area of human involvement; from bioethics to social justice this study offers its resolutions to the human community for the realization of the reign of God.

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.

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.

707 New Testament Christology (3)

An examination of the manner in which a modern systematic theologian develops a christology based on the New Testament, with detailed attention to key New Testament passages cited by the author.

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 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.

713 Topics in Pastoral Ministry (3)

Topics of interest to faculty and students.

729 Continuing Registration (1)**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
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RSP 410/510	Pastoral Seminar II	3
RSP 411/512	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)**Immersion en la Lengua y Cultura Hispana**

Necessary skills to communicate in Spanish using the psychogenerative methodology; knowledge of the Hispanic culture in daily life situations and in its pastoral dimensions. Living experiences and cultural events are an integral part of this course.

409/509 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)**
Planificacion y Evaluacion 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 Psicologico 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)**
Tecnicas de Comunicacion
 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)**
Dinamicas 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 Diocese of Venice through the direction of the School for Pastoral Ministry of that diocese. (10299 SW Peace River Street (305) 766-7334). 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

Jack Scarborough, Ph.D., Dean

Martine Duchatelet, Ph.D., Associate Dean for Faculty

Anne Fiedler, Ph.D., Associate Dean for Students

Faculty: Burroughs, Clotey, Cruz, Daghestani, Elenkov, Gallagher, Garcia, Gochenouer, Henson, Hervitz, Hudack, L.Lash, P. Lash, Lennon, Morrell, Nickerson, Rarick, Salvaneschi, Tyler, Weber.

MISSION

Our mission is to deliver high-quality education that will enable our students to become successful business practitioners. We serve students primarily from South Florida, Latin America and the Caribbean in a highly cosmopolitan, multicultural setting. We function as part of a Catholic, international University, a community of scholars committed to raising up all people in the tradition of the Dominican Order. We seek faculty who will care deeply about our students and are committed to excellent teaching, service to our constituencies, and continuous improvement. Our intellectual contributions emphasize practical applications but our faculty also engages in basic research and instructional development. We strive to develop in our students a global orientation, an entrepreneurial attitude, and a sense of responsibility and service to the community.

UNIQUENESS

We offer a student-friendly, caring environment and international diversity that allows our students to not only study the global business environment but to experience it on a daily basis, in a dynamic and vibrant center of global trade and finance. We are positioned as the only institution in South Florida that strives to meet the most rigorous international standards while still offering all the attractions of a small, private school including small class size, an accessible faculty whose first responsibility is teaching, and the ability to respond quickly to the evolving needs of our students and the business community.

VISION

Our aim is to become known as the school of choice for students desiring a truly international, high-quality, ethically-based education in a uniquely diverse, exciting yet intimate environment.

MASTER OF BUSINESS ADMINISTRATION

Businesses of every size and type, non-profit institutions, and government agencies require effective and efficient management of human and material resources to achieve their objectives. The Barry MBA program, designed primarily for working students, provides the preparation required to succeed in an increasingly challenging, complex and competitive workplace environment. In keeping with our mission, the MBA is designed to provide the tools and the breadth and depth of knowledge necessary to succeed in middle and senior management positions. The goals of the MBA program are to:

1. Enhance, deepen and update students' understanding of the essential core areas of accounting, economics, finance, marketing, operations and human behavior.
2. Offer an opportunity to improve or add a new area of specialized expertise in a chosen discipline, or international business.

3. Broaden and deepen students' awareness of the complex, dynamic, increasingly global environment of business.
4. Improve essential business skills including communications, research, quantitative analysis, teamwork, and use of information technology.
5. Provide an opportunity to study the firm in a holistic, integrated, cross-functional fashion.
6. Reinforce the understanding that ethical, socially responsible business is good business.

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:
 $200 \times \text{undergraduate GPA}$
 plus GMAT score,

OR

1000 points based upon the formula:
 $200 \times \text{the upper division (junior and senior) undergraduate GPA}$
 plus the GMAT score.

The above formula notwithstanding, the minimum GMAT score is 400.

The GMAT is a basic aptitude examination and does not require previous knowledge of business subjects. It is offered multiple times annually throughout the United States as well as internationally. 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 Operations Management
- 3 credit hours of Marketing

These courses may be taken at any accredited institution or waived via CLEP testing. They may also be taken as survey courses in the Graduate Curriculum (see MBA 500, 501, 502, 503, 505A, 505B, 506, 510, 562).

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 requirements 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. For students taking 500-level courses to meet prerequisite requirements, each such course must be completed satisfactorily before taking the 600-level course for which the 500-level course is listed as a prerequisite in the course description.

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 36 semester hours of required, elective, and concentration courses with a grade point average of 3.0 (B) or greater;
3. Repeat only once any concentration course work receiving a grade below "B" to attain a grade of "B" or better;
4. Complete all course requirements with no more than two "C" (2.0) grades in the final grade point average. Any "C" grades beyond this limit must be repeated for a grade of "B" or better with only one repeat per course allowed.

5. Repeat, and obtain a grade of at least "C," any failed course. Only one repeat for each failed course will be allowed. Any student who fails a course a second time or who fails three courses will be dismissed from the program.
6. Meet all general requirements of the University for a Master's Degree and complete the program within five years from the date of initial matriculation.

Note: A student is placed on academic probation when the cumulative GPA falls below 3.00. In this event, the student must raise the cumulative GPA to at least 3.00 within one calendar year following the semester in which the GPA fell below 3.00.

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 have 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 program consists of 36 semester hours of course work (39 for the International Business concentration) for students with a typical undergraduate degree in business. Students without business degrees may be required to take up to 54 (57 in International Business) semester hours of coursework. Students may choose to complete the requirements for either the general MBA or a concentration chosen from among the following: Accounting, Finance, Health Services Administration, International Business, Management, Management Information Systems or Marketing.

Only students in the Accounting Concentration can apply courses with the MPA prefix toward their MBA degree requirements.

Preparatory Courses: 18 semester hours – may be waived*

- MBA 500 Basics of Precalculus (1.5 credit hours)
- MBA 501 Introductory Probability and Statistics (1.5 credit hours)
- MBA 502 Essentials of Macroeconomics (1.5 credit hours)
- MBA 503 Essentials of Microeconomics (1.5 credit hours)
- MBA 504 Essentials of Finance (1.5 credit hours)
- MBA 505A Fundamentals of Management and Organizational Behavior (1.5 credit hours)
- MBA 505B Fundamentals of Operations Management (1.5 credit hours)
- MBA 506 Marketing Essentials (1.5 credit hours)
- MBA 510 Computer Applications for Business (3.0 credit hours)
- MBA 562 Principles of Accounting (3.0 credit hours)

*May only be taken on a Credit/No Credit basis (no graduate credit earned).

MBA Required Core Courses: 24 required semester hours, (except for the Accounting concentration) plus one three-hour elective

- MBA 603 International Business
- MBA 617 Technology and Information Systems
- MBA 621 Managerial Finance
- MBA 646 Marketing in a Dynamic Environment
- MBA 660 Managerial Accounting
- MBA 681 Economics for Strategic Decisions
- MBA 682 Competitive Environment & Strategy Formulation
- MBA 683 Leadership and Strategy Implementation

One three-hour MBA elective.

MBA Concentrations:

Accounting — The Common Body of Knowledge courses (with the exception of MBA 660) and the following 12 required semester hours:

- MPA 660 Professional Accounting and Auditing Issues
- MPA 663 Business Taxation
- MPA 664 Advanced Auditing
- 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 630 Quality Management
- MBA 692 Social, Legal, and Ethical Aspects of Business

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

- MIS 618 Electronic Commerce
- MIS 619 System Technology and Telecommunication
- MIS 625 Database Design and Software Development
- 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 CERTIFICATE PROGRAM

For students who hold MBA degrees but wish to undertake advanced study in a new business discipline, the Andreas School of Business offers postgraduate certificate programs in Finance, Health Services Administration, International Business, Management, Management Information Systems, and Marketing. To obtain the certificate, students must complete three 600-level courses within the chosen concentration with a cumulative GPA of 3.00.

Graduate Course Descriptions — Business Prefix: MBA

500 Basics of Precalculus (1.5)

Preparatory course in mathematical tools for students who need the mathematics prerequisite. Topics include elements of algebra; systems of linear equations; functions and graphs; inequalities; linear programming; non-linear relationships including exponents and logarithms; present value; rules for differentiation and integration. (Credit is not applicable to a graduate degree.)

501 Introductory Probability and Statistics (1.5)

In this course, the student will learn to apply and analyze data using the methods of statistics. The graphical and numerical methods of descriptive statistics turn raw data into meaningful information. Probability theory provides a calculus for chance events and the basis of inferential statistics which, in turn, makes possible the use of sample data to estimate, with known accuracy, population parameters. Applications of statistics to process control, forecasting and decision making will also be studied. (Credit is not applicable to a graduate degree.)

502 Essentials of Macroeconomics (1.5)

This course provides the essential foundation in macroeconomic analysis necessary to complete an MBA curriculum. This course focuses on the measurement of aggregate economic performance and on the fundamental influences governing the total volume of economic output and employment, rates of price inflation and interest rates. The course will focus on determinants of long-run economic growth and short-run business cycle fluctuations. Specific attention will be paid to the role of government fiscal and monetary policies, and the importance of international trade and financial flows in today's economy. (Credit is not applicable to a graduate degree.)

503 Essentials of Microeconomics (1.5)

This course provides the essential foundation in microeconomic analysis necessary to complete an MBA curriculum. This course focuses on the allocation of scarce resources by economic agents in a market economy. The following topics will be covered: consumer choice; the theory of the firm; market demand and supply; market structure; and market failures, externalities, and government regulation. (Credit is not applicable to a graduate degree.)

504 Essentials of Finance (1.5)

This course provides the essential foundation in financial analysis necessary to complete an MBA curriculum. This course is specifically designed to provide a solid basis for students without a finance background to follow the curriculum of the Managerial Finance course at the MBA level. The course introduces the basic terminology, tools, and concepts of financial management. (Credit is not applicable to a graduate degree.)

505A Fundamentals of Management and Organizational Behavior (1.5)

Study of processes used for the creation of goods and services. A review of the major contemporary models and theories of management and organizational behavior. Major areas of concern include an overview of the historical development of management theories; the behavior of individuals and groups in organizations; the planning, organizing, leading and controlling functions as executed in modern organizations; the internal processes of the organization; and management, competitiveness and the domestic and global/social environment. (Credit is not applicable to a graduate degree.)

505B Fundamentals of Operations Management (1.5)

For a business to be successful, it must produce goods and services of value to customers, effectively market them, and adequately finance these activities. These are the three basic business functions: operations, marketing, and finance. Operations concerns the processes

used to produce goods and services. This course focuses on designing, managing and continually improving operations processes.

506 Marketing Essentials (1.5)

This course is designed to provide prospective MBA students with the essential background knowledge needed to take the core curriculum Marketing course. The course provides all students with a fundamental platform for understanding the role of marketing in the success of the overall business. The course covers the relationship between marketing and other functional areas. The course also prepares students in two essential skills for the MBA program: case analysis and essay examinations. (Credit is not applicable to a graduate degree.)

510 Computer Applications for Business (3)

This course is intended for the novice computer user. It will cover the fundamentals of microcomputer systems. Topics covered will include operating systems and software applications for word-processing, spreadsheet, and database. An introduction to the Internet and its potential will also be explored. (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.)

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(or MBA 682), 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.

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 sup-

port 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: MBA 500, 501, 504, and 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.

630 Quality Management (3)

Study of the history, concepts and tools of Total Quality Management (TQM). Topics include defining product and service quality requirements, costs of quality, benchmarking, statistical quality control, process improvement and team building. Prerequisites: None.

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: MBA 506 or equivalent.

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. Prerequisites: MBA 500, 501, 502, and 503, or their equivalents.

682 Competitive Environment & Strategy Formulation (3)

This course introduces the graduate student to the global environment of business, the role and history of business in society, the nature of competition and the stately at the corporate, business and operational levels, the relationship among business functions, processes and competencies, the interests of the various stockholders in the firm, and the social and ethical responsibilities of business. The course concludes with a segment on personal career planning. Prerequisites: None.

683 Leadership and Strategy Implementation (3)

The leader as a change agent and seeker of opportunity is explored. Seminar in leadership principles and practice and associated ethics. Lessons in managing change, fostering creativity, fostering creativity, entrepreneurial actions, articulating and communicating vision, strategy implementation, cross-functional integration, building organizational culture, and stockholder management. Personal career planning will also be discussed. Prerequisites: MBA 505A, 621, 681, 646, 617, 682.

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 or MBA 682, 646, and 660.

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

618 Electronic Commerce (3)

The modern aspects of conducting commercial activities through electronic means will be examined. The internet, Intranets, public databases, semi-private networks, and other telecommunications vehicles will be considered. Commercial Web page design and implementation will be prominently featured, along with ties to more traditional techniques. Prerequisite: MBA 617.

619 Systems Technology and Telecommunications (3)

An in-depth examination of the management of information systems technology telecommunications facilities, and computer networks is provided. Topics will include issues related to system design and management, including networks, operating systems, distributed systems, and the Internet. Prerequisite: MBA 617.

625 Database Design and Software Development (3)

The objective of this course is to explore methods and tools utilized to design and implement database and software applications in a MIS environment. The prin-

cial emphasis will be on utilizing the rational model with a Database Management System (DBMS) coupled with information systems development employing state-of-the-art development tools. Prerequisite: MIS 617.

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 617.

**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.

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.

ADRIAN DOMINICAN SCHOOL OF EDUCATION

Evelyn Piché, O.P., Ph.D., Dean

John G. Dezek, Ed.D., Associate Dean

Evelyn Evans, Ed.D., Associate Dean

Faculty: Bohning, Booth, Buria, Burke, Daniels, Dezek, Doran, Duffy, Esnard, Evans, Gillig, Giordano, Gray, Harris-Looby, Houghton, House, Hubschman, King, Lacey, Lenaghan, Levine, Manner, Murphy, Papier, Pelaez, Pittman, Powell, Radeloff, Rice, Rodriguez, Rubin, Skaruppa, Superfisky, Supran, Tulloss, Tureen, Veshinski, Wanko, Weitman, Wolman, Ybarra.

MISSION

The Adrian Dominican School of Education is committed to promoting the mission of the University through teaching, advising, scholarship, research, and supportive service to the University, its students and community-at-large. Respecting life in all its diversity, we are committed to continuous improvement through collaborative processes. Thus, we:

- offer a comprehensive range of professional courses and programs to prepare leaders for the 21st century in education, administration, counseling, instructional technology and human resource development.
- continuously update programs to reflect changing societal needs.
- strive to nurture a student body who will succeed as highly accomplished professionals, living with integrity and leading with a sense of service and stewardship.

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 seventeen 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
- Pre-K/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 a regionally accredited institution of higher education. The limit is twelve credits for HRDA, ESE, and Elementary Education. 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.
- 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, 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 and Early Childhood Education, Rehabilitation Counseling, Pre-K/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 ARTS IN TEACHING

The Master of Arts in Teaching, the Master of Arts in Teaching English, and the Master of Arts in Teaching Social Science are offered by the Adrian Dominican School of Education in collaboration with the School of Arts and Sciences.

The Master of Arts in Teaching ("Track One") is designed for people whose bachelor's degrees are in a content area who now want to be certified to teach at the middle school or secondary level. The completed program leads to middle/secondary certification. A methods course in the content area is required; methods courses (numbered xxx 576) are offered by the School of Arts and Sciences and the School of Natural and Health Sciences in a variety of disciplines including English, History, Political Science, Sociology, Spanish, French, and Biology.

The Master of Arts in Teaching English and the Master of Arts in Teaching Social Science ("Track

Two") are designed for people who are already certified in English or Social Science and now want a master's degree that includes 18 graduate credits in the content area and 18 graduate credits in education. These degrees are specifically intended for people who obtained a temporary certificate in the content area without the traditional education courses as an undergraduate. (Note: The School of Natural and Health Sciences also offers a Master of Science in Biology which is designed for certified teachers with a bachelor's degree in biology who now want a master's degree in that content area.)

GENERAL ADMISSION REQUIREMENTS

- Bachelor's degree in a content area of Florida certification from a regionally accredited college or university.
- Undergraduate cumulative grade point average of 3.00 (B) or higher.
- Acceptable and recent score on the Miller Analogies Test or the Graduate Record Examination.
- Applicant's statement of purpose and goals of graduate study.
- Two letters of professional recommendation for graduate study.

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

Applicants may be permitted to take three graduate courses (nine credits) on the basis of a signed application and proof of a bachelor's degree from a regionally accredited institution of higher education. Temporary acceptance and credits earned therefrom in no way imply full admission to a degree program. 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

- Successful completion of the stated number of required semester hours for each program, including the requisites listed and all required specialization courses and projects.
- Maintain a grade point average of 3.00 (B) or higher.
- Passing grade on a final written and/or oral comprehensive examination. Track One exam is in Education; Track Two exam is in Education and content area.
- All requirements for Florida certification, including passing of the subject area specialization and professional education sections of the Florida

Teacher Certification Examination (FTCE) and the College Level Academic Skills Test (CLAST), must be achieved before the University awards the M.A.T. degree.

- 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 received 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 program, 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 applied toward another degree.

REQUISITES

All matriculated students 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.

Track One

The Master of Arts in Teaching (MAT) degree is a 33-36 credit program which leads to middle/secondary certification. Additional content area courses may be required for certification, beyond what the student took as an undergraduate.

PROGRAM OUTLINE

Students must complete 33-36 semester hours as follows:

Core Courses

EDU	514	Classroom Management
EDU	542	Secondary School Curriculum
EDU	625	Psychological Foundations of Education
EDU	626	Philosophy of Education
xxx	576	Methods of Teaching Content Area in Middle/Secondary School
EDU	599E	Teaching Internship (Middle/Secondary) (6 s.h.) <u>OR</u>
EDU	606	Advanced Practicum in Middle/Secondary School Content Area (6 s.h.)
EDU	601	Methodology of Research
TSL	576	Methods of Teaching Limited English Proficient (LEP) Students: K-12

Elective Courses (6 s.h.-9 s.h.)

- Minimum of one elective in content area needed.
- Additional content area courses as needed for middle/secondary Florida teacher certification.
- Other electives, with approval of advisor.

Track Two

The Master of Arts in Teaching English and the Master of Arts in Teaching Social Science require a minimum of 36 credits, 18 of which are in the content area (English, or Social Science: History, Political Science, and Sociology), and 18 of which are in professional education courses.

SPECIAL PREREQUISITES

The following are in addition to the General Admission Requirements:

- Florida Teacher's Certification or eligibility for certification in English or Social Science.
- All requirements of the School of Arts and Sciences must be met. Please refer to the Arts and Sciences section of the Graduate Catalog.

SPECIAL GRADUATION REQUIREMENTS

The following are in addition to the General Graduation Requirements:

- No grade below a B in any content area course (English or Social Science).
- All requirements of the School of Arts and Sciences must be met. Please refer to the Arts and Sciences section of the Graduate Catalog.
- Satisfactory score on a comprehensive exam covering Education and the content area.

PROGRAM OUTLINE

Professional Education Course Requirements (18 s.h.)

A cumulative grade point average of 3.0 (B) must be maintained in the following professional education courses.

EDU	625	Psychological Foundations of Education
EDU	626	Philosophy of Education
EDU	542	Secondary School Curriculum
EDU	514	Classroom Management
EDU	601	Methodology of Research
xxx*	576	Methods of Teaching Subject Area (English or Social Sciences) in Middle/Secondary School (Grades 6-12)

*ENG, HIS, POS, or SOC

Professional Education Course Elective (Optional)

TSL	576	Methods of Teaching Limited English Proficient (LEP) Students: K-12
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Content Course Requirements (18 s.h.)—Master of Arts in Teaching English

Students select a minimum of two courses in each of the following three areas. A minimum grade of B is required for successful completion of each course.

I. Grammar and Composition (6 s.h.)

ENG	504	Persuasive Writing
ENG	506	Rhetorical Analysis
ENG	510	Advanced English Grammar

II. World Literature (6 s.h.)

ENG	529	English Studies
ENG	560	Twentieth Century Literature: 1900-1945
ENG	561	Twentieth Century Literature: 1945-present
ENG	625	Poetry
ENG	691	Comparative Literature

III. British and American Literature (6 s.h.)

ENG	524	American Literature: 1800-1865
ENG	525	American Literature: 1865-1914
ENG	526	American Literature: 1914-present
ENG	532	Nineteenth Century British Literature: The Romantics
ENG	533	Nineteenth Century British Literature: The Victorians
ENG	507	Shakespeare

Content Course Requirements (18 s.h.)—Master of Arts in Teaching Social Science

Students select a minimum of two courses in each of the following three areas: History, Political Science, and Sociology. A minimum grade of B is required for successful completion of each course.

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.

Ph.D. IN LEADERSHIP AND EDUCATION

The Adrian Dominican School of Education offers the Ph.D. degree in six areas of specialization: Counseling, Educational Technology, Exceptional Student Education, Higher Education Administration, Human Resource Development, and Leadership. See the Ph.D. section for detailed information.

Ed.D. IN EDUCATIONAL LEADERSHIP

The Adrian Dominican School of Education also offers the Ed.D. degree in Educational Leadership, leading to eligibility for certification in educational leadership for administrative positions in K-12 schools, public and private. For more information, please contact the Educational Leadership Department.

PROGRAM DESCRIPTIONS

EDUCATIONAL COMPUTING AND TECHNOLOGY PROGRAMS

MISSION

The mission of the Educational Computing and Technology Department at Barry University is to provide students with the knowledge, skills, and experiences to perform competently and successfully as leaders in the field of Educational Technology and Communications.

PURPOSE AND OUTCOMES

The Master of Science Degree or 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, 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 or EDUCATIONAL SPECIALIST DEGREE in EDUCATIONAL TECHNOLOGY APPLICATIONS or COMPUTER SCIENCE EDUCATION, graduates will have acquired the ability to:
1. demonstrate their knowledge of theories and strategies for teaching in technology enhanced teaching and learning environments.
 2. analyze, design and develop computer-based materials for instruction which reflect the needs of students and their communities.
 3. evaluate, select, and integrate technologies to support the instructional process.
 4. apply current instructional principles, research, and assessment practices to the effective instructional uses of computers and related technologies.
 5. demonstrate leadership in the uses and benefits of computers and related technologies for problem solving, data collection, information management, communications, presentations, and decision-making.

The courses in the Graduate Educational Technology Applications and Computer Science Education programs enable educators to use technology to enhance teaching and learning. Students needing additional time to become proficient with the mechanics of hardware and software operations/functions, are required to spend appropriate time outside class. 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.

Master's and Educational Specialist Degrees – Program Tracks and Concentrations

Computer Science Education (36 s.h.)
(M.S., Ed.S.)

Computer Science (K-12) Alternative Educational Certification (M.S.)

Educational Technology Applications (36 s.h.) with selected areas of concentration

- Teaching and Learning with Technology (M.S., Ed.S.)
- Multimedia and Communications in Education (M.S., Ed.S.)
- Educational Technology Leadership (Ed.S.)

COURSE REQUIREMENTS FOR PROGRAM TRACKS AND CONCENTRATIONS

COMPUTER SCIENCE EDUCATION (36 s.h.)

Required courses for Master's and Educational Specialist Degrees (30 s.h.)

ECT	505	Introduction to Computers/Technologies in Education
ECT	534	Using Software for Educational Applications
ECT	611	Programming with Applications in Education: VISUAL LANGUAGES
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	608	Programming with Applications in Education: C
ECT	627	Teaching Computer Programming

ECT	639	Management of Instructional Technology
ECT	653	Telecommunications in Education
Additional required Courses for a Master's Degree (3 s.h.)		
EDU	601	Methodology of Research
Additional Required Course for an Educational Specialist Degree (6 s.h.)		
EDU	708	Directed Research
ECT	705	Seminar: Computer-Based Technology in Education

Elective Courses (3 s.h.)

The elective technology course must reflect the focus of the program specialization and meet the needs and interests of the student. Courses can be selected from the list at the end of the Adrian Dominican School of Education section of this catalog.

COMPUTER SCIENCE (K-12) ALTERNATIVE EDUCATIONAL CERTIFICATION

This track is designed for individuals seeking a master's or educational specialist degree but have little or no background in education and/or education 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.

The completed program leads to computer science education (K-12) certification and a M.S. or Ed.S. degree. Each cycle is 8 or 10 weeks. The program requires completion of 51 semester hours (57 if student teaching is selected).

Technology Courses (36 s.h.)

Required Courses for Master's and Educational Specialist Degrees (30 s.h.)

ECT	505	Introduction to Computers/Technologies in Education
ECT	534	Using Software for Educational Applications
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	608	Programming with Applications in Education: C
ECT	611	Programming with Applications in Education: VISUAL LANGUAGES
ECT	627	Teaching Computer Programming
ECT	639	Computer Technology Applications for Education
ECT	653	Telecommunications in Education

Additional Required Course for a Master's Degree (3 s.h.)

EDU 601 Methodology of Research

Additional Required Courses for an Educational Specialist Degree (6 s.h.)

EDU 708 Directed Research

ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (3 s.h.)

The elective technology course must reflect the focus of the program specialization and meet the needs and interests of the student. Courses can be selected from the list at the end of the Adrian Dominican School of Education section of this catalog.

Education Courses (15 s.h.)

EDU 514 Classroom Management

EDU 517 Evaluation and Measurement in Education

EDU 625 Advanced Educational Psychology

EDU 626 Philosophy of Education

TSL 576 Teaching English as a Second Language

A student becomes eligible to apply to the Florida Department of Education for a two-year temporary certificate when the aforementioned courses are completed. A student must do one semester of student teaching (EDU 599, 6 credits) or teach two years to complete the equivalent of student teaching.

In order to be eligible for the Professional Five Year Florida Teacher's Certificate, a student must complete the Professional Orientation Program and pass the CLAST and the Florida Teacher Certification Examination.

Graduate students must pass a comprehensive examination as part of the M.S. or Ed.S. degree.

EDUCATIONAL TECHNOLOGY APPLICATIONS (36 s.h.)**Educational Technology Applications Concentration: Teaching and Learning with Technology (M.S., Ed.S.)**

Required Courses for Master's and Educational Specialist Degrees (24 s.h.)

ECT 505 Introduction to Computers/Technologies in Education

ECT 534 Using Software for Educational Applications

ECT 565 Multimedia Applications in Education

ECT 607 Design and Evaluation of Instructional Systems

ECT 639 Computer Technology Applications for Education

ECT 641 Implementing Computer-Based Programs

ECT 642 Educational Theory and Instructional Technology

ECT 653 Telecommunications in Education

Additional Required Course for a Master's Degree (3 s.h.)

EDU 601 Methodology of Research

Additional Required Course for an Educational Specialist Degree (6 s.h.)

EDU 708 Directed Research

ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (6 or 9 s.h.)

The elective technology course must reflect the focus of the program and meet the needs and interests of the student. Courses can be selected from the list at the end of the Adrian Dominican School of Education section of this catalog.

Educational Technology Applications Concentration: Multimedia and Communications in Education (M.S., Ed.S.)

Required courses for Master's and Educational Specialist Degree's (24 s.h.)

ECT 505 Introduction to Computers/Technologies in Education

ECT 565 Multimedia Applications in Education

ECT 607 Design and Evaluation of Instructional Design

ECT 609 Courseware Development

ECT 617 Advanced Technology-Based Instructional Design

ECT 639 Management of Instructional Technology

ECT 643 Evaluation of Technology-Based Instructional Systems

ECT 653 Telecommunications in Education

Additional Required Course for Master's Degree (3 s.h.)

EDU 601 Methodology of Research

Additional Required Course for Educational Specialist Degree (6 s.h.)

EDU 708 Directed Research

ECT 705 Seminar: Computer-Based Technology in Education

Elective Courses (6 or 9 s.h.)

The elective technology course must reflect the focus of the program and meet the needs and interests of the student. Courses can be selected from the list at the end of the Adrian Dominican School of Education section of this catalog.

Educational Technology Applications Concentration: Educational Technology Leadership (Ed.S.)

Required Courses for Educational Specialist Degree
(21 s.h.)

ECT	642	Educational Theory and Instructional Technology
ECT	705	Seminar: Computer-Based Technology in Education
ECT	707	Educational Technology Facilities Management
ECT	708	Directed Research
ECT	709	Educational Technology Performance Improvement
ECT	747	Educational Technology Program Planning and Evaluation
ECT	767	Technology Policy, Law and Ethics

Six credits from the following 6 s.h.

ECT	710	Practicum (3-6 credits)
ECT	720	Internship (3-6 credits)
ECT	730	Thesis (6 credits)

Electives (choose three courses) 9 s.h.

ECT	643	Evaluation of Technology-Based Instructional Systems
ECT	653	Telecommunications in Education
ECT	687	Administrative Applications of Technology
ECT	688	Computer/Technology Applications for Adult Education
ECT	757	Educational Technology and Change

Educational Technology Applications - Certificate in Teaching and Learning with Technology

Five Required Courses for Certificate (15 s.h.)

ECT	641	Implementing Technology-Based Instruction
ECT	642	Educational Theory and Instructional Technology
ECT	653	Telecommunications in Education
ECT	680	Computer/Technology Applications in Elementary Education
ECT	710	Practicum in Educational Technology

Ph.D. Program

For information on the Educational Technology specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

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 in a wide range of clinical and organizational settings. The Counseling Programs seek to prepare students to be ethical practitioners who are theoretically and technically prepared to work within multicultural environments. Respect for diversity and an emphasis on ethical practice are the guiding principles of all of the coursework and activities within the Counseling Programs. The Barry Family Enrichment Center, the on-site counseling clinic of the Barry University Counseling Programs, provides a clinical training center for students in the Counseling Programs as well as providing clinical services and outreach to the surrounding diverse community. The common goals for professional growth and development of the Counseling Programs and the specific goals of each of the specialization within the Counseling Programs are as follows:

General Program Goals

1. To increase students' knowledge of counseling theories and techniques;
2. To enhance students' ability to apply theory and techniques in counseling relationships and settings;
3. To increase students' understanding of and ability to use the results of testing;
4. To increase students' understanding of and ability to use the results of research;
5. To provide students with the basic skills needed to intervene effectively with families and couples;
6. To provide students with the knowledge and skills to deal effectively with issues of gender, race, culture, ethnicity, sexuality, age, socio-economic status, and other cultural variables in counseling clients;
7. To enhance students' understanding of and commitment to the counseling profession;
8. To develop an understanding of the ethical applications of the rights and responsibilities of both the counselor and client in the delivery of counseling and related human services;
9. To increase students' understanding of the nature and needs of individuals at all developmental levels;
10. To enhance students' understanding of career development and related life factors; and
11. To provide students with theory and techniques necessary to facilitate counseling of groups.

Guidance and Counseling Specialization Goals

1. To develop the knowledge and skills necessary to provide developmental guidance activities;
2. To develop the knowledge and skills to provide counseling to preschool through high school students;
3. To understand the specific role and function of the school counselor in the helping professions;
4. To develop the knowledge and skills necessary to consult with teachers, administrators, parents and other professionals within the school setting; and
5. To understand the processes involved in program development, implementation, and evaluation.

Marriage and Family Counseling Specialization Goals

1. To understand the history and development of marriage and family counseling/therapy as a specialization within the counseling profession;
2. To appreciate the specific role and function of the marriage and family counselor/therapist in the helping professions;
3. To facilitate an understanding of the influences of culture, family life cycle, diversity, and societal trends on the practice of marriage and family counseling/therapy;
4. To assist students in developing a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution;
5. To help students identify and understand the major theoretical and practice models in the area of marriage and family counseling/therapy;
6. To facilitate students' development of couples and family counseling/therapy interviewing, assessment, and intervention skills; and
7. To increase awareness of the role of wellness, prevention, and relationship enhancement programs in the practice of marriage and family counseling/therapy.

Mental Health Counseling Specialization Goals

1. To understand the history and development of the Mental Health Counseling specialization;
2. To develop the knowledge and skills to provide counseling in a mental health setting or agency;
3. To understand the specific role and function of the mental health counselor in the helping professions;
4. To 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. To develop a knowledge and understanding of abnormal behavior (psychopathology) as it applies to the mental health counselor; and
 6. To develop a knowledge and understanding of psychopharmacology as it applies to the mental health counselor.

Rehabilitation Counseling Specialization Goals

1. To enhance students' knowledge of the physical and mental aspects of disability;
2. To identify clients' strengths and weaknesses in order to facilitate their placement in appropriate work settings;
3. To understand the roles and responsibilities of the rehabilitative counselor and the history and legislation associated herewith; and
4. To acquaint students with the philosophy and organization of rehabilitative services and eligibility.

Master of Science in Counseling

Program Outline

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

Core Courses (39 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	652	Individual Counseling Procedures
CSL	653	Career Development and Life Work Planning
CSL	658	Group Counseling Procedures
CSL	686	Counseling Theories and Interventions
CSL	694	Counseling Practicum (6 s.h.)
CSL	699	Internship in Counseling (6 s.h.)

AREAS OF SPECIALIZATION:

The counseling specializations require the following:

Guidance and Counseling (15 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	612	Child Guidance and Therapy
CSL	639	Physical and Mental Disabilities
CSL	680	Family Therapy
CSL	682	Consultation Procedures

Marriage and Family Counseling (24 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	Psychopathology: Diagnosis and Treatment in Counseling
CSL	605	Treatment of Substance Abuse in Counseling
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 (18 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	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Mental Health Counseling
CSL	605	Treatment of Substance Abuse in Counseling
CSL	650	Human Sexuality
CSL	680	Family Therapy
CSL	691	Personality Theories

Dual Specialization in Marriage and Family Counseling and Mental Health Counseling (27 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	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Mental Health Counseling
CSL	605	Treatment of Substance Abuse in Counseling
CSL	650	Human Sexuality
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.).

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

Electives

Mental Health Counseling 3 semester hours

Totals

Guidance and Counseling	54 semester hours
Mental Health Counseling	60 semester hours
Marriage and Family Counseling	63 semester hours
Dual Specialization in Marriage and Family Counseling and Mental Health Counseling	66 semester hours
Rehabilitation Counseling	48 semester hours

ADDITIONAL SPECIALIZATIONS AND LICENSURE/CERTIFICATION INFORMATION

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 and to keep up to date with changes in licensure and/or certification requirements.

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), 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. Students are asked to take at least 18 credits per year in order to facilitate completion of the program in a timely fashion.

SPECIAL ADMISSION REQUIREMENT

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

ADDITIONAL GRADUATION REQUIREMENT

— Passing of comprehensive exams and the completion of a scholarly paper.

ADDITIONAL REQUIREMENTS AND TECHNICAL STANDARDS FOR MATRICULATION AND GRADUATION

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the "Code of Ethics and Standards of Practice" of the American Counseling Association.

Professional liability insurance coverage is required during matriculation in the Counseling Program.

The Counseling Program faculty has a responsibility to society and to the profession to matriculate and graduate the best possible counseling professionals. Therefore, the technical standards which follow are required for matriculation and graduation from the Counseling Program:

- The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be videotaped for the purposes of developing skills and receiving feedback.
- Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation of the role-play.
- The student must be able to conduct a counseling session with real clients under live or videotaped supervision.
- The student must be able to communicate and interact respectfully and sensitively with clients.
- The student must be able to communicate effectively in oral and in written form with all members of a mental health care team.

— The student must possess the emotional and mental health needed for the full use of one's intellect, perception, and sound judgement. Such emotional and mental health is required for the efficient completion of all responsibilities related to the diagnosis, treatment, and referral of clients and to the communication with others in the mental health care network.

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Counseling Program. Graduation from the program is recommended when students are determined by the School of Education to be personally, academically, and clinically ready for entry into the counseling profession.

STUDENT COUNSELING ORGANIZATIONS

The Barry University Counseling Program sponsors and supports two student counseling organizations. The Barry University Counseling Association (BUCA) is a professional student and alumni association offering educational and social experiences. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice.

Specialist in Education in Counseling

The Educational Specialist degree in Counseling requires 30 to 66 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.

Required Courses (39 s.h.)

CSL	600	Legal and Ethical Issues in Counseling
EDU	601	Methodology of Research
CSL	610	Human Growth and Development
EDU	621	Psychological Measurement
CSL	629	Social and Cultural Issues in Counseling
CSL	652	Individual Counseling Procedures
CSL	653	Career Development and Life Work Planning
CSL	658	Group Counseling Procedures
CSL	686	Counseling Theories and Intervention
CSL	694	Practicum (6 s.h.)
CSL	699	Internship in Counseling (6 s.h.)

AREAS OF SPECIALIZATION

Mental Health Counseling (18 s.h.)

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Mental Health Counseling
CSL	605	Treatment of Substance Abuse in Counseling
CSL	650	Human Sexuality
CSL	680	Family Therapy
CSL	691	Personality Theories

Marriage and Family Counseling (24 s.h.)

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	605	Treatment of Substance Abuse in Counseling
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 (15 s.h.)

CSL	585	Principles of Guidance
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 (27 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	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Mental Health Counseling
CSL	605	Treatment of Substance Abuse in Counseling
CSL	650	Human Sexuality
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.)

CSL	639	Physical and Mental Disabilities
CSL	683	Industrial Rehabilitation
CSL	685	Rehabilitation Issues

Electives

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.

Totals

Guidance and Counseling	30-54 semester hours
Mental Health Counseling	30-60 semester hours
Marriage and Family Counseling	30-63 semester hours
Dual Specialization in Marriage and Family Counseling and Mental Health Counseling	30-66 semester hours
Rehabilitation Counseling	30-48 semester hours

ADDITIONAL SPECIALIZATIONS AND LICENSURE/CERTIFICATION INFORMATION

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 and to keep up to date with changes in licensure and/or certification requirements.

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), 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. Students are asked to take at least 18 credits per year in order to facilitate completion of the program in a timely fashion.

SPECIAL ADMISSION REQUIREMENT

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

TRANSFER CREDIT

A maximum of thirty graduate semester hours may be transferred into a counseling program.

ADDITIONAL GRADUATION REQUIREMENT

— Passing of comprehensive exams and the completion of a scholarly paper.

ADDITIONAL REQUIREMENTS AND TECHNICAL STANDARDS FOR MATRICULATION AND GRADUATION

All students are expected to uphold personal and professional ethical standards and practices both inside and outside of the classroom. Adherence to such personal and professional ethical standards is an intrinsic and essential component of the professional standards of the counseling field. All students must adhere to the "Code of Ethics and Standards of Practice" of the American Counseling Association.

Professional liability insurance coverage is required during matriculation in the Counseling Program.

The Counseling Program faculty has a responsibility to society and to the profession to matriculate and graduate the best possible counseling professionals. Therefore, the technical standards which follow are required for matriculation and graduation from the Counseling Program:

- The student must be able to participate in oral demonstrations, presentations, and role-plays of counseling situations and be videotaped for the purposes of developing skills and receiving feedback.
- Because counseling professionals must be able to respond immediately in counseling and crisis situations, the student must be able to participate in role-plays or other practice simulations as a counselor without advance knowledge of the scenario or preparation of the role-play.
- The student must be able to conduct a counseling session with real clients under live or videotaped supervision.
- The student must be able to communicate and interact respectfully and sensitively with clients.
- The student must be able to communicate effectively in oral and in written form with all members of a mental health care team.
- The student must possess the emotional and mental health needed for the full use of one's intellect, perception, and sound judgement. Such emotional and mental health is required for the efficient completion of all responsibilities related to the diagnosis, treatment, and referral of clients, and to the communication with others in the mental health care network.

The faculty in the Counseling Program reserves the right to recommend entry into personal counseling or psychotherapy for assessment and/or treatment as a condition of continuation in the Counseling Program.

Graduation from the program is recommended when students are determined by the School of Education to be personally, academically, and clinically ready for entry into the counseling profession.

STUDENT COUNSELING ORGANIZATIONS

The Barry University Counseling Program sponsors and supports two student counseling organizations. The Barry University Counseling Association (BUCA) is a professional student and alumni association offering educational and social experiences. The Beta Upsilon chapter of Chi Sigma Iota is an award-winning international honor society of counseling professionals dedicated to excellence in scholarship, research, and clinical practice.

**Master of Arts in Theology—
Master of Science in Counseling**

The combined degree of Master of Arts in Theology and Master of Science in Counseling is designed for the person who wishes to integrate professional counseling skills with academic theology. This degree program is highly recommended for persons who wish to work as counselors in settings that have religious sponsorship. The combined degree offers the student the opportunity to acquire the knowledge and experience necessary for counseling with the additional ability to respond to a person's faith journey as part of the person's growth process.

This combined degree is offered as a response to the academic and religious mission of Barry University. Students of diverse religious traditions are invited to reflect upon the meaning of mental and spiritual health within this interdisciplinary context. It is our conviction that the counseling and theological perspectives both contribute to the well being of the human person.

Dual Degree Requirements**Theology (21 s.h.)**

- THE 511 Theological Methods
- One Biblical/Scripture Course
- One Systematic Course
- One Liturgical Course
- One Morality Course
- One Elective
- Pastoral Counseling Thesis Seminar

To obtain the dual degree, students must take all of the counseling core courses and choose one of the counseling specializations listed below. All courses in the specialization selected must be taken.

Counseling Core Courses (39 s.h.)

CSL	600	Legal and Ethical Issues in Counseling
CSL	610	Human Growth and Development
CSL	629	Social and Cultural Issues in Counseling
CSL	652	Individual Counseling Procedures
CSL	653	Career Development
CSL	658	Group Counseling Procedures
CSL	686	Counseling Theories and Interventions
CSL	694	Counseling Practicum (6 credits)
CSL	699	Counseling Internship (6 credits)
EDU	601	Methodology of Research
EDU	621	Psychological Measurements

Mental Health Counseling (21 s.h.)

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Mental Health Counseling
CSL	605	Treatment of Substance Abuse in Counseling
CSL	650	Human Sexuality
CSL	680	Family Therapy
CSL	691	Personality Theories
One elective		

Marriage and Family Counseling (24 s.h.)

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	605	Treatment of Substance Abuse in Counseling
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 (15 s.h.)

CSL	585	Principles of Guidance
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 (27 s.h.)

CSL	569	Psychopathology: Diagnosis and Treatment in Counseling
CSL	589	Introduction to Mental Health Counseling
CSL	605	Treatment of Substance Abuse in Counseling
CSL	650	Human Sexuality

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

Comprehensive Exams

Students must complete a scholarly paper requirement (35 pages in length) which will be completed within the context of the Pastoral Counseling Thesis Seminar in the Department of Theology. Students must also complete the Comprehensive Examinations in the Counseling Program. Students will not have to complete the scholarly paper requirement which is part of the Counseling Comprehensive Examinations. Examiners of the Comprehensive Exams will be drawn from both the Theology and Counseling Program faculties.

Special Admission Requirements

Students must meet the admission requirements for both the Counseling Program and the Department of Theology.

Ph.D. Program

For information on the Counseling specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

EDUCATIONAL LEADERSHIP PROGRAMS**MISSION**

The programs offered by the Educational Leadership Department reflect the latest issues and knowledge in education and is responsive to the needs of a diverse student population. Faculty members draw upon students' life experiences to facilitate mutual professional and personal growth and to promote meaningful change. Students completing the program are prepared to assume leadership positions in various organizations in their communities.

The program integrates the knowledge and skills, and competencies necessary to become highly accomplished professionals and outstanding leaders of public and non-public educational institutions. 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 facilitate meaningful change; and
- flexibility in using decision making and motivational strategies for effective stewardship of time, resources, and personnel.

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 Certification (K-12), Level I.

The program includes study of the dynamics of educational organizations and successful practices that inspire the full realization of human potential. Following completion of the **MASTER OF SCIENCE DEGREE IN EDUCATIONAL LEADERSHIP**, graduates will have increased their abilities to:

1. plan and assess effective change processes and lead organizational development within a caring environment;
2. make sound decisions, allocate scarce resources and manage complex systems;
3. demonstrate and inspire integrity in instructional and institutional leadership;
4. apply current technologies to instructional and administrative processes and envision, plan, implement and evaluate new applications
5. critically address the challenges of education yet champion a positive vision of its future.

SPECIAL PREREQUISITES

In addition to the admission requirements for a Master's degree in the School of Education, the following are special prerequisites for admission to the Educational Leadership program:

- 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 of Leadership, Organizational Management, Communication, School Law, School Finance, Personnel, Technology, and Curriculum. The following courses integrate the 8 domains and the Florida Principal Competencies:

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

Specialization Courses (6 s.h.)

Students may select several course options with the **approval of the program advisor**. The courses must be taken in the areas of curriculum, research or foundations. In addition, the 6 credit hours must be taken at one of the following levels: early childhood/primary, middle, secondary or exceptional student education. **See course descriptions in the catalog.**

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

- passing of a comprehensive examination typically taken during a student's last semester of coursework.
- an exit interview with the program advisor.

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 following three tracks within the program allow the student to complete the Ed.S. degree with the specific qualifications to meet his/her individual career needs for:

1. roles which require Florida State Certification in Educational Leadership,
2. teacher leadership positions within public and non-public schools, and
3. leadership roles in general education settings.

*The 30 credit-hour program is for those not wishing to have the Florida State Level I certification.

SPECIAL PREREQUISITES

In addition to the admission requirements for an Ed.S. degree in the School of Education, the following criteria are prerequisites for the Educational Leadership program:

- 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 Ed.S. in Educational Leadership incorporates the eight Florida Leadership Domains of Leadership, Organizational Management, Communication, School Law, School Finance, Personnel, Technology, and Curriculum. The following courses integrate the 8 domains and the Florida Principal Competencies: Each course is three (3) semester hours:

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
EDU	708	Directed Research
ECT	687	Administrative Application of Technology

Specialization Courses (6 s.h.)

Students may select several course options with the approval of the program advisor. The courses must be taken in the areas of curriculum, research or foundations. In addition, the 6 credit hours must be taken at one of the following levels: early childhood/primary, middle, secondary or exceptional student education. See course description section of the catalog.

PROGRAM OPTIONS

The program in Educational Leadership offers 2 basic options to accommodate students' needs:

1. Certificate Ed.S. Track: Students who do not possess an Educational Specialist degree and are planning to obtain Florida State Certification in Educational Leadership can study for the Ed.S. degree in this track (36 credits).
2. Non-certificate Ed.S. Track: Students seeking an Educational Specialist degree who do not desire Florida State Certification may enter this track (30 credits). With the approval of their program advisor, students are permitted 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.

ADDITIONAL GRADUATION REQUIREMENTS

- passing of a comprehensive examination typically taken during a student's last semester of coursework.
- an exit interview with the program advisor.

Ph.D. Program

For information on the Leadership specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

Ed.D. Program

For information on the Ed.D. degree in Educational Leadership, contact the Educational Leadership Department.

ELEMENTARY EDUCATION PROGRAMS

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 program is for teachers who hold Florida certification in Elementary Education. Teachers wishing to "add on" Elementary Education certification to a valid Florida certificate must meet with an advisor to work out an individual plan so that all courses required for certification are included in the plan of study. In most cases, "add on" results in additional credits beyond the program's 30 semester hours.

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, and
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.

Core Courses (9 s.h. required)

EDU	595	Advanced Elementary Curriculum
EDU	601	Methodology of Research
EDU	605	Practicum in Elementary Curriculum and Instruction

Elective Courses (21 s.h. - select seven courses)

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	567	Foundations of Reading Instruction
EDU	568	Reading in the Content Area
EDU	570	Introduction to Exceptional Student Education
EDU	584	Reading Diagnosis
EDU	590	Corrective Reading
EDU	594	Teaching Elementary Science
EDU	604	Teaching Vocabulary and Comprehension Skills
EDU	623	School and Community Relations
ECT	680	Computer Applications in Elementary Education
TSL	506	Applied Linguistics
TSL	509	Cross Cultural Communications and Understanding

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 REQUIREMENT

— Students must take and pass a comprehensive examination as part of the M.S. degree.

Alternative Elementary Education Program: Initial Certification in Elementary Education with Infused ESOL Endorsement

The alternative program track is designed for students who have completed a bachelor's degree in a major other than elementary education and now want initial elementary education certification with infused English for Speakers of Other Languages (ESOL) Endorsement. The program requires completion of 51 graduate semester hours and 6 undergraduate semester hours. Courses are 3 semester credits; EDU 599 is 6 credits.

Foundation Courses

EDU	625	Psychological Foundations of Education
EDU	626	Philosophy of Education
EDU	554	Literature for the Elementary School Classroom
TSL	509	Cross Cultural Communication and Understanding

The above four courses must be taken as prerequisites to full acceptance into the program.

Certification Courses

EDU	514	Classroom Management
EDU	551	Problem Solving in Elementary School Mathematics
EDU	566	Teaching Elementary School Social Studies

EDU	567	Foundations of Reading Instruction
EDU	584	Reading Diagnosis
EDU	594	Teaching Elementary Science
EDU	595	Advanced Elementary Curriculum
EDU	599	Teaching Internship
TSL	506	Applied Linguistics
SES	524	Teaching Health and Physical Education in the Elementary School
ART	376	Art in the Elementary School
MUS	376	Teaching Music in the Elementary School

M.S. Courses

In addition to all of the above, the following two courses are required for the M.S.:

EDU	601	Methodology of Research
EDU	605	Practicum in Elementary Curriculum and Instruction

Students must have passed or be registered for the Florida Teacher Certification Exam (FTCE) before enrolling in EDU 599. A comprehensive examination is required for the M.S. degree. Successful completion of the Florida Teacher Certification Exam and the College Level Academic Skills Test (CLAST) are required to be eligible for a Florida Professional Certificate. The completed program, as presented above, leads to the M.S. degree and eligibility for elementary education certification with infused English for Speakers of Other Languages (ESOL) endorsement. The program has conditional approval by the Florida Department of Education.

Optional Procedures: Students who chose to teach two years instead of doing student teaching (EDU 599) or students who transfer 3-6 semester hours of graduate credits, will be eligible to graduate with an M.S. degree but will not be eligible for the state-approved program or for the infused ESOL endorsement. These students must meet with their academic advisor to work out an individual plan so that all requirements for elementary education certification are included in the plan of study. The advisor-approved plan must be submitted to and approved by the Office of the Dean.

EXCEPTIONAL STUDENT EDUCATION PROGRAMS

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, 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 multi disciplinary 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. A comprehensive exam is required for the M.S. degree.

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 re-

quired 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 that some of these courses have a required field component.

Required Basic Course

- EDU 601 Methodology of Research

Required Exceptional Student Education Program Courses

- ESE 510 Educational Management of Students with Exceptionalities
 ESE 511 Speech Correction for Children
 ESE 514 Transition: Teaching Social, Personal and Work Skills to Exceptional Students
 ESE 525 Theories and Research of Students with Emotional Handicaps
 ESE 526 Educational Programming for Students with Emotional Handicaps
 ESE 527 Classroom Management for Children with Emotional Handicaps
 ESE 528 Instructional Strategies for Students with Emotional Handicaps
 EDU 570 Introduction to Exceptional Children
 ESE 583 Educational Assessment of the Exceptional Child
 ESE 680 ESOL Strategies for Exceptional Student Education Teachers
 ESE 699 Practicum in ESE

Elective Course

- ECT 678 Computer/Technology Applications for Exceptional Student Education

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

Special Requisites

Teachers not eligible for a Florida Professional Certificate or students working toward temporary cer-

tification 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 Students with Learning Disabilities
 ESE 520 Instructional Strategies for Students with Mental Retardation
 ESE 524 Instructional Strategies for Students with Learning Disabilities
 ESE 540 Foundations of Individuals with Mental Retardation
 ESE 570 Introduction to Exceptional Student Education
 ESE 573 Teaching of Students with Mental Retardation
 ESE 583 Educational Assessment of the Exceptional Child

Varying Exceptionalities Specialization

Required Basic Course

- EDU 601 Methodology of Research

Required Exceptional Student Education Courses

ESE	510	Educational Management of Students with Exceptionalities
ESE	511	Speech Correction for Children
ESE	514	Transition: Teaching Social, Personal and Work Skills to Exceptional Students
ESE	520	Instructional Strategies for students with Mental Retardation
ESE	528	Instructional Strategies for Students with Emotional Handicaps
ESE	524	Instructional Strategies for Students with Learning Disabilities
EDU	570	Introduction to Exceptional Student Education
ESE	583	Educational Assessment of Students with Exceptionalities
ESE	680	ESOL Strategies for the ESE Teachers
ESE	690	Foundations and Curriculum Design in Exceptional Student Education
ESE	699	Practicum in ESE

Elective Course

ECT	678	Computer/Technology Applications for Exceptional Student Education
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Additional Certification Requirements

Students seeking certification are responsible for completing all Florida Professional Education 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
EDU	601	Methodology 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.

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

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.

Ph.D. Program

For information on the Exceptional Student Education specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

HIGHER EDUCATION ADMINISTRATION PROGRAMS

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 s.h.)

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 s.h.)

CSL	588	Crisis Intervention
ECT	687	Administrative Applications of Technology
EDU	587	Student Services Work in Higher Education
HED	637	Seminar in Current Issues in Higher Education
HED	649	Internship in Higher Education
HED	730	Higher Education and the Law
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.

Ph.D. Program

For information on the Higher Education Administration specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

HUMAN RESOURCES DEVELOPMENT AND ADMINISTRATION PROGRAMS

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 performance analysts, trainers, consultants, facilitators, administrators, adult educators, and mentors.

The program is designed for adults employed or desiring employment in training, instructional design, or performance consulting in organizations of all kinds, public or private, profit and not-for-profit, including government, health, educational, vocational, religious and community. A Master's degree in Human Resources Development and Administration serves the educational needs of instructional designers, trainers, performance analysts, and performance consultants 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, training program, or other more informal learning environments.
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 (24-27 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	667	Presentation Principles, Methods and Techniques
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	629	Legal Issues 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.

Ph.D. Program

For information on the Human Resource Development specialization of the Ph.D. Program in Leadership and Education, see the Ph.D. section.

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 lead-

ership 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.

MONTESSORI EDUCATION PROGRAMS

Master of Science in Montessori Education

The Master of Science in Montessori with a specialization in Early Childhood (Pre-K-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 (Pre-K-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 (Pre-K-3)
EDU	515	Guiding Primary Learning (Pre-K-3)
EDU	548	Literature for Young Children
EDU	570	Introduction to Exceptional Children

ADDITIONAL CERTIFICATION INFORMATION

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Early Childhood teaching certificate for ages 2-1/2 through 6 years.

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 CERTIFICATION INFORMATION

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Elementary level I and II teaching certificate for ages 6 through 12 years.

ADDITIONAL GRADUATION REQUIREMENT

— Written verification of Practicum EDM 656, EDM 657, EDM 659 and EDM 660 must be filed with the advisor.

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 (Pre-K-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 (Pre-K-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 Curriculum

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

ADDITIONAL CERTIFICATION INFORMATION

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Early Childhood teaching certificate for ages 2-1/2 through 6 years.

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

ADDITIONAL CERTIFICATION INFORMATION

Graduates of the program who fulfill practicum requirements set by the American Montessori Society will be recommended for the American Montessori Society Elementary level I and II teaching certificate for ages 6 through 12 years.

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

PRE-K/PRIMARY EDUCATION PROGRAMS (Pre-K-3)

MISSION AND PROGRAM OPTIONS

The overall mission of the Pre-K/Primary graduate programs at Barry University is to provide students with the knowledge and skills to perform successfully and competently as educators and leaders in the field of early childhood.

There are four degree options to accommodate students' needs:

1. Certificate Master's Track for students who do not hold an undergraduate degree in Pre-K/Primary Education or Elementary Education and plan to obtain Florida state certification in Pre-K/Primary Education (48 credits).
2. Certificate Master's Track for students who have an undergraduate degree or graduate degree in Elementary Education and plan to obtain Florida state certification in Pre-K/Primary Education (36 credits).

3. Non-certificate Master's Track for students with Florida state certification in Pre-K/Primary Education who wish to develop highly accomplished teaching practices (33 credits). An endorsement for gifted ESE may also be obtained in this track.
4. Non-certificate Master's Track for students with an undergraduate degree working in the field of Early Childhood and who wish to develop leadership and administrative skills (33 credits).

These options are further described under Master of Science in Pre-K/Primary and Alternative track for Pre-K/Primary Certification.

Master of Science in Pre-K/Primary

NON-CERTIFIABLE PROGRAM

The Master of Science degree in Pre-K/Primary is a 33 semester hour program. The mission of this graduate program is to prepare teacher-leaders who exhibit accomplished teaching practices and to develop administrators/leaders of early childhood education programs. The foundation of the program is a core of courses that emphasize developmental considerations of children accompanied with generic competencies.

Students may choose an application focus of teaching or administration which is followed by implementation in an appropriate educational setting. This degree program is designed for students who have an undergraduate degree in Pre-K/Primary education and have aspirations for being a lead teacher, or for persons with experience teaching Pre-K/Primary children and who want to become an administrator of an early childhood program in the private sector. It also provides preparation for on-going study. Following completion of the Master of Science degree, graduates will have acquired the ability to:

1. extend their knowledge and understanding of the development of children ages 3 to 8;
2. acquire current knowledge and understanding of theories and content of curriculum and instruction or of supervision and administration;
3. understand the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families;
4. collect and interpret research, translate research findings into practice, and demonstrate applied research skills;
5. be reflective applied professionals capable of taking leadership roles in schools or programs, mentoring novice teachers and staff, and acting as advocates for children.

PROGRAM OUTLINE

Required courses are identified; elective courses are chosen by the student with advisor approval. Each course is three (3) semester hours. The program is NOT designed for certification by the Florida Department of Education.

Description Framework (15 s.h. required)

Understanding the Child:

EDU	565	Language Acquisition in Young Children
EDU	571	Psycho-Social Foundation in Early Childhood
EDU	593	Child Study Skills

Generic Competencies:

EDU	515	Guiding Pre-K/Primary Learning
EDU	572	Early Childhood Programs and Practices
ECT	505	Introduction to Computers/Technologies in Education
ECT	679	Technology and Early Childhood Education
EDU	601	Methodology of Research (required)

Application Framework (15 s.h. required) Select either Track I or Track II

Track I: Highly Accomplished Teaching Practices

EDU	509	Multicultural Pre-K/Primary Education
EDU	539	Early Childhood Programs, Curriculum & Instruction
EDU	544	Problem Solving in Pre-K/Primary Mathematics
EDU	547	Explorations and Investigations in Pre-K/Primary Science
EDU	548	Literature for Young Children
EDU	655	Issues in Education the Preschool Special Child
EDU	607	Beginning Reading for the Primary Years
EDU	625P	Psychological Foundations of Education (Pre-K-3)
HRD	646	Dynamics of Change and Planning

ESE Endorsement Courses for Gifted Specialization

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

Track II: Supervising and Administering In Early Childhood Settings

EDU	534	Child-Home Study Education
EDU	623P	School and Community Relations (Pre-K-3)
EDU	632	Administration of Early Childhood Programs
ESE	655	Issues in Educating the Preschool Special Child
HRD	645	Communication in Human Resource Development
HRD	646	Dynamics of Change and Planning
HRD	648	Work Group Behavior in Organizations
HRD	652	Diversity in the Workplace
HRD	659	Adult Learning and Behavior

Implementation Framework (3 s.h. required)

EDU	608	Practicum in Pre-K/Primary Curriculum and Instruction
EDU	609	Advanced Practicum in Pre-K/Primary Curriculum and Instruction

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

ADDITIONAL GRADUATION REQUIREMENT

- Evaluation forms for Practicum EDU 608 and EDU 609 must be filed with the advisor.
- Students must pass a comprehensive examination.

Pre-K/Primary Alternative Track for Certification

The Alternative Certification Track is designed for students who have completed a bachelor's degree in any field and now want Pre-K/Primary certification and a master's degree. The completed program leads to a Master of Science degree in Pre-K/Primary Education and is delivered through a combination of semester-long courses, summer courses, and courses of varying time lengths. The Alternative Pre-K/Primary Certification Track varies from 36 to 54 semester hours depending on the student's background and goals. Students are required to complete a series of field experiences. Courses offered include:

EDU	625P	Psychological Foundations of Education (Pre-K-3)
EDU	626P	Philosophy of Education (Pre-K-3)
EDU	536	Strategies for Pre-K/Primary Instruction
EDU	544	Problem Solving in Pre-K/Primary Mathematics
EDU	547	Explorations and Investigations in Pre-K/Primary Science
EDU	548	Literature for Young Children
EDU	607	Beginning Reading for the Primary Years
EDU	608	Practicum in Pre-K/Primary Curriculum and Instruction
EDU	534	Child-Home Study Education
EDU	623P	School and Community Relations (Pre-K-3)
EDU	543	Research and Current Trends in Pre-K/Primary Health Education
EDU	593	Child Study Skills
EDU	570P	Introduction to Exceptional Children (Pre-K-3)
EDU	509	Multicultural Pre-K/Primary Education
EDU	515	Guiding Pre-K/Primary Learning

When students have completed the above courses, they are eligible for student teaching. The student teaching requirement may be satisfied by two years of teaching experience on a temporary certificate or completion of EDU 599P Teaching Internship (6 s.h.).

Once students have successfully completed the student teaching requirement, and passed all Florida Department of Education tests and requirements, they are eligible for a Professional Certificate from the Florida Department of Education.

To complete the M.S. degree graduation requirements, students must complete EDU 601 Methodology of Research and a comprehensive examination.

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.

Note: For students with an undergraduate or graduate degree in Elementary Education, the above program is followed. However, students only need 36 credits for the basic program.

READING PROGRAMS

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 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 (FTCE) 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	604B or D	Teaching Vocabulary and Reading Comprehension
EDU	611B or 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 be approved by the advisor and the Office of the Dean. Additional reading elective(s) may be chosen if required course(s) have been taken at the undergraduate level.

Specialist in Education in Reading

The Specialist in Education (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 and skills 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 (FTCE) 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)
		or
EDU	727	Advanced Practicum in Reading
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	604B	or D Teaching Vocabulary and Reading Comprehension
EDU	607	Beginning Reading for the Primary Years
EDU	611B	or 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 be approved by the advisor and the Office of the Dean.

DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION PROGRAM

The Doctor of Philosophy (Ph.D.) degree offered in Leadership and Education in the School of Education allows students to specialize in COUNSELING, LEADERSHIP, EDUCATIONAL TECHNOLOGY, EXCEPTIONAL STUDENT EDUCATION, HIGHER EDUCATION ADMINISTRATION, and HUMAN RESOURCE DEVELOPMENT.

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.

Counseling doctoral students must have a master's degree in counseling or a closely related field to be admitted to the Ph.D. Program. To complete the Ph.D.

in 45 credits, counseling students must have a 60 credit master's degree. Students matriculating in Counseling will be exposed to basic concepts and techniques in leadership, research, and clinical supervision, 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.

The **Exceptional Student Education** specialization is designed for individuals who aspire to leadership, teaching, and/or research positions in Special Education. The doctoral program prepares graduates for college or university teaching and research; leadership positions in community, state, and government agencies; classroom teaching, and personnel preparation positions. Although the program orientation is noncategorical rather than categorical, students have the opportunity of developing expertise in one category of exceptionality (i.e., MH, SLD, EH, Gifted) by completing the Seminar in ESE, the elective courses, and the dissertation.

The **Higher Education Administration** specialization prepares candidates to assume leadership positions in the fields of education, government, or organizations that are closely aligned with education. This program prepares practitioners to positively contribute to areas such as research, policy formation, and the law, as well as to serve in administrative and teaching positions at the college and university level. Specific emphasis is placed on research, interpersonal skills, problem solving, and administrative and leadership skills.

The **Human Resources Development** specialization prepares professionals who help people and organizations adapt to continuous change. It is designed for people who wish to be university faculty, consultants, or researchers, as well as those who are in or wish to take leadership positions in training, instructional design, or organizational development. The program emphasizes organizational learning and

performance improvement through the utilization of systemic change processes. Its goal is to provide leaders with innovative solutions for organizations committed to becoming effective environments. Individuals admitted to this program will have masters' degrees in Human Resource Development, adult education, management or business, counseling, or psychology.

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 including: education, counseling, 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 professional practice in organizational and clinical settings.

STATEMENT OF CULTURAL VALUES

The Ph.D. Program is a community of scholars in which both students and faculty are encouraged to explore intellectual ideas, to express intellectual thoughts, to exhibit excitement about ideas, to develop intellectual skills, to criticize ideas, and to discover and explore core intellectual passions, in a caring environment free from personal attacks and personalized criticism.

The purpose of the program is to develop leaders who have the vision, passion, and skill to contribute significantly to the development of their chosen field in a principled, compassionate, and caring way.

The program is characterized by:

- cooperation rather than competition;
- development rather than judgement of others;
- and highly intellectual achievement without elitism.

The program values:

- the free exploration of ideas within a structure of responsible civility;
- intellectual achievement and respect for intellectual property rights;
- and the encouragement and assistance of colleagues.

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) scores in all three areas: Verbal, Quantitative, and Analytical; scores must be from a test date within eight years preceding application. The average total GRE score of successful applicants in recent years is 1447. [Scores of another similarly rigorous graduate entrance exam (e.g., Graduate Management Admission Test, Law School Admission Test, Medical Comprehensive Admission Test) may be used in lieu of GRE scores with the approval of one's specialization coordinator and the Doctoral Review Council.]
- 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.

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

Applicants may be permitted to take two doctoral courses (6 credits) on the basis of a signed application and proof of a master's degree from a regionally accredited institution of higher education, with the approval of the specialization coordinator. The limit is three doctoral courses (9 credits) for students in the Counseling and Educational Technology specializations.

PH.D. AND EDUCATIONAL LEADERSHIP CERTIFICATION TRACK

Although the Doctoral Program is not designed to prepare students for certification or licensure, students may take additional courses to complete requirements for these credentials. A modified core track may be completed in order for the student to be recommended for state certification in educational leadership (K-12). This may require a 60 credit hour program of studies.

The modified core program defines the elective courses in order to meet state certification requirements. The student must work closely with the academic advisor to ensure meeting the requirements of both the Ph.D. and state certification.

Students wishing to have state educational leadership certification must also have the following:

- a). A valid teaching certificate issued by the State of Florida.
- b). A minimum of three (3) years of successful teaching.
- c). Documentation of successful teaching or school experience.

At completion of the certification courses, the student must take and pass all three components of the Florida Educational Leadership Exam. It is the student's responsibility to secure the application and submit the necessary documents to the State to be eligible for the certificate. The student's transcripts must have the educational leadership program stamp. This is accomplished by the advisor submitting a Completer Letter to the Office of the Registrar.

Ed.D. PROGRAM

The Adrian Dominican School of Education also offers the Ed.D. degree, a 54-credit program which leads to eligibility for certification in educational leadership. For information on this degree, please contact the Educational Leadership Department.

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	12 credits
Area of Specialization Core	12 credits
Area of Specialization Electives	12 credits
Research	12 credits
Dissertation	<u>6 credits</u>
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 must continuously register for one (1) credit per semester until they have finished the dissertation and met all the requirements for the degree.

Other requirements for the Ph.D. in Leadership and Education include:

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.

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.

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.

Please consult the Counseling, Educational Leadership, Educational Computing and Technology, Exceptional Student Education, Higher Education Administration, and Human Resource Development course description sections of this catalog for the specialization elective courses.

Ph.D. 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 Team Building for Leaders (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 Seminar in Leadership (3)

This seminar is designed to provide an opportunity for students to demonstrate a clear understanding of the interrelated nature of the experiences within the program through critical discourse and projects which explore contemporary issues as they relate to leadership.

733 Advanced Study in Leadership (3)

Offers a supervised advanced study experience in recent developments, issues, and trends in leadership and administration.

735 Foundations of Cognitive Development

Analyzes cognitive development and explores the relationship and interface between cognitive neuroscience and educational practice. Traces normal brain development and examines clinical situations in which the brain has been damaged. Assesses implications for teaching and learning. Reviews neural development and identifies brain-based processes related to attention, memory, problem-solving, retention, and related educational concerns. Examines brain plasticity, cognitive deficiencies, learning problems, and strategies for remediation and improvement in student learning. Explores implications for change in current educational practices.

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.

Ph.D. 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 systemic issues involved in interpersonal and 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 develop a theoretically based personal model of counseling supervision. Prerequisites: CSL 729 and CSL 758.

786 Practicum in Clinical Supervision (3)

Practicum in supervising counselor trainees in laboratory and field settings. Specific emphasis is placed on integration of supervision theory and practice. Group supervisory meetings are required weekly. Prerequisites: CSL 784, permission of program advisor.

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.

Ph.D. Course Descriptions— Educational Technology Prefix: ECT

747 Educational Technology Program Planning and Evaluation (3)

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 (3)

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 (3)

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 in Educational Technology (3)

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. (Qualifying paper).

Ph.D. 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 developments and focuses on leadership competencies necessary to improve teacher's classroom practices.

716 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.

Ph.D. Course Descriptions— Exceptional Student Education Prefix: ESE

770 School Law and the Exceptional Education Student (3)

Designed to provide in-depth information about the laws pertaining to exceptional student education and their appropriate application. Students become famil-

iar with the necessary competencies in dealing with federal and state laws as they pertain to persons with disabilities.

775 Seminar in ESE: e. Learning Disabilities, f. Mental Retardation, g. Emotional Handicaps, h. Giftedness

Focuses on advanced theory and research in exceptional student education. Investigates advanced work in social and psychological research about persons with learning disabilities and/or mental retardation and/or emotional handicaps, and/or giftedness. Students focus on advanced theory and research in their area of expertise.

785 Future Trends and Issues in Exceptional Student Education

Explores and analyzes divergent perspectives about current and future trends and issues in Exceptional Student Education, including innovative programs, inclusion, placement, labeling, future funding, and controversial issues with regard to the effectiveness of Special Education.

795 Administration and Supervision of Exceptional Student Education Programs

Designed to develop knowledge and mastery of competencies necessary in special education administration. Focuses on the administrative roles in the organization and operation of exceptional education programs as well as management issues in the delivery of effective programs, while emphasizing the administrator's ability to work in inclusive settings.

Ph.D. Course Descriptions— Higher Education Administration Prefix: HED

713 Teaching and Learning at the University Level (3)

Analyzes current teaching methods and strategies at the college and university level. This course will explore topics such as adult learning (andragogy), societal issues dealing with gender, race, racism, ethnic, and cultural factors and their impact on teaching at the collegiate level. The course covers a variety of teaching and learning styles and gives the students an opportunity to participate in classroom teaching.

726 Governance of Higher Education (3)

Analysis of colleges and universities as social organizations with special emphasis on issues of administration, organization, and leadership in higher education.

730 Higher Education and the Law (3)

Analyses the legal structure of higher education including religion, academic freedom, employment, due process, student rights, accreditation issues, desegregation, tort liability, and other issues.

745 Seminar in Higher Education (3)

Provides students the opportunity to pursue an integrative experience, under the direction of an instructor, an area of interest in higher education administration leadership. Students will share findings in a seminar setting.

Ph.D. Course Descriptions— Human Resource Development Prefix: HRD

711 Task and Performance Analysis (3)

Examines techniques and methods of needs assessment and job and task analysis, with application to performance outcomes.

719 Organizational Learning (3)

Studies psychological and organizational paradigms associated with learning of a collective whole. Examines the implications and challenges for learning brought about by the changing nature of work and global competition. Focuses on processes and procedures for achieving organizational learning through information distribution and interpretation, making meaning and organizational memory.

728 Program Evaluation in HRD (3)

Examines the principles, practices and research of training program evaluations. Prepares students to design and conduct evaluation of HRD interventions. Prerequisite: HRD 711.

745 Seminar in HRD (3)

Examines current research issues, theories and models in HRD and implications for practitioners. Students will lead discussions and present papers on topics of their primary interest. Prerequisites: HRD 711, HRD 719, HRD 728.

Ph.D. 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 disciplines.

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 prac-

tice 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.

Ph.D. 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.

750 Applied Research in Education

Builds and concentrates on research most commonly employed by practitioners in the school context. Develops ability in the application of research methodology (assumptions, inquiry aims, methods, designs, data collection and analysis, interpretation of findings, conclusions and reporting) to a specific educational setting. Prerequisites: RES 711 and HSE 705 or HSE 707.

**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 Integrating Software for Educational Applications (3)

Prepares educators to integrate software in the classroom. This course includes 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-16 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-16 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-16 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-16 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-16 classroom. Prerequisite: ECT 604.

607 Design and Evaluation of Instructional Systems (3)

Provides the student with a overview of the principles of instructional systems design, learning theory, and learning research. Formative and summative evaluation techniques will be included. Prerequisite: ECT 505.

608 Programming with Applications in Education : C (3)

Prepares educators to apply the principles of the C programming language for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-16 classroom. Prerequisite: ECT 604.

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, ECT 565.

611 Programming with Applications in Education: Visual Languages (3)

Prepares educators to apply the principles of program design and production of visual languages such as Visual BASIC and Visual C++ for the purpose of developing programs for their disciplines and/or teaching programming skills to students in the K-12 classroom. Prerequisites: ECT 604, ECT 605, ECT 606, ECT 608.

615 Educational Writing and Technology (3)

Provides an orientation to educational writing including instructional writing, scholarly writing and critical education writing. Participants develop knowledge of theories, writing principles, and writing skills in all three aspects of educational writing. Especially designed to address the need for higher standards of educational writing created by the increased use of educational technology and telecommunications-based learning environments, modalities and media.

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. Prerequisite: ECT 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 Management of Instructional Technology Systems (3)

Covers the theory of systems control, processes, and management procedures to keep instructional technology facilities (equipment and labs) performing at optimum levels. Emphasis on software control of hardware in order for computers to analyze and report information for educational applications and system performance. Covers specification, administration, and maintenance of hardware, operating software, networks, Internet servers, and peripherals.

641 Implementing Technology-Based Instruction (3)

Examines all aspects of the Instructional Technology program from planning facilities to staff development and program management. Prepares educational leaders to guide and direct the implementation and use of instructional technology within the educational setting.

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.

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.

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.

655 Distance Education: Theory and Practice (3)

This course introduces the theory and applications of distance education in contemporary education. Topics covered include the historical and societal context of distance education as well as the technologies, media, and teaching fundamentals to establish successful distance education applications in a variety of settings. Emphasis is placed on the application of videoconferencing and computer-mediated instruction.

669 Electronic Publishing in Education (3)

Provides an orientation to the design and production of educational materials using technology-based electronic publishing aids. Special attention will be given to electronic publishing including the theoretical literature of instructional materials design for electronic media and telecommunications applications such as distance learning. Prerequisite: ECT 505.

673 Computer/Technology Applications in Math Education (3)

Prepares math teachers to teach computer related content and to use the microcomputer in the math classroom. Includes the identification, evaluation and implementation of CAI courseware in the development of mathematical skills and concepts. Prerequisite: 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.

677 Computer/Technology Applications in the Teaching of Writing (3)

Computers present special promise for the teaching of writing. Emphasis is on the creation of a computerized environment for learning in which student writing, critique, and rewriting are all facilitated electronically. 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. Prerequisite: ECT 505.

679 Computer/Technology Applications in Early Childhood Education (3)

This course is designed to prepare the early childhood educator to effectively use educational technologies appropriate for young children (birth to 8 years). Prerequisite: ECT 405 or ECT 505.

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 and educator. 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 (3)

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.

707 Educational Technology Facilities Management (3)

Examines the leadership roles of managing educational technology facilities and resources. Management theories and strategies will address user needs, technological concepts and configurations, delivery systems, effective and appropriate environments, and support services as they relate to the use of technology and technological facilities.

709 Educational Technology Performance Improvement (3)

Examines the leadership role in improving the performance of educational technology users from an organizational perspective. A wide variety of theories and related techniques of performance improvement are studied. Theories such as personality type theories, technology socialization theories, life-phase and life-stage theories, and learning style theories will be considered as they affect performance of technology-using educators.

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.

747 Educational Technology Program Planning and Evaluation (3)

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 (3)

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 (3)

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 Seminar in Educational Technology (3)

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—
Counseling Prefix: CSL****522 Guidance and Counseling of Gifted Children (3)**

Focuses on the guidance and counseling of exceptional children; addresses special developmental and personality needs; and considers strategies for intervention.

569 Psychopathology: Diagnosis and Treatment in Counseling (3)

Examines the diagnosis and treatment of psychopathology within the counseling relationship.

Introduces the DSM-IV; explores 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. Students are expected to demonstrate knowledge of a broad range of psychopathology, competency in the use of the DSM-IV as a diagnostic framework, and the ability to integrate their views in the form of comprehensive psychological reports.

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.

591 Group Dynamics (3)

Provides an opportunity for face-to-face group experience. Emphasizes the psycho-social approach to group functions and fosters development of personal identity, self and social control.

600 Legal and Ethical Issues in Counseling (3)

Examines legal, ethical, and professional standards of practice of mental health, guidance, rehabilitation counseling, and marriage and family counseling/therapy, which includes goals and objectives of related professional organizations, codes of ethics, legal considerations, standards of preparation, state and national certifications, and state licensure. Examines the role identify of counselors and overviews the rights of consumers.

605 Treatment of Substance Abuse in Counseling (3)

Focuses on substance abuse assessment and treatment issues and practice, especially those relevant to marriage and family therapy, mental health, school, and

rehabilitation counseling settings. As this course is intended to prepare the counselor for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. It will additionally provide an overview of the history, theory, and current research perspectives in the etiology, assessment and treatment of substance abuse, as they related to the role of the professional counselor. Prerequisites: CSL 569 or PSY 594 or permission of instructor.

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; addresses developmental interventions and relates them to the needs of specific client populations.

612 Child Guidance and Therapy (3)

The course is designed to provide the primary and secondary 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. Prerequisite: CSL 610.

629 Social and Cultural Issues in Counseling (3)

Identifies the needs and issues relevant to counseling special populations. This course will explore the influence of gender, age, race, ethnicity, culture, sexual orientation, socioeconomic status, and physical and mental disabilities in the counseling relationship. Counseling interventions appropriate for specific populations will be addressed.

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.

652 Individual Counseling Procedures (3)

Presents the major theories and practices in individual counseling. Topics include: case conceptualization; treatment planning; case management; relationship building; problem-solving; and outcome assessment. Emphasis is placed on development of counseling micro skills within the context of the helping relationship.

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 communication, 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 relationship development and application of group counseling theory and practice to coordination of group work.

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. Emphasis is placed on the development of a systemic perspective.

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. Clinical supervision is offered for practitioners interested in updating their clinical skills and for marriage and family therapy interns and mental health counseling interns who are pursuing their supervised clinical experience for licensure. 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 models, associated 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.

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. All core and specialization courses, except CSL 699, must be completed before beginning Practicum. Exceptions need advisor and program director approval.

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 organizations, marriage and family settings, 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. Exceptions require advisor and program director approval.

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 areas of the curriculum.

601 Montessori Methods and Materials I (3)

Introduces students to the philosophy and rationale for everyday living and sensory-motor curriculum areas. Students learn how to design and maintain developmentally appropriate activities in these two areas for the young child.

602 Montessori Methods and Materials II (4)

Examines how a child develops linguistic skills and presents strategies for facilitating development in a holistic approach to language. The math curriculum provides foundation for the understanding of quantity and the development of number sense through specially-designed hands-on materials sequenced to correspond with the child's development.

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 ap-

proach 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 history, physical and cultural geography, fine arts, and the performance arts (drama, music, movement/dance). Emphasis is placed on the role of the related arts in the development of the young child and how activities in these areas can be incorporated into the day's schedule.

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 Pre-K/Primary Education (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 content/grade interest required.

515 Guiding Pre-K/Primary Learning (3)

Focuses on the elements of child guidance and classroom management skills incorporating cooperative learning strategies. An integrated social studies unit is developed.

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 Pre-K/Primary Education (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 Pre-K- Primary Instruction (3)

Develops a framework for working with young children. Includes early childhood classroom organization, materials and instructional strategies.

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.

539 Early Childhood Programs, Curriculum, and Instruction (3)

Examines the foundations of early childhood curriculum and instructional practices. Includes understandings about play blocks and symbolic expression. Research paper required.

542 Secondary School Curriculum (3)

Explores current trends in modern secondary school curriculum. Offers practical experiences in developing criteria for valid practices and curriculum changes. Projects will be related to student's content area.

543 Research and Current Trends in Pre-K/ Primary Health Education (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 Pre-K/Primary Mathematics (3)

Examines the curriculum foundations and instructional methods for early childhood education mathematics. Presents the knowledge and methods for classroom applications.

547 Explorations and Investigations in Pre-K/ Primary Science (3)

Presents the knowledge and methods for providing inquiry based science experiences for young children. Applied project required.

548 Literature for Young Children (3)

Deals with trends and issues in literature for children age three through grade three. Focuses on literature and responses to literature 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 Young Children (3)

Deals with the concepts and questions of language acquisition and communication for children age three through grade three.

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 (Pre-K-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 Early Childhood Education (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 Early Childhood Programs and Practices (Pre-K-3) (3)

Addresses the foundations of curricula for children age three through grade three as related to developmental patterns. Explores the use of technology, policy issues, and the development of a professional code of ethics. 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 (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. Prerequisite: Be eligible for Elementary Education temporary certification.

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; be eligible for Elementary Education temporary certification.

599E Teaching Internship (Middle/Secondary) (6)

Provides the graduate intern middle/secondary teacher with school-site teaching experiences under the supervision of a certified teacher and University personnel. Prerequisites: bachelor's degree; 3.00 GPA; be eligible for Middle/Secondary Education temporary certification.

599P Teaching Internship (Pre-K-3) (6)

Provides the graduate intern Pre-K-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 Pre-K-3 certification.

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

601 Methodology of Research (3)

Explores major research designs and methods emphasizing underlying assumptions, inquiry aims, participant selection, data collection and analysis, interpretation of findings, conclusions, and reporting.

603A Trends and Current Issues in Pre-K/Primary Childhood Education (3)

Explores student-selected trends and issues and their application to practice, with the focus area on primary/early childhood and developmental education.

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 for the Elementary Teacher (3)

Assists elementary teachers in improving the teaching of vocabulary and comprehension in grades Pre-K-6. Vocabulary and comprehension strategies for the primary and elementary grades are taught through modeling. Teachers will develop lesson plans and videotape vocabulary and comprehension lessons in Pre-K-6 classrooms.

604D Teaching Vocabulary and Reading Comprehension for the Secondary Subject Area Teacher (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. 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. Prerequisite: Completion or concurrent enrollment in EDU 601 and approval of the program advisor.

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 Pre-K/Primary Curriculum and Instruction (3)

Implements early childhood curriculum and instruction in meaningful situations when working with children age three through grade three. Computer applications included. Field-based experience under the supervision of a University instructor. Prerequisite: Approval of program advisor.

609 Advanced Practicum in Pre-K/Primary Curriculum and Instruction (3)

Implements knowledge and skills about curriculum and instruction for young children through applied action research. Field-based experience under the supervision of a University instructor.

611B Reading and Thinking Skills for the Elementary Teacher (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 Pre-K-6 students will be featured.

611D Reading and Thinking Skills for the Secondary Subject Area Teacher (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. Students are expected to demonstrate competency in the administration and interpretation of a broad range of assessment tools, as well as the ability to integrate and present this information appropriately. 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 (3)

Examines the policies, practices, and strategies in Pre-K-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 Psychological Foundations of Education (3)

Surveys the principles of psychology as applied to the field of education; examines human development, learning and motivation, and the learning environment as related to planning, instruction, and assessment/evaluation.

625P Psychological Foundations of Education (Pre-K-3) (3)

Surveys the principles of psychology as applied to the field of early childhood education; examines human development, learning and motivation, and the learning environment as related to planning, instruction, and assessment/evaluation.

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 (Pre-K-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 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 preschool/primary settings.

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.

632 Administration of Early Childhood Programs (3)

Addresses administrative and supervisory concerns of early childhood program directors.

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.

654 The Art of Leadership for Curricular Renewal (3)

- A Early childhood/Primary**
- B Elementary**
- C Middle School**
- D Secondary School**

Explores challenges faced by professional educators and leaders in promoting institutional conversion through shared responsibility, curricular interdependence, creative problem-solving and the empowerment of people.

656 The Reflective Education: Vision and Strategies (3)

- A Early childhood/Primary**
- B Elementary**
- C Middle School**
- D Secondary School**

Foundation course designed to promote and enrich a student's own quest to integrate being reflective and being educator. The goal of the course is to confirm and reaffirm one's sense of vocation as a leader in education.

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 (Variable Credit)

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.

724 Leadership and Change for Curriculum (3)

- A Early Childhood/Primary
- C Middle School
- D Secondary School

Surveys models for facilitating change and the leadership roles used in the curriculum development process.

725 Grant Writing for Curriculum Resources (3)

- A Early Childhood/Primary
- C Middle School
- D Secondary School

Students will examine the steps in the grant writing process, explore potential funding sources, and write a grant for procuring curriculum resources.

727 Advanced Practicum in Reading

A supervised study in reading to apply advanced knowledge and skills in professional settings. Focus is on the reading teacher-leader developing literacy projects in the school and community. Prerequisite: EDU 717

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 early 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 Mental Retardation (3)

Examines and evaluates instructional strategies for students with educable, trainable and profound mental retardation 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 Learning Disabilities (3)

Surveys instructional techniques for teaching children with learning disabilities, including specialized approaches in basic skills and adaptation of curriculum materials.

525 Theories and Research of Students with Emotional Handicaps (3)

Examines the nature and needs of students with emotional handicaps to include etiology, prevention, and intervention, as well as use of community resources.

526 Educational Programming for Students with Emotional Handicaps (3)

Appraises the curriculum and program for students with emotional handicaps. 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 Children with Emotional Handicaps (3)

Compares various classroom management techniques and specific situations within that classroom involving the management of children with emotional handicaps.

528 Instructional Strategies for Students with Emotional Handicaps (3)

Surveys instructional strategies for teaching students who are identified as having emotional handicaps, 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 Retardation (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 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 Retardation (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 multi disciplinary 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 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.

699 Practicum in Exceptional Student Education (3)

Applies knowledge, strategies, and skills relevant to exceptional students in the classroom. Field-based experience under the supervision of a university instructor.

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.

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 (1-6)

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 (1-6)

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

629 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.

667 Presentation Principles, Methods and Techniques (3)

Develops knowledge and mastery of competencies necessary for effective training design and implementation. Key objectives include creating an awareness of alternative goals, strategies, and delivery techniques available to trainers and human resource administrators. Students will be engaged in a variety of presentation exercises culminating in the creation of a self-directed training episode. The course will focus on developing presentation skills on adult learning, communication, and motivation perspectives.

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, advertising 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.

**Course Descriptions—
Teaching English to Speakers of Other
Languages Prefix: TSL**

506 Applied Linguistics (3)

Introduces theories, principles, research, and issues of language acquisition and the teaching and learning of English as a second language; emphasizes the application of linguistic-related research findings to the practical concerns of pedagogy to support social communicative competence and academic achievement in the classroom.

509 Cross Cultural Communication and Understanding (3)

Develops awareness and understanding of the cultures represented by the different language minorities within the nation, especially within Florida; provides an emphasis on research that will enable participants to plan and implement curriculum, instruction and assessment activities to meet the special needs of linguistically and culturally diverse students.

511 ESOL Curriculum and Materials Development (3)

Focuses on instructional techniques and materials essential for developing a curriculum appropriate for the needs of LEP (Limited English Proficient) students; based on the theories, principles and current research related to second language acquisition.

517 Testing and Evaluation of ESOL (3)

Reviews basic principles of evaluation in order to select, adapt, and/or develop formal and informal assessment instruments appropriate for use with LEP

(Limited English Proficient) students; based on the theories, principles, and current research related to second language acquisition.

576 Methods of Teaching Limited English Proficient (LEP) Students (K-12) (3)

Examines the specifics of teaching English as a second language and identifies major ESOL methodologies and approaches applicable to LEP students in a multilingual/multicultural classroom; based on the theories, principles, and current research related to second language acquisition.

SCHOOL OF GRADUATE MEDICAL SCIENCES

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 (Podiatric Medicine)

Michael L. Siegel, Ph.D., Associate Academic Dean

Ramjeet S. Pemsingh, Ph.D., Chair, Basic Medical Sciences

Faculty: Buchman, Culver, D'Andrea, Evans, Feinman, Hays, Helopoulos, Losito, Maynard, Merrill, Moore, Nelson, O'Brien, O'Connor, Pemsingh, Prior, Sesodia, Siegel, Smith, Southerland, Stewart

The School of Graduate Medical Sciences (SGMS) was established in 1997 to underscore Barry University's vision and commitment to graduate medical education.

The cornerstone of the School of Graduate Medical Sciences was the Barry University School of Podiatric Medicine, which was founded in 1985. In 1997, the Physician Assistant Program was established to extend Barry University's role in the education of health care providers, and the School of Graduate Medical Sciences was created to provide the infrastructure necessary to coordinate the academic activities in Podiatric Medicine and Physician Assistant studies into a cohesive unit. In addition to the programs in Podiatric Medicine and Physician Assistant studies, other graduate medical science programs, leading to masters and doctoral level degrees, are anticipated to further utilize the academic resources of the School and Barry University.

The purpose of the School of Graduate Medical Sciences is to instruct and prepare caring, informed scholars for careers as Doctors of Podiatric Medicine, Physician Assistants, and other health care and allied medical discipline professions. The purpose is effected in responsive academic and clinical settings which facilitate the pursuit of excellence of mind, spirit, and body.

The School of Graduate Medical Sciences addresses its purpose by advocating the following goals:

- provide an academic atmosphere conducive to scholarly achievement;
- utilize the faculty, staff, and institutional resources of Barry University to enrich the didactic and clinical experiences of students;

- provide role models by whose example the students may evolve as competent, ethical, and well-rounded professionals;
- promote competitive attitudes in students while adhering to ethical standards for personal and professional behavior;
- encourage faculty and students to conduct primary research activities which enhance the delivery of health care.

PODIATRIC MEDICINE AND SURGERY

DOCTOR OF PODIATRIC MEDICINE (D.P.M.)

Chester A. Evans, D.P.M., F.A.C.F.A.S., Chief Academic Officer

John P. Nelson, D.P.M., Associate Dean of Clinics

John A. Prior, D.P.M., Director of Clinics

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 postgraduate 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 Program 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 postgraduate 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.

The Profession And Technical Standards For Admission, Enrollment, And Graduation

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. The faculty has a responsibility to society to matriculate and graduate the best possible podiatric physicians, and thus admission to medical school has been offered to those who present the highest qualifications for the study and practice of podiatric medicine. Technical standards presented below are prerequisite for admission, continued enrollment, and graduation from Barry University's Podiatric Medi-

cine Program. All courses in the curriculum are required in order to develop essential skills required to become a competent podiatric physician.

Graduates of podiatric medical programs must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The School of Graduate Medical Sciences acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 101-336, the Americans with Disabilities Act (ADA), but ascertains that certain technical standards must be present in the prospective candidates.

A candidate for the D.P.M. degree must have aptitude, abilities, and skills in five areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Technological compensation can be made for some handicaps in these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary would mean that a candidate's judgment must be mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified above.

Observation

The candidate must be able to observe demonstrations and participate in experiments in the basic sciences, including, but not limited to, physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. It is enhanced by the functional use of the senses of smell and touch.

Communication

A candidate should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. All courses at SGMS are conducted in English; communication skills in the English language are therefore requisite.

Motor Coordination or Function

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (phlebotomy, paracentesis, etc.) and read EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of podiatric physicians are cardiopulmonary resuscitation, the administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective therapeutic relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concerns for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admission and educational processes.

Candidates for the D.P.M. degree must have somatic sensation and the functional use of the senses of vision and hearing as well as equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), sufficient proprioceptive sense (position, pressure, movement,

stereognosis and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

The Barry University School of Graduate Medical Sciences will consider for admission to its Podiatric Medicine Program any applicant who demonstrates the ability to perform or to learn to perform the skills listed above. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the Program's curriculum, and to graduate as skilled and effective practitioners of podiatric medicine.

The following technical queries are relevant to the admissions and student evaluation processes:

1. Is the candidate able to observe demonstrations and participate in experiments in the basic sciences?
2. Is the candidate able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments?
3. Does the candidate have sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination? Can the candidate be trained to perform palpation, auscultation, and percussion?
4. Can the candidate reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
5. Can the candidate reasonably be expected to communicate the results of the examination to the patient and to his colleagues with accuracy, clarity and efficiency?
6. Can the candidate reasonably be expected to learn and perform routine laboratory tests and diagnostic procedures?
7. Can the candidate reasonably be expected to perform with precise, quick and appropriate actions in emergency situations?
8. Can the candidate reasonably be expected to display good judgment in the assessment and treatment of patients?
9. Can the candidate reasonably be expected to possess the perseverance, diligence, and consistency to complete the medical program curriculum and enter the independent practice of podiatric medicine and surgery?
10. Can the candidate reasonably be expected to accept criticism and respond by appropriate modification of behavior?

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 seven-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 cell and molecular biology, genetics, anatomy, physiology, and biochemistry to strengthen their premedical 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 Graduate Medical Sciences and other institutions offering programs in 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 Graduate Medical Sciences and the Podiatric Medicine Program. Since these policies are under constant scrutiny, the SGMS 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. Registration in elective courses must be approved by the Dean before the registration form is submitted to 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 SGMS 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 withdrawal deadlines for the School of Graduate Medical Sciences are Friday of the tenth week of the Fall and Spring semesters and Friday of the sixth week of the Summer semester. Students may withdraw from a course until the deadlines 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 approval of the Dean 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 preregistered for a course who fails its prerequisite will automatically be dropped from that course. A student who withdraws from a class after the withdrawal deadline receives an F grade. Advisor's and Dean'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 in-

formed 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. The Dean must be informed in writing by the instructor when an "I" grade is issued. 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 a completed Grade Adjustment 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 written examinations must be taken by the end of Wednesday of the first week of the new semester. Laboratory examinations to complete missed work may be administered at a later time at the discretion of the faculty, based upon availability of necessary laboratory materials. A grade not reported as completed within the time required by the school becomes an F. Failure in any course in which an incomplete was issued will (1) reflect in a grade of "F" for the semester in which the course was originally registered, and (2) result in academic probation or suspension retroactive to the beginning of the semester in which the course work was completed. In addition, achieving a failing grade in a completed course may result in failure to meet published prerequisites for another course, and may therefore require a schedule adjustment (drop) in the semester in which the incomplete was unsatisfactorily completed.

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 SGMS 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 SGMS. 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 SGMS, 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 Graduate Medical Sciences. A student who is caught either giving or receiving information or assistance during a testing session or examination will automatically receive the F grade and 0% on either the quiz or examination. The same consequence will apply on any proven case of plagiarism. Further, that individual(s) will be referred to the Dean for appropriate disciplinary action. Any student who is referred to the Dean for violation of the dishonesty 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 SGMS from another School of Podiatric Medicine, after the first or second year. Students who were previously accepted into SGMS 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 SGMS.

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 SGMS 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 SGMS students have certain responsibilities. They are:

- to be aware of the educational objectives of the institution and observe them.
- to comprehend the institution's criteria for evaluating student progress in all academic programs.
- 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.
- to understand and complete all degree requirements for graduation that were published at the time the student matriculated.
- 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 of SGMS (exclusive of clinical rotations/externships and effective for students matriculating Fall 1994 and after) is as follows:

- A 90%-100%
- B 80%- 89.99%
- C 70%- 79.99%
- D 66%- 69.99%
- F below 66%

Those podiatric students having matriculated prior to Fall 1994 will continue under the original grading system (see entering year catalogue). Additionally, all students in extended academic programs and all students re-admitted following suspension will be graded as follows:

- A 90%-100%
- B 80%-89.99%
- C 70%-79.99%
- F below 70%

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 SGMS.

SGMS 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 SGMS 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 SGMS 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.

Students who achieve three (3) F grades may be dismissed from the School of Graduate Medical Sciences and the University.

Academic Programs in Excess of 4 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 podiatric medical curriculum. Students in extended programs will not be eli-

gible for a D grade (A, B, C, F scale applies), nor will such students be able to drop or withdraw from courses for which they have registered. All 500 and 600 level course work must be completed within three years of matriculation. Programs will be limited to five years unless specifically approved by the Dean.

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 SGMS.
- 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 SGMS 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 with the appropriate faculty members any grade which they feel was unfairly assigned. 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 SGMS 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. Nonacademic 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 SGMS 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 five (5) years of initial matriculation into the School of Graduate Medical Sciences; deviations from this time limit require the expressed approval of the Dean. 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. The following curriculum is continuously reviewed and is therefore subject to change.

DOCTOR OF PODIATRIC MEDICINE D.P.M. PROGRAM CURRICULUM

FIRST YEAR		semester hours
Fall		
GMS 525	Introduction to Podiatric Medicine	2
GMS 527	Biochemistry I	3
GMS 550	Histology	5
GMS 590	Gross Anatomy	6
Spring		
GMS 507	Basic Research Methodology	2
GMS 528	Biochemistry II/Nutrition	3
GMS 547	Neuroanatomy	3
GMS 549	Medical Psychiatry	1
GMS 553	Biomedical Ethics	1
GMS 595a	Physiology I	3
GMS 625	Applied Lower Extremity Anatomy	4

SECOND YEAR		semester hours
Summer		
GMS 557	Conceptual Lower Extremity Anatomy	3
GMS 595b	Physiology with Lab	3
GMS 610	Clinical Neurology	2
GMS 623	Medical Microbiology I	3
GMS 627	Functional Orthopedics I	3
GMS 649	General Radiology	3
* GMS 665	Independent Study	1-3
* GMS 675	Research	1-12
*Elective (May be taken during any second year semester)		

Fall		
GMS 600	Pathology I	4
GMS 620	Medical Pharmacology	3
GMS 624	Medical Microbiology II	5
GMS 632	Podiatric Medicine I	2
GMS 644	Dermatology	2
GMS 711	Podiatric Radiology	2
GMS 717	Biomechanics of Foot Function	2
Spring		
GMS 601	Pathology II	2
GMS 605a	Physical Diagnosis	2
GMS 621	Clinical Pharmacology	3
GMS 634	Podiatric Medicine II	4
GMS 640	Surgical Principles	2
GMS 650	Internal Medicine I	2
GMS 652	Peripheral Vascular Disease	2
GMS 717L	Biomechanics Clinical Practicum Lab	1

THIRD YEAR		semester hours
Summer		
GMS 605b	Physical Diagnosis (Lab)	2
GMS 700	Physical Medicine	1
GMS 703	Anesthesiology	1
GMS 705	Emergency & Traumatology I	2
GMS 708	O.R. Protocol	1
GMS 712	Clinical Orientation	7
GMS 750	Internal Medicine II	2
* GMS 765	Independent Study	1-3
* GMS 775	Research	1-12
*Elective (May be taken during any third year semester)		

Fall		
GMS 706	Emergency & Traumatology II	3
GMS 713	Podiatric Surgery I	4
GMS 715	Podiatric Medicine III	2
GMS 719	Rotating Clinical Externships	7
GMS 738	Podopediatrics	2
Spring		
GMS 707	Emergency & Traumatology III	2
GMS 714	Podiatric Surgery II	4
GMS 716	Podiatric Medicine IV	2
GMS 720	Rotating Clinical Externships	7

FOURTH YEARsemester
hours**Summer & Fall**

GMS 820	Hospital Rotation I	4
GMS 821	Hospital Rotation II	4
GMS 832	Externship I	4
GMS 833	Externship II	4
GMS 834	Externship III	4
GMS 835	Externship IV	4
GMS 836	Externship V	4
* GMS 865	Independent Study	1-3
* GMS 875	Research	1-12
* GMS 819	Communication Skills	1

*Elective (May be taken during any fourth year block)

Spring

GMS 553	Biomedical Ethics	1
GMS 802	Podiatric Medicine Seminar	1
GMS 806	Library Research Paper	1
GMS 809	Senior Clinical Rotations	7
GMS 813	Risk Management	1
GMS 815	Orthopedic Seminar	1
GMS 823	Surgical Seminar	1
GMS 825	Practice Management	2
GMS 826	Sports Medicine	2
GMS 831	Community and Minority Medicine	1

PODIATRIC CLINICAL ROTATIONS

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

Treating patients in clinical settings is a privilege. All students must have successfully completed the Clinical Skills Workshops and Clinical Orientation prior to beginning clinical rotations. Clinical rotations generally consist of two or four-week educational experiences in hospital based medical, surgical, and podiatric services. Students will actively participate in various rotations such as the emergency room, operating room, physical therapy, vascular lab, radiology, pathology, internal medicine, podiatric clinics. Faculty, educational objectives, and specific rules and regulations are clearly depicted in the Manual of Clinical Protocol. The student's individual clinical rotation schedule will be posted prior to the beginning of each semester. Students may not change, alter, or rearrange their clinical schedule without prior approval of the Dean of Clinics. Attendance at each rotation site is mandatory. All absences must be made up. Unexcused absences will result in a significant punitive reduction in the clinical course grade as stipulated in the Manual of Clinical Protocol.

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 Graduate Medical Sciences.

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 SGMS. Failure to successfully complete third-year clinical rotations and exit examinations will prevent advancement into the fourth year. Additionally, failure of any didactic classroom course work 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.

PHYSICIAN ASSISTANT PROGRAM

MASTER OF CLINICAL MEDICAL SCIENCE (M.C.M.Sc.)

Cynthia O'Brien, M.D., Program Director and Acting Medical Director
 Charles Culver, M.D., Ph.D., Director of Didactic Studies
 Keith Moore, PA-C, J.D., Director of Clinical Education
 Theresa Johnson, Assistant Director
 Chris Helopoulos, Associate Director of Clinical Education

THE PROGRAM

Physician assistants are highly qualified health care providers who have been prepared, through a demanding academic and clinical curriculum, to provide health care services under physician supervision. Physician assistants gather and evaluate medical data and participate in the process of clinical decision making, diagnosis, and therapeutic management.

All candidates who successfully complete the program will be awarded both the Master of Clinical Medical Science degree and the Physician Assistant Certificate.

Purpose Statement

The purpose of the Physician Assistant Program is to prepare well-trained health care providers who will extend and complement the capabilities of physicians in primary health care delivery. This purpose is accomplished in a responsive academic and clinical environment conducive to the pursuit of excellence in graduate medical science education, research and community service.

Program Goals

To accomplish its purpose, and in keeping with the mission of Barry University, the Physician Assistant Program will:

- provide students with a competent foundation and broad knowledge of basic medical science;
- provide broad exposure to all major clinical disciplines with emphasis on primary care;
- prepare students morally and ethically to function efficiently in fulfilling their role in assisting physicians with patient care within the present health care system;

- provide students with the knowledge and skills enabling them to:
 - 1) obtain an accurate patient database, including both historical and objective data,
 - 2) integrate this elicited information,
 - 3) formulate treatment plans for common problems,
 - 4) and communicate effectively with patients, supervising physicians and other health care providers.
- promote integration of the student into the existing health care community by
 - 1) delineating the legal limitations of practice,
 - 2) reconciling the separate and common roles of medical, nursing, and other members of the health care delivery community, and
 - 3) providing continuing academic and practical experience in an environment which is sensitive to professional and sexual stereotyping.
- introduce students to health care and social services in underserved, disadvantaged and poor communities;
- promote the student's understanding of community factors that have an impact on the local, state and national population's health status;
- provide students with sufficient knowledge of research design and statistics to be able to read, interpret, and comprehend the medical literature.

The Profession And Technical Standards For Admission, Enrollment, And Graduation

Physician Assistant education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. The faculty has a responsibility to society to matriculate and graduate the best possible Physician Assistants, and thus admission to the Physician Assistant Program has been offered to those who present the highest qualifications for the preparation and practice of physician assistant studies. Technical standards presented below are prerequisite for admission, continued enrollment, and graduation from Barry University School of Graduate Medical Sciences (SGMS). All courses in the curriculum are required in order to develop essential skills required to become a competent Physician Assistant.

Physician Assistants must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The School of Graduate Medical Sciences acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 101-336, the Americans with Disabilities Act (ADA), but ascertains that certain technical standards must be present in the prospective candidates.

A candidate for the physician assistant profession must have aptitude, abilities, and skills in five areas: observation; communication; motor; intellectual-conceptual, integrative and quantitative; and behavioral and social. Technological compensation can be made for some handicaps in these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary would mean that a candidate's judgment must be mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified above.

Observation

The candidate must be able to observe demonstrations and participate in experiments in the basic medical sciences, including, but not limited to, physiologic and pharmacologic demonstrations, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities. It is enhanced by the functional use of the senses of smell and touch. The candidate must therefore possess adequate sensation of vision, hearing, equilibrium, smell, taste, touch, pain, temperature, position, pressure, movement, stereognosis, and vibration.

Communication

A candidate should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team. All courses at the SGMS are conducted in English; communication skills in the English language are therefore requisite.

Motor Coordination or Function

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (phlebotomy, paracentesis, etc.) and read EKGs and

radiographs. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of the physician assistant are cardiopulmonary resuscitation, the administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of physician assistants, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective therapeutic relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concerns for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admission and educational processes.

The Barry University School of Graduate Medical Sciences will consider for admission any applicant who demonstrates the ability to perform or to learn to perform the skills listed above. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the School's curriculum, and to graduate as skilled and effective Physician Assistants.

The following technical queries are relevant to the admissions and student evaluation processes:

1. Is the candidate able to observe demonstrations and participate in experiments in the basic medical sciences?

2. Is the candidate able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments?
3. Does the candidate have sufficient use of the senses of vision and hearing and the somatic sensations necessary to perform a physical examination? Can the candidate be trained to perform palpation, auscultation, and percussion?
4. Can the candidate reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
5. Can the candidate reasonably be expected to communicate the results of the examination to the patient and to his colleagues with accuracy, clarity and efficiency?
6. Can the candidate reasonably be expected to learn and perform routine laboratory tests and diagnostic procedures?
7. Can the candidate reasonably be expected to perform with precise, quick and appropriate actions in emergency situations?
8. Can the candidate reasonably be expected to display good judgment in the assessment and treatment of patients?
9. Can the candidate reasonably be expected to possess the perseverance, diligence, and consistency to complete the SGMS curriculum and enter the physician assistant profession?
10. Can the candidate reasonably be expected to accept criticism and respond by appropriate modification of behavior?

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 exercising this option are not eligible for financial aid and must pay for courses on a per credit basis before being allowed to register. Registration for this option requires permission from the Program Director.

ADMISSION REQUIREMENTS

Admission is generally afforded only to those students who have a high potential for success in graduate level academics and who demonstrate the ability to perform or to learn to perform the skills listed in the Technical Standards. The successful candidate for admission to the Physician Assistant Program should have:

- a baccalaureate degree from an accredited college or university, with a grade point average of 3.0 or higher;
- completed two courses (six semester hours total) in general biology or zoology and at least six addi-

tional semester hours in other biological sciences, such as anatomy, physiology, microbiology, histology, and cell and molecular biology;

- completed at least six semester hours in behavioral sciences, including psychology, sociology, and human growth and development;
- completed a minimum of six semester hours in chemistry and/or biochemistry;
- a combined (verbal plus quantitative) Graduate Record Examination (GRE) score of 1000 or higher;
- a complete dossier of official college transcripts and at least three letters or forms of evaluation or recommendation, preferably including two from academicians;
- evidence of prior experience in health care.

A personal interview is required and arranged only by invitation of the Admissions Committee. The Committee strongly recommends that all documentation be complete prior to the interview. All students must submit the signed medical authorization form.

In addition to the above, **foreign born non-U.S. or non-Canadian citizens must:**

- have attended a college or university in the United States for a minimum of one year prior to application;
- have scored a minimum of 600 on the Test of English as a Foreign Language (TOEFL).

Selection will be made by committee and is based upon the above criteria. It is expected that admission to this program will be competitive. Individuals must possess the necessary interpersonal skills, physical, psychological, and behavioral capacities to satisfactorily fulfill the vigorous requirements of the program.

APPLICATION PROCEDURE

All applicants to the Master of Clinical Medical Science degree program must submit the completed "Application for Admissions" for graduate programs at Barry University. Application forms may be acquired from the Division of Enrollment Services, 11300 N.E. Second Avenue, Miami Shores, Florida 33161-6695. Completed application forms, written essays, and application fees must be submitted to the Office of Graduate Admissions, which will send acknowledgement of receipt to the applicant.

Inquiries or communications concerning admissions should be addressed to the Office of Graduate Admissions, Barry University, 11300 N.E. Second Avenue, Miami Shores, Florida 33161. Telephone inquiries will be answered if the applicant calls (305) 899-3119 (1-800-695-2279 toll-free).

ADMINISTRATIVE POLICIES AND PROCEDURES

Students are responsible for compliance with the policies of the Barry University School of Graduate Medical Sciences. Since these policies are under constant scrutiny, the SGMS 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 and obtain the signed approval of their advisors on registration forms BEFORE the forms are submitted to the Registrar/Student Account Services. Registration in elective courses must be approved by the Program Director before the registration form is submitted to 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 SGMS will notify scholarship programs, banks providing government-subsidized loans, etc., when students cease to be appropriately registered.

Drop-Add And Course Withdrawal

A brief 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 Physician Assistant Program curriculum is intense, structured, and that even minor modifications may delay graduation.

The withdrawal deadlines for the School of Graduate Medical Sciences are Friday of the tenth week of the Fall and Spring semesters and Friday of the sixth week of the Summer semester. Students may withdraw from a course until the deadlines 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 approval of the Program Director 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 preregistered for a course who fails its prerequisite will automatically be dropped from that course. A student who withdraws from a class after the withdrawal deadline receives an F grade. Advisor's and Program Director'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 requested institutions) if the students 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. The Dean must be informed in writing by the instructor when an "I" grade is issued. 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 a completed Grade Adjustment 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 written examinations must be taken by the end of Wednesday of the first week of the new semester. Laboratory examinations to complete missed work may be administered at a later time at the discretion of the faculty, based upon availability of necessary laboratory materials. A grade not reported as completed within the time required by the school becomes an F. Failure in any course in which an incomplete was issued will (1) reflect in a grade of "F" for the semester in which the course was originally registered, and (2) result in academic probation or suspension retroactive to the beginning of the semester in which the course work was completed. In addition, achieving a failing grade in a completed course may result in failure to meet published prerequisites for another course, and may therefore require a schedule adjustment (drop) in the semester in which the incomplete was unsatisfactorily completed.

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 SGMS 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 SGMS. 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 SGMS, 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 at all clinical rotations is mandatory and all absences must be made up (see Clinical Rotations). No student will be permitted to arrive late or leave the clinical site without the permission of the clinical preceptor. 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 Graduate Medical Sciences. A student who is caught either giving or receiving information or assistance during a testing session, examination or quiz will automatically receive an 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 Program Director for appropriate disciplinary action. Any student who is referred to the Program Director for violation of the dishonesty policy on two occasions will be dismissed from the University.

Professional Conduct Code

Students are expected to comport themselves in a professional manner in the classroom, in clinical sites, on campus, and at all other times. Expected conduct is specified in the Barry University Student Handbook,

this Graduate Catalog, and in syllabi and other materials distributed by instructors. Unprofessional behavior will be reported to the Program Director for consideration of disciplinary action.

Transfer and Advanced Standing Policy

Due to considerable variation in physician assistant programs throughout the United States, students will not be considered or accepted for transfer into the SGMS program. In addition, applicants to the program may not receive "advanced standing" based upon previous education or credits taken. Students may, however, upon matriculation into the Program, receive credit by examination on a course-by-course basis if they previously received grades of B or better in analogous courses at other accredited graduate or health professional institutions. Challenge exams for credit by examination will be administered at the discretion of the relevant faculty and only if consistent with University policy, pending approval of the Program Director. Clinical experience must be completed at the SGMS.

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 Advisement

Every student matriculating at the SGMS is assigned an academic advisor by the Program Director. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Program Director at the request of the student or faculty member. In the advising process at the SGMS 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 lectures, laboratories, and in all clinical situations. Such attire consists of tailored slacks, sleeved shirt and necktie for men and tailored slacks/skirt (knee length) for women. This includes appropriate footwear and hose, as well. White lab coats and SGMS name tags must be worn by both men and women. In specific instances, faculty may require or allow other attire (for example, scrubs). 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 of the SGMS (exclusive of clinical rotations and effective for students matriculating Fall 1997 and after) is as follows:

- A 90%-100%
- B 80%- 89.99%
- C 70%- 79.99%
- D 66%- 69.99%
- F 65% 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, at-

titude, 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 grade of zero or F being assigned to the examination.

Academic Good Standing

A student is considered to be in good standing academically, if he/she maintains both a semester average and a cumulative GPA of 2.00, has no unresolved F grades, has no more than two unresolved D grades, and has no outstanding financial obligations to the SGMS.

The SGMS 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. Due to the structured nature of the curriculum, repeated courses will usually result in extending a student's education beyond its prescribed duration.

Academic Probation - Suspension

A student in the Physician Assistant Program 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 Program Director may require a student on probation to register for a limited course load, resulting in extending a student's education beyond 27 months.

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 student in the Physician Assistant Program 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 second 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 Program Director to readmit a student following suspension.

Any 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.

Students who achieve three (3) F grades may be dismissed from the School of Graduate Medical Sciences and the University.

Extended Academic Programs

Withdrawal and/or repeating of courses will usually result in extending a student's education beyond the minimum prescribed for the program. Students in extended programs will be assigned a special academic advisor. Overload course registrations are generally not allowed due to the intensity of the SGMS 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 or withdraw from courses for which they have registered. Programs will be extended for a maximum of one year unless specifically approved by the Dean.

Graduation Requirements

All candidates for the degree of Master of Clinical Medical Science in the Physician Assistant Program shall have:

- 1) satisfactorily completed **ALL** basic medical science courses, clinical rotations (inclusive of exit exami-

nations), and all other 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 SGMS.
- 4) completed the national certification examination.
- 5) been recommended by the faculty to the Board of Trustees for graduation.

Recommendation for the Master of Clinical Medical Science degree is a discretionary right residing with the faculty and administration of the SGMS, but shall not be withheld arbitrarily. There is no contract, stated or implied, between the SGMS and the students, guaranteeing that a degree or certificate will be conferred at any stated time, or at all.

ACADEMIC GRIEVANCE AND APPEALS PROCEDURE

Students have the right to appeal with the appropriate faculty members any grade which they feel was unfairly assigned. 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 Didactic Director within fifteen days of receipt of the grade(s) in question. Students who do not challenge or appeal grade(s) 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. Nonacademic grievance and appeal procedures are outlined in the Barry University Student Handbook.

ACADEMIC CURRICULUM

The curriculum in the Physician Assistant Program at the SGMS, leading to the Master of Clinical Medical Science degree, normally takes 27 months to complete. The first year involves didactic classroom courses (some with laboratories) in the basic and applied medical sciences. The next twelve months involve rotations in nine clinical areas, served in local hospitals and other approved facilities. Students return to the campus for additional didactic courses and research for their final semester. In general, successful completion of 113 semester hours is required for graduation.

Students must complete all requirements for the Master of Clinical Medical Science degree within 39 months of initial matriculation into the School of Graduate Medical Sciences. Extension of studies beyond the prescribed 27 months is only possible with the written approval of the Program Director.

MASTER OF CLINICAL MEDICAL SCIENCE PHYSICIAN ASSISTANT PROGRAM CURRICULUM

FIRST YEAR semester hours

Fall Term

GMS 530	The Physician Assistant Role in Modern Health Care	2
GMS 535	Human Behavior and Psychiatry	3
GMS 585	Physiology/Neuroanatomy	4
GMS 580	Clinical Microbiology and Infectious Diseases	3
GMS 590	Gross Anatomy	6

Spring

GMS 507	Basic Research Methodology	2
GMS 602	Medical Pathophysiology I	6
GMS 605	Physical Diagnosis	5
GMS 621	Clinical Pharmacology	3
GMS 640	Surgical Principles	2
GMS 701	Obstetrics/Gynecology/Pediatrics/Geriatrics	3

Summer

GMS 537	Public Health Issues: Health Promotion and Disease Prevention	1
GMS 603	Medical Pathophysiology II	3
GMS 649	General Radiology	3
GMS 705b	Emergency & Traumatology I	3
GMS 727	Clinical Orientation (for PA students)	1
GMS 725	Health Assessment and Diagnostic Skills Lab	4
GMS 729	Laboratory Medicine	2
* GMS 665	Independent Study	1-3

*elective may be taken any first year semester

SECOND YEAR semester hours

Fall, Spring, & Summer

GMS 740	PA Rotation I	4
GMS 741	PA Rotation II	4
GMS 742	PA Rotation III	4
GMS 743	PA Rotation IV	4
GMS 744	PA Rotation V	4
GMS 745	PA Rotation VI	4
GMS 746	PA Rotation VII	4
GMS 747	PA Rotation VIII	4
GMS 748	PA Rotation IX	4
GMS 749	PA Rotation X	4
GMS 751	PA Rotation XI	4
GMS 752	PA Rotation XII	4

THIRD YEAR semester hours

Fall

GMS 537b	Public Health Issues II	1
GMS 553a/b	Biomedical Ethics/Health Care Delivery	2
GMS 731	Clinical Epidemiology	1
GMS 806	Library Research Paper	1
GMS 875	Research	6

PA CLINICAL ROTATIONS

Participation in the clinical rotations is contingent upon successful completion of all the course work in the first year.

Treating patients in clinical settings is a privilege. Attendance is MANDATORY. For each day or partial day of unexcused absence, the student's grade for that rotation will be penalized 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 only through the Clinical Coordinator of the Physician Assistant Program or through the assigned designate of the Clinical Coordinator. Four or more unexcused absences from any clinical rotation will result in failure of that rotation. 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 Clinical Coordinator.

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. Reoccurrence of the violation may result in punitive action by the Program Director, resulting in failure of the rotation and/or possible suspension from the School of Graduate Medical Sciences.

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

At the completion of their rotation, the student should be familiar with:

- eliciting an appropriate patient history;
- performing an appropriate physical examination;
- identifying, comprehending and applying therapeutic regimens for disorders/diseases that are intrinsic to the area of clinical specialty;
- comprehending and applying perioperative care;
- comprehending and applying basic surgical techniques;
- comprehending the complications in medical procedures and applying therapeutic principles in their prevention and management;
- comprehending the problems of obstetrics, gynecology, pediatrics, and geriatrics, and applying the appropriate therapeutic regime;
- comprehending the levels of medical problems (primary, secondary and tertiary) and offering the appropriate therapeutic regime;
- recognizing the team concept of care and comprehending the physician assistant's role in the total health care of the patient.

Course Descriptions— Prefix: GMS

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 Podiatric Medicine (2)

Introduction to the entire field of Podiatric Medicine with emphasis on history, didactics, and clinical features as it relates to basic operative Podiatric Medicine and the art of doctoring.

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. Same as BMS 527.

528 Biochemistry II/Nutrition (3)

This is a continuation of GMS 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 528.

530 The Physician Assistant Role in Modern Health Care (2)

Introduction to the role of Physician Assistants (PAs) in health care delivery. Examines the traditional role of PAs as associates to family physicians and internists, as well as developing roles as medical generalists, primary health care providers, and possible activities in clinical specialties and subspecialties. Examines and recognizes the separate and common roles of medical, nursing and other members of the health care delivery team.

535 Human Behavior and Psychiatry (3)

This course will focus on the signs, symptoms, and therapies of the major mental disorders, emphasizing those most commonly seen and managed in primary care medical practice. Thus the anxiety disorders, depression, alcohol and drug abuse, and the organic brain syndromes will be considered in detail. Throughout, behavioral science concepts will be introduced as needed to explain both the characteristics of the disorders and of their treatments.

537, 537b Public Health Issues: Health Promotion and Disease Prevention (1,1)

An introduction to public health issues of concern to the physician assistant, emphasizing the role of the PA as a health educator.

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.

549 Medical Psychiatry (1)

This course will focus on the signs, symptoms, and therapies of the major mental disorders, emphasizing those most commonly seen and managed in primary care medical practice. Thus, anxiety disorders, depression, alcohol and drug abuse, and the organic brain syndromes will be considered in detail.

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 Biomedical Ethics (1)

An introduction to biomedical ethics, professional codes of ethics, and professional responsibilities [same as BMS 553a, BIO 553a, SES 553a].

553 a,b Biomedical Ethics (2)

Selected topics in biomedical ethics (physician assistant)

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: GMS 590 or permission of course director. GMS 625 for GMS 557.

580 Clinical Microbiology and Infectious Diseases (3)

Introduction to human immunity and medical bacteriology, mycology, virology, and parasitology, followed by topics in infectious disease using a systemic approach: infections of skin and wounds; bones and joints; eye, ear, nose and throat; dental and periodontal tissues; respiratory tract; gastrointestinal system; urinary tract; nervous system; cardiovascular system; sexually transmitted disease; diseases of the fetus and newborn; AIDS and opportunistic infections.

585 Physiology/Neuroanatomy (for the PA) (4)

Introduction to physiology. Normal physiological processes will be discussed including basic principles, physiology of nerve and muscle, essentials of neuroanatomy, functions of nerve tissues, endocrinology and metabolism, gastrointestinal function, cardiovascular physiology, respiration, and excretion. Biochemical and nutritional issues will be addressed.

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 a,b Physiology I, II (3,3)

Comprehensive study of systems physiology including musculoskeletal system, neuronal, circulation, respiration, excretion, digestion, and fluid/electrolyte balance. Lecture and lab. Prerequisites: GMS 550 and GMS 527. Prerequisite or Corequisite: GMS 547 and 528. Same as BMS 595.

600, 601 Pathology I, II (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: GMS 550 for GMS 600; and GMS 600 for GMS 601. Same as BMS 600, 601.

602 Medical Pathophysiology I (6)

Introduction to pathological processes in the human physiology. Topics include aberrant cardiovascular, pulmonary, neurological, and musculoskeletal physiology. Diseases will be described in the context of deviations from the norm, and pathogenesis as well as clinical manifestations, treatment, and prevention will be presented.

603 Medical Pathophysiology II (3)

Continuation of topics in medical pathophysiology, including issues in dermatology, rheumatology, gastroenterology, endocrinology, otolaryngology, renal function, urology, gynecology. Prerequisites/corequisites: GMS 602 Medical Pathophysiology I.

605 Physical Diagnosis (5)

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.

605 a,b Physical Diagnosis (2,2)

Introduction to and development of techniques in the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and the care of the patient in all fields of medicine. Lecture and lab. (Podiatric Medicine)

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 Pharmacology (3)

Course encompasses basic pharmacological principles and classes of drugs. Same as BMS 620. Prerequisites: GMS 527, 528, and 595.

621 Clinical Pharmacology (3)

This course is devoted to the study of the commonly prescribed pharmaceutical preparations in the hospital and office medical practice. Hospital orders, prescription writing, as well as the indications,

contraindications, adverse reactions and the significant pharmacology of all relevant classes of drugs in general medicine will be discussed. Emphasis is placed not upon the principles of pharmacology but rather on the actual clinical use and adverse reactions associated with all drugs in the typical hospital formulary.

623, 624 Medical Microbiology I, II (3,5)

Comprehensive study of medical immunology, medical bacteriology, medical mycology, medical virology and medical parasitology. The courses survey the interaction between the human host and the pathogens, characteristics of pathogens, epidemiology, pathogenesis of disease, and treatment. Anti-infective agents will also be discussed, including modes of action, spectra of activity, and specific mechanisms of resistance. GMS 624 has lecture and laboratory/case presentation meetings. Prerequisites for GMS 623: GMS 527, 528, 550, 590. Prerequisites for GMS 624: GMS 623.

628 Functional Orthopedics (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: GMS 625.

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: GMS 600, 623, 610, 557, 625, and 620.

634 Podiatric Medicine II (4)

The pathophysiology as well as diagnosis and treatment of nail disorders (onychopathy) will be discussed. Evaluation, diagnosis, and treatment of rheumatologic disorders as it applies to the lower extremity will be discussed. Lecture and lab. Prerequisite: GMS 632.

640 Surgical Principles (2)

Introduces the student to selected surgical conditions likely to be encountered in primary care. Emphasis is placed on the integration of anatomy and physiology, history and physical skills, pathophysiology and diagnostic studies. Pre- and post-operative patient management, including appropriate referral practices, are emphasized as well.

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 changes as they relate to systemic and local pathology.

650, 750 Internal Medicine I, II (2,2)

Presentation of basic principles of medicine. Prerequisites: GMS 590, 595, 600, 605, and 620.

652 Peripheral Vascular Disease (2)

The pathophysiology as well as diagnosis and treatment of peripheral vascular disease will be discussed. Prerequisite: GMS 632.

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.

701 Obstetrics/Gynecology/Pediatrics/Geriatics (3)

This course is intended to provide the student with a concise academic background in family health care as it pertains to specific issues in obstetrics, gynecology, pediatrics, and geriatrics.

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: GMS 620.

705 Emergency & Traumatology I (2)

General concepts of non-cardiac emergency and traumatology from a systems perspective.

705b Emergency & Traumatology I (3)

Emergency medicine principles (physician assistant).

706 Emergency & Traumatology II (3)

Basic and Advanced Cardiac Life Support mechanisms as defined by the American Heart Association will be presented. Prerequisite: GMS 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: GMS 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: GMS 649.

713 Podiatric Surgery I (4)

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

714 Podiatric Surgery II (4)

Fundamental concepts of rearfoot and reconstructive surgery of the foot and ankle are presented. Prerequisite: GMS 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: GMS 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: GMS 629.

717L Biomechanics Clinical Practicum Laboratory (1)

Laboratory applications of biomechanical theory and practice as presented in GMS 717. Emphasis on examination and clinical problem solving. Prerequisite: GMS 717.

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

Students will rotate through the Barry University Foot and Ankle Centers as well as affiliated hospitals. Students will participate in podiatric, medical, and surgical services, including emergency room, operating room, radiology, vascular laboratory, physical therapy, wound healing, and other hospital-based services. Students will be evaluated in terms of knowledge, attitude, skills, and motivation and will be required to maintain a patient log. Students will also be expected to successfully complete the junior class clinical exit examination prior to beginning senior level clinical rotations. Prerequisites: Successful completion of all courses of the first and second years and GMS 712 prior to entering clinical rotations or externships.

725 Health Assessment and Diagnostic Skills Laboratory (4)

This course provides more practical exposure to the procedures and skills introduced in GMS 605 Physical Diagnosis. Using patient simulators and other resources, students will perform general and specialized clinical examinations. Prerequisites/corequisites: GMS 605 Physical Diagnosis.

727 Clinical Orientation (for PA Students) (1)

Students are oriented in all aspects of clinical care, patient interaction, hospital, clinic, and/or protocols. Discussions, demonstrations, and workshops are used to present the course materials.

729 Laboratory Medicine (2)

Introduction to laboratory practices in clinical sciences. Topics include hematology, urinalysis, microbiology, electrocardiography. Prerequisites/corequisites: GMS 602/603 Medical Pathophysiology I/II, Clinical microbiology and Infectious Diseases. Laboratory.

731 Clinical Epidemiology (1)

The application of basic principles of epidemiology and biostatistics to clinical decision making. An examination of topics in diagnostic testing (sensitivity, specificity, and positive and negative predictive values; diagnostic screening) and choice of treatments (outcome studies; clinical practice guidelines, cost-benefit analysis; relative risk reduction).

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: GMS 627 and 717.

740-749, 751-752 PA Rotations I-XII (4 each)

Students attend and participate in clinical practices. Each clinical rotation will represent a block of one or two months' duration, during which time the student is an active member of the patient care team.

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 Podiatric 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 podiatric, medical, and surgical services in the Barry University affiliated hospitals and clinics as a continuum of GMS 719 and 720. Prerequisites: successful completion of GMS 712, 719, and 720 as well as successful completion of the junior class clinical exit examination.

823 Surgical Seminar (1)

Students will review and apply basic and advanced principles of podiatric surgery via clinical case presentations.

825 Practice Management (2)

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: GMS 717.

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, 836 Podiatric Externship Programs (4)(4)(4)(4)

Students will be required to attend a total of 5 one-month 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 with 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 GMS 865. The ultimate goal of this course is publication-quality literature under the supervision of a faculty member.

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

G. Jean Cerra, Ph.D., Dean

Faculty: Butcher, Cerra, Cramer, Hicks, Ludwig, Mier, Rosenberg, Samuel, Shapiro, Walker

The School of Human Performance and Leisure Sciences (HPLS) includes the Department of Intercollegiate Athletics (ICA), the Department of Sport and Exercise Sciences (SES), 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 two of the departments within the School of HPLS (i.e., ICA and SES), 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, a 780 sq. ft. Biomechanics 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 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, Biomechanics, and Exercise Science.

Graduate programs are offered which lead to the following **Master of Science** degrees:

Movement Science, M.S.

Specializations in:

Athletic Training

Biomechanics

Exercise Science

Sport Management, M.S.

Sport Management, M.S./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 Associate Dean; 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 or special status and provisional acceptance status, as determined by the Office of Graduate Admissions, require HPLS Dean and Associate Dean 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 Associate Dean 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 Associate Dean. 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 HPLS Dean and Associate 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 Associate Dean.

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:

All students in the M.S. degree programs are required to complete a thesis or an internship.

Students in the M.S. in Movement Science program are required to complete a written thesis, except those who select the clinical track of the Exercise Science Specialization. The requirement for that program is an internship.

Students in the Sport Management program have the option of completing an intensive internship or submitting a written thesis. Students selecting the thesis option are required to take SES 686, Practicum, for a minimum of three (3) credit hours.

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 Associate Dean 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. (Grades below C are unacceptable for continued enrollment.) 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 standards 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., Associate Dean

The Department of Sport and Exercise Sciences (SES) offers three graduate degree programs:

Master of Science in Movement Science (M.S.)

Athletic Training Specialization

Biomechanics Specialization

Exercise Science Specialization

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, a pre-graduate entry program is available for individuals holding the bachelor's degree out-of-field who are interested in pursuing the M.S. degree-Athletic Training specialization, but who lack the required coursework and clinical hours leading to NATA certification. Please refer to section on Pre-M.S.-A.T. specialization Program.

MASTER OF SCIENCE IN MOVEMENT SCIENCE

The Master of Science (M.S.) in Movement Science provides a rigorous preparation for the professional in sports medicine, sport sciences, allied health and rehabilitation fields. Available specializations are in athletic training, biomechanics, and exercise science. Admission requirements and course requirements are to be found with each degree program specialization.

Graduation Requirements

Graduation requirements are to be found under School of HPLS academic requirements, as well as the requirements for thesis or internship and comprehensive examinations. The M.S. in Movement Science consists of a total of 36 credit hours. This includes 12 credit hours of Movement Science graduate core courses and a minimum of 24 credit hours of coursework in one of the fields of specialization. (NOTE: Students lacking prior undergraduate coursework in ethics will be required to take SES 621 from the list of electives.)

Movement Science Graduate Program Core (12 credits)

SES	520	Biomechanics	3
SES	616	Research Methodology in SES	3
SES	689	Thesis (Athletic Training, Biomechanics, Exercise Science Research Track)	6
Or			
SES	679	Internship/Project (Exercise Science Clinical Track)	

ATHLETIC TRAINING SPECIALIZATION

The specialization 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 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 Athletic Training 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

Refer to the Master of Science in Movement Science graduation requirements.

Movement Science Graduate Program Core (12 credits)

(See listing.)

**Athletic Training Course Requirements
(18 credits)**

SES	540	Medical Recognition of Athletic Injuries	3
SES	545	Manual Therapy in Sports Medicine	3
SES	590	Gross Anatomy	6
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:

SES	537	Sport Psychology	3
SES	551	Fitness Assessment & Program Development	3
SES	553	Biomedical Ethics	3
SES	561	Advanced Exercise Physiology	4
SES	585	Legal Issues in SES	3
SES	618	Fitness and Wellness Promotion	3
SES	621	Ethics and Social Issues in Sport	3
Degree Total:			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.

**PRE - M.S.-A.T. SPECIALIZATION PROGRAM
67 Credits with 1200 Clinical Hours**

- Application and acceptance into Pre - M.S.A.T. Clinical Program (See undergraduate catalog for clinical program acceptance criteria.)

Semester 1

BIO 230 Human Anatomy	4
SES 330 Nutrition	3
SES 340 Phys. Act. Sp. Pops	3
SES 486 Level II a	2
SES 486 Level II b	2
SES 212 First Aid & CPR	2
300 Clinical hours	
Total	16

Semester 3

SES 312 Adv. Assessment	4
SES 316 Therapeutic Mod.	4
SES 361 Exercise Phys. I	4
SES 499 Internship	6
300 Clinical hours	
Total	18

- Enter Barry as undergraduate non-degree-seeking student.

Individuals holding the B.S. or B.A. degree without any prior athletic training coursework or acceptable clinical experience who desire to pursue the M.S. degree in Athletic Training may initially apply for acceptance to a non-degree-seeking track of undergraduate study which includes clinical experiences leading to preparation for attempting the NATA certification exam. This non-degree-seeking track requires a minimum of two years in athletic training coursework and assigned off-campus clinical experiences in one of 45 supervised affiliates.

During the final year in this track, the GRE must be taken if not already attempted. Students in this track must have maintained a 3.0 Barry cumulative GPA, achieved a satisfactory GRE score, and applied to take the NATABOC exam in order to meet the necessary entrance requirements for provisional acceptance to the graduate program in Athletic Training. Provisional admission entitles the graduate student to one semester of study limited to a maximum of six (6) credit hours. (NOTE: SES 590 or 616 must be passed within these six hours with a grade of B or better and a minimum cumulative graduate GPA of 3.0.) Once NATA certification is confirmed, students may apply for full acceptance. Remaining coursework leading to master's degree completion can then be arranged. Students choosing to pursue the M.S.A.T. degree under this option without prior athletic training education or experience must make a minimum four-year time commitment to complete all requirements for the M.S. degree in Athletic Training.

The following course sequence is prescribed for this non-degree-seeking graduate student track:

Semester 2

SES 240 Intro to Human Phys.	5
SES 220 Prevention and Care	4
SES 270 Concepts Health Well.	3
SES 486 Level III a	2
SES 486 Level III b	2
300 Clinical hours	
Total	16

Semester 4

SES 318 Therapeutic Exercise	4
SES 320 Kinesiology	4
SES 499 Internship	6
SES 465 Admin. Prog. Fac.	3
300 Clinical hours	
Total	17

NATABOC EXAM
MS-AT Application and Acceptance

BIOMECHANICS SPECIALIZATION

The specialization in Biomechanics combines both theory and practice in preparing students for a variety of career opportunities in Biomechanics. Those careers include: teaching, coaching, ergonomics, and research and development with specializations in orthopedics (instrumentation and equipment), movement analysis (gait, injury etiology, and sports performance enhancement), or equipment design (protective gear such as helmets and shoes). Graduates are also prepared to pursue doctoral study. Degree preparation includes movement analysis and performance enhancement models with an emphasis on practicing and promoting ethics and human values in the field of biomechanics. The biomechanics graduate curriculum includes extensive coursework in classes offered within the School of Human Performance and Leisure Sciences. A computer programming course required in the Department of Math and Computer Sciences broadens the students preparation for the field.

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.

(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

Refer to the Master of Science in Movement Science graduation requirements.

Movement Science Graduate Program Core (12 credits)

(See listing.)

Biomechanics Course Requirements (18 credits)

SES	546	Qualitative Analysis in Biomechanics	3
SES	625	Neurological Basis for Motor Control	3
SES	626	Mechanical Analysis for Human Performance	3
SES	627	Laboratory Instrumentation in Biomechanics	3

SES	701	Advanced Studies in Applied Statistics	3
CS	—	Scientific Programming in Movement Science	3

** Plus a choice of two of the following electives:

SES	547	Biomechanics of Musculoskeletal Injuries	3
SES	553	Biomedical Ethics	3
SES	561	Advanced Exercise Physiology	4
SES	590	Gross Anatomy	3
SES	686	Advanced Practicum	3
SES	618	Fitness and Wellness Promotion	3
SES	621	Ethics and Social Issues in Sport	3
BMS	547	Neuroanatomy	3

Degree Total: 36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

EXERCISE SCIENCE SPECIALIZATION

The specialization in Exercise Science prepares graduates for career opportunities in fitness and wellness, with emphasis on developing professional practice in clinical settings and on exercise physiology research. The Exercise Science graduate curriculum offers advanced coursework as well as extensive opportunities for research and clinical practice in the state-of-the-art Human Performance Laboratory. Degree preparation includes a broad exposure to the fitness and wellness industry through site observations, practicums and internships. The degree program includes the twelve credit hour core in movement science, five courses in Exercise Science, and three courses (including electives) in one of the two Exercise Science tracks: clinical or research. Coursework in the tracks broaden the areas of preparation and are graduate courses in Sport and Exercise Sciences and Biomedical Sciences.

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 Exercise Science program must:

- have completed undergraduate courses in Exercise Physiology, Fitness Assessment and Exercise Prescription, Macroeconomics (Clinical track only), and Trigonometry (Research track only), or their equivalent.
- 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

Refer to the Master of Science in Movement Science graduation requirements.

Movement Science Graduate Program Core (12 credits)

(See listing.)

Exercise Science Course Requirements (15 credits)

SES	570	EKG Interpretation & Exercise Testing	2
SES	561	Advanced Exercise Physiology & Lab	4
SES	618	Fitness and Wellness Promotion	3
SES	672	Exercise & Energy Metabolism	3
SES	686	Advanced Practicum	3

Students select one of the following tracks to complete the program requirements:

Exercise Science Clinical Track Course Requirements (9 credits)

SES	533	Sports Marketing & Management	3
SES	585	Legal Aspects of Sport	3
SES	618	Fitness and Wellness Promotion	3

** Plus a choice of one of the following electives:

SES	546	Qualitative Analysis in Biomechanics	3
SES	563	Applied Physiology of Resistance Training	3
SES	621	Ethics and Social Issues in Sport	3
SES	625	Neurological Basis of Motor Control	3
SES	701	Advanced Studies in Statistics	3
Degree Total:			36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

Exercise Science Research Track Course Requirements (9 credits)

SES	701	Advanced Studies in Statistics	3
** Plus a choice of two of the following electives:			
SES	563	Applied Physiology of Resistance Training	3
SES	621	Ethics and Social Issues in Sport	3
SES	625	Neurological Basis of Motor Control	3
SES	626	Mechanical Analysis of Human Performance	3
SES	627	Lab Instrumentation in Biomechanics	3
BMS	527	Biochemistry	3
BMS	537	Human genetics	3
BMS	547	Neuroanatomy	3

Degree Total: 36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

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.)**. The M.S. and the M.S./M.B.A. degrees include at least eight industry-specific courses in the SES Department and two 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. Admission into the M.S./M.B.A. dual program requires an acceptable score on the GMAT.

(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 12-15 hours of SES graduate courses in addition to specific credit hour requirements in Sport Management and Business. The Sport Management M.S. consists of a total of 36 semester hours; the M.S./M.B.A. option totals 57 credit hours.

Degree Requirements

Sport Management (M.S.) Requirements 12

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

Sport Management Graduate Core Requirements 12-15

SES	585	Legal Issues in SES	3
SES	616	Research Methodology in SES	3
SES	679	Internship/Project	
	OR		6
SES	689	Thesis	
	AND		
SES	686	Practicum	3

Internship Option: Choice of two (2) electives, totaling a minimum of six credit hours and approved by the graduate advisor.

Thesis Option: Choice of one (1) elective, totalling a minimum of three credit hours and approved by the graduate advisor.

SES	531	Media Relations and Sport	3
	OR		
COM	590	P.R. Principles and Case Studies	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	Fitness and Wellness Promotion	3

Graduate Business Courses 6

**Select two M.B.A. courses, completing a minimum of six credit hours.

Recommended courses:

MBA	601	Human Resource Management	3
MBA	605	Entrepreneurial Mgmt.	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3

DEGREE TOTAL: 36

** Other MBA courses may be substituted as electives, subject to approval by the student's Graduate Committee.

MASTER OF SCIENCE (M.S.) IN SPORT MANAGEMENT/MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Sport Management (M.S.) Requirements 12

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

Sport Management Graduate Core Requirements 12-15

SES	585	Legal Issues in SES	3
SES	616	Research Methodology in SES	3
SES	679	Internship/Project OR	6
SES	689	Thesis	

AND

SES	686	Practicum	3
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Internship Option: Choice of two (2) electives, totalling a minimum of six credit hours and approved by the graduate advisor.

Thesis Option: Choice of one (1) elective, totalling a minimum of three credit hours and approved by the graduate advisor.

Select from the following: 3-6

SES	531	Media Relations and Sport	3
		OR	
COM	590	P.R. Principles and Case Studies	3
SES	534	Amateur Sport Administration	3
SES	535	Managing Professional Sport	3
SES	537	Sport Psychology	3
SES	618	Fitness and Wellness Promotion	3

Business Course Requirements 27

MBA	601	Human Resource Mgmt.	3
MBA	603	International Business	3
MBA	605	Entrepreneurial Mgmt.	3
MBA	617	Technology & Information Systems	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3
MBA	682	Competitive Environment & Strategy Formulation	3
MBA	693	Strategy & Policy in a Global Environment	3
MBA	—	Elective	3

DEGREE TOTAL: (M.S./M.B.A.) 57

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.

546 Qualitative Analysis in Biomechanics (3)

The study of the fundamentals of qualitative analysis of human movement: application of mechanical concepts, use of observational techniques, and development of skills useful for teaching and enhancing human performance in a practical environment. Prerequisite: SES 320 or equivalent.

547 Biomechanics of Musculoskeletal Injuries (3)

The study of the laws and mechanical principles governing the force characteristics, mechanisms of injury, and healing rate of tissues in the human musculoskeletal system. Prerequisite: SES 520

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 non-clinical 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 Advanced Exercise Physiology and Lab (4)

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.

563 Applied Physiology of Resistance Training (3)

An in-depth study of skeletal muscle physiology and the cardiovascular, metabolic and neuromuscular adaptations to resistance exercise training. Exercise prescription for strength and endurance performance is emphasized. Students are prepared to attempt the National Strength and Conditioning Association's certification exam. Graduate students are given leadership responsibilities in working with Barry University athletes and assisting the coaches in designing and implementing strength and conditioning programs for the athletes. Prerequisites: SES 361 or 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 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.

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.

578 EKG Interpretation and Exercise Testing (2)

An advanced practical experience in EKG methodology and interpretation and the exercise testing of cardiopulmonary, diabetic, obese, and elderly patients. The course will prepare the student to attempt the American College of Sports Medicine Specialist Certification Examination. 4-hour laboratory weekly. Prerequisite: SES 441 or equivalent.

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 in-depth 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 Fitness and Wellness 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.

625 Neurological Basis for Motor Control (3)

A course of study for graduate movement science students in the study of the principles of coordination and control of movement. Emphasis is on the neurophysiological mechanisms that apply to the processes of voluntary movement. Prerequisites: BIO 230, BIO 240.

626 Mechanical Analysis of Human Performance (3)

A course for graduate movement science students in the advanced study of physical laws and mechanical concepts with an emphasis on those relevant for the analysis of human movement. Includes mathematical computation and application to selected activities in sport and disability sport, gait, industry, and orthopedics. Prerequisites: SES 520, MAT 211, PHY 201.

627 Laboratory Instrumentation in Biomechanics (3)

A course for graduate movement science students in the study of instrumentation utilized in the collection of motion data in the area of Biomechanics: cinematography, high speed videography, anthropometry, manual and automatic digitization, isokinetics, force measurement devices, and electromyography. Prerequisites: SES 520, MAT 211, PHY 201; usually taken concurrently with SES 626.

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.

672 Exercise and Energy Metabolism (3)

In-depth analyses of the biochemical pathways to nutrients with emphasis on exercise fuel metabolism and the metabolic adaptations to exercise training. Additional emphasis will be placed on the biochemical aspects of weight control and obesity, aging, and sport performance. Prerequisite: SES 461 or SES 561.

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. Prerequisite: Passing grade on written comprehensive exam and Graduate Committee approval.

686 Advanced Practicum (3)

An intensive field or laboratory experience in exercise physiology, exercise leadership, or sport management. Emphasis will be on independent work and research experience, and assignments may include assisting with research projects and collecting pilot study data for the thesis or internship project.

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, passing grade on written comprehensive exam, and Graduate Committee approval.

701 Advanced Studies in _____ (3)

Opportunity for further study, field experience, or research in areas of special interest. Prerequisite: Graduate Committee approval.

SCHOOL OF NATURAL AND HEALTH SCIENCES

Sister John Karen Frei, O.P., Ph.D.,
Associate Vice President for Research;
Dean, School of Natural and Health Sciences;
Professor of Biology

Faculty: Ducis, Fulton, Groom, Hays, Laudan, Lin, McDonough, Montague, Packert, Sanborn, Stewart.

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 that 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 to a culturally and experientially diverse student body a 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.

We continue to offer academic programs that provide quality education supported by a caring attitude and desire for student success. To all of our students

we provide an awareness of the contributions of scientists and practitioners from diverse domestic and international backgrounds. We also address biological, biomedical and health issues that impact those living within and outside of this country.

Our international students are provided programs and experiences that will allow them to make contributions to their native countries.

It is our goal to return these degreed students to their communities as informed and educated leaders.

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 Program 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.

The School of Natural and Health Sciences strives to graduate professionals who demonstrate the knowledge, skills, and behaviors to be successful in their careers and contribute to the community they serve.

The School of Natural and Health Sciences reserves the right to remove any students for academic or non-academic reasons as outlined in university, school, or program policies and procedures. Students removed from any program must follow the grievance procedures as outlined by the university, school or program.

MASTER OF SCIENCE PROGRAM IN ANESTHESIOLOGY

John P. McDonough, Ed.D., Program Director

PROGRAM OVERVIEW

The Master of Science Program in Anesthesiology is a seven (7) semester graduate education program for baccalaureate prepared registered nurses seeking advanced clinical practice as a Nurse Anesthetist. The Program offers a strong foundational body of study in basic medical sciences, clinical anesthesiology, professional aspects of advanced nurse anesthesia practice and technological applications for educational and clinical practice. The Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and Barry University. Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. Requirements and indicators for potential success include:

A degree from an accredited college or university with a record of satisfactory academic work in nursing or an appropriate science (i.e. allied health science, biology, chemistry) at the baccalaureate or graduate level. Official transcripts from all Colleges and Universities attended must be submitted directly to the University.

The applicant must be a graduate of an accredited School of Nursing and hold current and unrestricted licensure as a professional registered nurse in the United States. Out-of-state applicants must be eligible for endorsement by the Florida Board of Nursing and must hold an unrestricted Florida nursing license upon the start of the Program. Current, unrestricted licensure in Florida must be maintained throughout enrollment in the Program.

The applicant must have a minimum of one year, and preferably two years, of full time professional clinical experience in a critical care setting as a registered nurse. The "critical care setting" is not limited to a specific work area. However, applicants must possess independent experience in acute patient care skills and monitoring typically associated with nursing practice in a medical and/or surgical intensive care unit. Specific skills are itemized in the Master of Science Program in Anesthesiology Program Application Form. Applicants must submit documentation of current certification for Cardiopulmonary Resuscitation (CPR) Provider and Advanced Cardiac Life Support (ACLS) Provider skills.

A minimum grade point average (GPA) of 3.0 on a 4.0 scale for all undergraduate academic work is required. Applicants with a master's degree from an accredited college or university will have their graduate GPA included for admissions consideration.

All applicants must submit credible and current (no less than 5 years old) scores from the Graduate Record Exam for verbal, quantitative and analytical sections. Credible scores are generally considered to be a combined score of 1000, or better on the verbal and quantitative sections. GRE scores are evaluated in the context of the overall application package submitted by the applicant.

The Program offers over 760 hours of didactic instruction and over 3,500 hours of clinical instruction in a curricular format designed to emphasize didactic instruction in the first year with progressive clinical practica and to emphasize clinical instruction the second year with continued didactics. The last semester of the Program is a functional internship emphasizing preparation and transition to professional practice. Clinical instruction and practice is provided in all forms of anesthesia service including general, local and regional anesthesia for general surgery and all surgical subspecialties, to include pain management. Clinical practica incorporate instruction in pre-anesthetic evaluation, intra-operative anesthetic care, post-anesthetic care management, and emergency and critical care procedures. The Program places a strong emphasis on computer and technological applications for education and clinical practice including the utilization of software application programs, Internet applications, and video conferencing. This is a program of full-time study, based on the foundations of professional adult education and functions at an operational level as a graduate education residency program. Nurse Anesthetist Residents average just over 60 hours per week of committed time devoted to didactics, clinical training and study time.

ADMISSION REQUIREMENTS

Application deadline is September 1 for admission in January at the start of the spring semester. Admission is on a competitive basis for a limited number of positions. Application requirements reflect the criteria for admission set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs and Barry University. Candidates are selected for admission on the basis of high promise for program completion and academic success in graduate education. Requirements and indicators for potential success include:

A degree from an accredited college or university with a record of satisfactory academic work in nursing or an appropriate science (i.e. allied health science, biology, chemistry) at the baccalaureate or graduate level. Official transcripts from all Colleges and Universities attended must be submitted directly to the University.

The applicant must be a graduate of an accredited School of Nursing and hold current and unrestricted licensure as a professional registered nurse in the United States. Out-of-state applicants must be eligible for endorsement by the Florida Board of Nursing and must hold an unrestricted Florida nursing license upon the start of the Program. Current, unrestricted licensure in Florida must be maintained throughout enrollment in the Program.

The applicant must have a minimum of one year, and preferably two years, of full time professional clinical experience in a critical care setting as a registered nurse. The "critical care setting" is not limited to a specific work area. However, applicants must possess independent experience in acute patient care skills and monitoring typically associated with nursing practice in a medical and/or surgical intensive care unit. Specific skills are itemized in the Master of Science Program in Anesthesiology Program Application Form. Applicants must submit documentation of current certification for Cardiopulmonary Resuscitation (CPR) Provider and Advanced Cardiac Life Support (ACLS) Provider skills.

A minimum grade point average (GPA) of 3.0 on a 4.0 scale for all undergraduate academic work is required. Applicants with a master's degree from an accredited college or university will have their graduate GPA included for admissions consideration.

All applicants must submit credible and current (no less than 5 years old) scores from the Graduate Record Exam for verbal, quantitative and analytical sections. Credible scores are generally considered to be a combined score of 1000, or better on the verbal and quantitative sections. GRE scores are evaluated in the context of the overall application package submitted by the applicant.

Applicants must have successfully completed (grade of C or better) a minimum of two upper-level undergraduate or graduate level courses in chemistry, one of which must include a laboratory course, and one of which is preferably organic chemistry or biochemistry. An introductory freshmen level survey course in chemistry does not satisfy this requirement.

All applicants must submit two professional references, one of which should be from a current nursing supervisor and the second from a health care professional (preferably from a CRNA or Anesthesiologist) both of whom are knowledgeable of the applicant's academic potential and clinical aptitude. Applicants are highly encouraged to arrange on their own an interview with an anesthesia practitioner in a surgical setting, to observe and discuss the practice of modern anesthesia care. Applicants are encouraged to submit documentation of this interview/observation with their application file.

For those applicants satisfying the above requirements, the candidate must attend a personal interview at the invitation of the Admissions Committee. The interview/information session is required for all candidates.

Applicants at the time of interview must be prepared to affirm that they have sufficient financial resources and/or planning sufficient to complete the program of study without reliance on outside employment. (See Graduate Catalog section for Tuition and Fees) Applicants are advised to contact the Office of Financial Aid to investigate funding options at the time they are considering submission of their application package.

All applicants must affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the educational program and to comply with criteria for nursing licensure and adherence to American Association of Nurse Anesthetist's professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing, and are willing to adhere to Drug Free Workplace policies and procedures of affiliate clinical training sites, to include submission to randomized drug testing and/or testing for cause and upon Program demand.

Applicants whose native language is not English, and/or international students must submit a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

The University policy on transfer of graduate credit (maximum of six semester hours successfully completed with a grade of B or better within the past seven years) will apply. Candidates, after acceptance and admission to the Program may file a written request

with the Program Director for consideration of transfer credit. Applicants who seek admission and transfer from another accredited program of nurse anesthesia education must submit a written letter of recommendation from the Program Director of the applicants former school and must adhere to the transfer credit policy above.

APPLICATION AND ADMISSIONS PROCEDURE

As noted above, the deadline for applications is September 1 for admission at the start of the spring semester in January. Applications materials should be requested directly from the Office of Enrollment Services (address and phone numbers may be found on the back cover). Only those candidates with a completed application package on file, inclusive of all documentation noted above, will be considered for admission. The above criteria are evaluated as a composite package as an indicator of predictive success in the program. Additional admissions consideration may be given to those applicants who will practice in a rural and/or medically underserved community upon graduation. The Admissions Committee will rank all applicants as Accepted, Provisional Acceptance, Deferred, or Not Accepted. The Admissions Committee may consider applications, on a space available basis, from applicants whose credentials include less than a 3.0 GPA but, greater than 2.75 overall, and whose GPA for all science and math courses are at least 3.0, and whose GRE score is at least a combined score of 1000. Such applicants, upon satisfaction of all other criteria, may be granted Provisional Acceptance. Candidates accepted for Provisional Acceptance must attain a grade of B or better in all course work taken in the first semester. Applications review, interview and admissions decisions are generally rendered within approximately 6 weeks of the application deadline.

Upon the start of the program, accepted candidates are required to have an IBM, or compatible, notebook computer and specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework may be provided in conjunction with telecommunications or video teleconferencing instruction. Candidates are expected to be able to start the Program with basic computer literacy skills including the use of word-processing, Windows operating systems, electronic mail and navigation of Internet applications.

CURRICULUM

The curriculum is reflective of a program of graduate education that provides for intense and analytic exploration of the basic medical sciences, clinical an-

esthesiology, professional practice, technological applications and research methodology. The Program is designed as a continuous (no semester breaks) and sequential program spanning approximately two and one half years and totaling 48-semester hour credits. The first semester of the Program is conducted exclusively on the main campus of Barry University. The second through seventh semesters are conducted exclusively at our affiliated clinical training sites. Affiliated clinical sites are located throughout the State of Florida. The names of current affiliated clinical sites can be obtained from the program's office (305) 899-3230. Nurse Anesthetist Residents are assigned to an affiliated clinical training site at the start of the program and remain at that site for the duration of the program. Clinical instruction is incorporated through progressive practica throughout all seven semesters. Clinical practica consist of in-service education presentations, morbidity and mortality case conferences, clinical instruction and supervised clinical practice. Didactic courses and Clinical Practica must be satisfactorily completed in sequence, as each course and practicum is a pre-requisite to the next.

COURSE SEQUENCE

SEMESTER I		sem. hrs.
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 525	History & Legal Aspects in Anesthesiology	2
ANE 600	Research Trends & Issues in Anesthesiology	2
ANE 535	Clinical Practicum I	1
		<hr/> 15
SEMESTER II		sem. hrs.
ANE 545	Principles of Anesthesia IV: Obstetric	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	Clinical Practicum II	1
		<hr/> 11

SEMESTER III		sem. hrs.
ANE 540	Principles of Anesthesia III: Pediatric	1
ANE 550	Principles of Anesthesia V: Trauma	1
ANE 580	Pharmacology III	2
ANE 585	Pathophysiology III: Respiratory & Neurological	4
ANE 590	Principles of Anesthesia VI: Cardiothoracic	1
ANE 595	Clinical Practicum III	1
		<hr/> 10

SEMESTER IV		sem. hrs.
ANE 522	Research Methodology	2
ANE 605	Clinical Practicum IV	1
		<hr/> 3

SEMESTER V		sem. hrs.
ANE 627	Advanced Research	2
ANE 630	Clinical Practicum V	1
		<hr/> 3

SEMESTER VI		sem. hrs.
ANE 650	Anesthesia Seminar I	2
ANE 660	Clinical Practicum VI	1
		<hr/> 3

SEMESTER VII		sem. hrs.
ANE 670	Anesthesia Seminar II	2
ANE 680	Clinical Practicum VII	1
CMP 699	Comprehensive Exam	0
		<hr/> 3
Total Semester Hours:		48

CANDIDACY

Degree-seeking students must be admitted to candidacy for the degree before the third semester. Requirements for candidacy are: completion of 15 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

Satisfactory completion of ALL courses, rotations, final comprehensive examination, and clinical requirements is necessary for the student to graduate. In addition, a student must have completed all course work with a minimum grade point average of 3.0 B, with no more than 7 semester credit hours of C grade. The student must satisfactorily complete a research project of graduate quality.

GRADING POLICY

The grading policy for students in the Master of Science Program in Anesthesiology will be as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

The Master of Science Program in Anesthesiology does NOT provide any remediation mechanisms for failures on either an examination OR an entire course. Students who fail a course will be removed from the program.

MASTER OF SCIENCE PROGRAM IN ANESTHESIOLOGY— COMPLETION PROGRAM

John P. McDonough, Ed.D., Program 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 Nurse Anesthesia 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 Nurse Anesthesia, 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
CMP 699 Comprehensive Examination	0

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. (Special Fee)

505 Principles of Anesthesia II (1)

Interpretation of information provided by monitoring devices in the operating room suite. (Special Fee)

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 Clinical Practicum I (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 Clinical Practicum II (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 Clinical Practicum III (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 Clinical Practicum IV (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 Clinical Practicum V (1)

Graduate students will incorporate information learned in Practicum 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)

Selected topics and case studies will be utilized in an advanced study of clinical anesthesia.

660 Clinical Practicum VI (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.

680 Clinical Practicum VII (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.

Students enrolled in the Master of Science in Biology program are strongly recommended to take BIO 553a, Ethical Foundations; and BIO 675 Research.

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. A minimum of 3 semester hours of research or internship is strongly recommended. 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. (Special 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. (Special 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. (Special 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. (Special fee)

427/527 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. Same as BMS 427/527. Restricted to evening sections only.

428/528 Biochemistry II (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.

535 Human Embryology (3)

A study of human embryological development, including fertilization, and the cellular and molecular mechanisms involved in embryogenesis. Congenital abnormalities and clinical applications will also be discussed. Same as BMS 535.

537 Human Genetics (3)

Acquiring an understanding of current theories of mechanisms of human inheritance and their application in modern medicine and technology. Same as BMS 537.

545, 665 Advanced Study

(Credit not to exceed 3 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. (Special 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. (Special fee) Prerequisites: 25 s.h.; computer course or equivalent.

553 Biomedical Ethics a+b

553a Ethical Foundations (1)

An investigation of current ethical issues in health care and the medical, biological and behavioral sciences. Same as GMS 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 GMS 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 597.

600 Organismal Physiology (4)

Interactions of organs and systems at the functional levels. Examples will include plants, invertebrate and vertebrate systems. (Special 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 GMS 620 and BMS 620. Prerequisites: BMS/BIO 527, 528, and 597.

629 Matriculation Continued (1)

Continued registration.

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.

675 Research (Credit not to exceed 6 s.h.)

Research for MSB students only under the guidance of the Associate Dean and an off campus research advisor. Same as BMS 675.

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 or DAT's. 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 two letters from a science professor) or a Health Profes-

sions 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 totaling 24 or better for acceptance to the accelerated Track I - 1 year program.
 - 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 or a comparable computer exam score 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, their credit load will be determined by the MBS admissions committee and the Associate Dean. 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 with a 3.0 GPA, an admission to candidacy form must be filed. Gradu-

ate 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

The program of study is divided into three tracks.

Track I

Students in the **Track I - 1 year 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 595A & B, 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 podiatry students from the School of Graduate Medical Sciences.

Students in the **Track I - 2 year 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 597, Physiology. The remaining hours will be determined in consultation with advisor.

Note: Classes will be late afternoon or evenings. Track I - 2 year students will not be permitted to take BMS 590 & 590L Gross Anatomy, as space limitations force us to restrict this course to the full time day students enrolled in the 1 year program. Students in this track will be limited to 9-10 sh per semester. Students in the Track I-2 year program may not transfer to the Track II program after completing 26 graduate credits in the MBS program.

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 or pre-Ph.D. 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. (Special 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. (Special fee). Same as BIO 505b.

507 Basic Research Methodology (2,3)

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

427/527 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. Same as BIO 427/527 and GMS 527. (Track I students must take both day sections).

428/528 Biochemistry II (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 GMS 528. (Track I students must take both day sections).

535 Human Embryology (3)

A study of human embryological development including fertilization, and the cellular and molecular mechanisms involved in embryogenesis. Congenital abnormalities and clinical applications will also be discussed. Same as BIO 535.

537 Human Genetics (3)

Acquiring an understanding of current theories of mechanisms of human inheritance and their application in modern medicine and technology. Same as BIO 537.

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 GMS 547. (Special 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 GMS 550. (Special fee)

553 Biomedical Ethics a+b**553a Ethical Foundations (1)**

An investigation of current ethical issues in health care and the medical, biological, and behavioral sciences. Same as GMS 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 GMS 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 3 s.h.)**

Research for Track I or Track II students under the guidance of a research advisor. (Special 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 GMS 590, and SES 590, with separate lab section. (Special fee)

595A/595B Physiology (4,2)

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 GMS 595A/B. (Special 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.

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 GMS 600, 601. (Special 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 GMS 620 and BIO 620. Prerequisites: BMS 527, 528, and 595 or 597, or BIO 527, 528, and 597.

623 Medical Microbiology I (3)

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 GMS 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 GMS 624.

629 Matriculation Continued (1)

Continued registration.

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 BIO 635

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. Same as BIO 675.

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 2.7;
- Official transcripts from all undergraduate institutions attended;
- Receipt of official MCAT or DAT 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 81% 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 Graduate Medical Sciences.

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)

Jane Fulton, Ph.D., Program 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, 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 or nursing, 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, who 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 excel-

lence at Barry University. This program also integrates faculty and courses from the D. Inez Andreas School of Business to provide a comprehensive academic experience for its students. The M.S./H.S.A. program consists of thirteen weekend and/or evening courses offered in an accelerated 10 week semester format. Taking two courses per semester, most students are able to complete the program in 18 months. 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. 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 or Graduate Record Examination (GRE) score must be submitted. 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 or the equivalent computerized score. 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, Winter and Spring 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 comprehensive examinations which are offered twice each year;
- have attained a cumulative GPA of 3.00 on a 4.00 scale (with no more than two grades of C and no grades of D or F);
- 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.

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.

Health Administration students with a semester OR cumulative GPA below 2.5 will be placed on academic probation. 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.

Any student failing to maintain a cumulative GPA of 2.5 for two consecutive semesters or who earns a third grade of "C" will be suspended.

A student who has been suspended for academic reasons generally may not petition the Office of Admissions for readmission until one year has elapsed.

Upon readmission, the student will be considered on academic probation and must remove one of the earned "C" grades by repeating one course in which a grade of "C" was earned. If the student fails to achieve a grade of "B" or better in that course, the student is considered to have failed to complete the conditions for reinstatement or removal of probationary status and will be permanently suspended from the program.

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 Program Director. 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 a written comprehensive examination. Each student must complete the following course requirements to graduate:

Courses	Semester Hours
MBA 601 Human Resource Management	3
MBA 617 Technology and Information Systems	3
MBA 630 Quality Management	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 610 Financing and Delivery of Health Care Services	3
HSA 620 Health Care Budgeting and Financial Management	3
HSA 635 Essentials of Managed Care	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
CMP 699	0
Total Semester Hours	39 - 45

* Required for students with less than three years health care work experience. Note: Students with at least 1.5 years of qualified health care experience may only be required to take 3 credits of Practicum/Internship. The Program Director will evaluate such students on an individual basis. Optional for all other HSA students.

Course Descriptions— Health Services Administration Prefix: 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 special emphasis on culturally diverse health care workers.

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.

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.

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.

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, risk management, cost, and payment in selected reimbursement systems such as Medicare, Medicaid, Workers' Compensation, and managed care systems. HSA 540 may be taken in place of MBA 630.

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.

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.

635 Essentials of Managed Care (3)

A survey of the continuum of managed care in the United States is presented. The concepts of risk and control are studied with particular focus on the management and organizational challenges involved with the continued growth of managed health care.

650 Health Services Research & Program Evaluation (3)

Introduction to the basic concepts and principles of research. Discusses program evaluation techniques and outcome measurements. Examines the strengths and weaknesses of research designs and methods, using both quantitative and qualitative techniques. Students write an evaluation proposal in a health services area.

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. Prerequisites: HSA 510, 610, or permission of the Program Director.

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: HSA 660 or permission of the Program Director.

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: 33 semester hours of coursework.

699 Comprehensive Exam

The comprehensive exam tests the concepts and applications presented in all courses of the program. Students must complete a minimum of 33 semester hours of coursework with a GPA of 3.0 to qualify for the comprehensive exam.

SCHOOL OF NURSING

Judith A. Balcerski, R.N., Ph.D., Dean

Faculty: Brown, Charron, Colin, Davis, Engebretsen, Gibson, Hauri, Hopkins, LaRochelle, Papes, Rostock, Schantz, Washington

Philosophy

This philosophy describes the beliefs of the faculty of the Barry University School of Nursing about person, environment, health, illness, professional nursing, and professional nursing education. The philosophy evolves from the university mission and inspires the purpose of the School of Nursing.

The faculty believes that humans are unique beings who have intrinsic value endowed in them by the Creator. Humans manifest a mind-body-spirit unity. This unity is expressed in multidimensional unfoldings which encourage creativity, harmony, and health. The essence of this human unity is dynamically situated in the individual's context, culture, environment, and changing contingencies. We respect the diversity, multiple realities, and individual choices of all persons. Within the context of caring we place value on the quality of life for human beings.

Environment is made up of the natural and constructed settings within which all beings exist and interact. The faculty believes that environment is the context in which nursing occurs. Professional nursing carries with it a commitment to care for the environment as well as to provide care within the environment.

The faculty believes that health is the patterning of the mind-body-spirit unity according to each individual's interpretation. The experience of illness is an alteration in patterning of the mind-body-spirit unity. Health and illness are not considered dichoto-

mous experiences; both are human experiences often occurring simultaneously. Understanding simultaneity is critical to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner on patterns of life events such as birth, health, illness, and death, professional nursing provides diagnosis and treatment of human responses and experiences within those events. Professional nursing involves practices that are preventive, restorative, supportive, and promotive. The three major roles of professional nurses are provider of care, coordinator of care, and member of a profession differentiated at various academic levels. Evolving professional roles are acknowledged and fostered.

The faculty believes that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master's level is the appropriate preparation for advanced nursing practice. Doctoral nursing education prepares nurses as researchers, scholars, and visionaries. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the construction of social policies which affect health at local, national, and international levels. The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Nursing education has the responsibility to advance the knowledge base of the discipline, promote inquiry, and generate and use research and theories that are selected on the basis of their congru-

ency with professional values and practices. Inquiry is requisite for accessing knowledge and is paramount for life long learning and professional proficiency.

The curricula of the School of Nursing are process based and flow from the conviction that the practice of professional nursing is predicated on critical thinking, analytic reasoning and the ability to critique and construct knowledge. Curriculum is dynamic based on the belief that the situated context is ever changing. Quality of life and the health care needs of individuals, families, and communities inform and reform the curricula as faculty and students engage in the mutual search for meaning and understanding in professional nursing.

The philosophy of the School of Nursing relates to the university mission through the major characteristics of quality education, religious dimension, community service and a caring environment. In addition it contains features of the liberal arts base, ethics and values development, international dimension, human dignity, the Dominican spirit of scholarship and service, and the cultivation of social responsibility and leadership.

THE GRADUATE PROGRAM

The graduate program in nursing offers the Master of Science Degree in Nursing (M.S.N.) and the Doctor of Philosophy Degree in Nursing (PhD).

MASTER OF SCIENCE DEGREE IN NURSING (M.S.N.)

Purpose

The major purpose for the Master of Science in Nursing (M.S.N.) program is to prepare professional nursing leaders in the advanced specialty areas of nursing administration, nursing education, and nurse practitioner specializations. These specialties can be practiced in a variety of health care delivery systems and educational settings. The program builds upon baccalaureate preparation in nursing and is based on the processes of advanced practice nursing; advanced theoretical application; inquiry; ethical analysis; health promotion and disease prevention interventions; social, economic, and political interpretations; cultural understanding; and professional role development.

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 analytically and 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 subscribes 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 indirectly implement and advance nursing practice through other professionals.

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, the client and the community. 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 health promotion and disease prevention, and the advancement of the nursing profession both within professional and outside political organizations.

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, ethics and professional standards;
- apply advanced nursing theories and conceptual frameworks to direct and mediated advanced nursing roles;
- provide leadership through integration of nursing, social, legal, ethical, cultural, spiritual, economic, 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;
- analyze multiple perspectives of the situated context and substantiate viewpoints
- enhance professional growth of self and others through the use of role development process; and
- build a foundation for the pursuit of doctoral education.

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. Selected classes are offered at off-campus learning sites. Practicums specific to each specialization under the guidance of academically qualified and experienced preceptors are required. In the research sequence the student either completes a research project or thesis.

Accreditation

The baccalaureate and master's nursing education programs are accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the program, please contact the Commission on Collegiate Nursing Education at the following address: Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

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. The *Graduate Student Organization* and the *Doctoral Student Forum* provide activities which will disseminate knowledge, and foster political and social participation within the school and community.

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 underserved areas, and to women and children at a domestic abuse shelter. The center provides a means for faculty and students in several academic disciplines to come together to respond to societal needs and health care reform.

The *Center for Nursing Research* promotes, assists, and facilitates nursing research within the School of Nursing and with its affiliating agencies. The Center's goals are to provide consultation, disseminate research findings, provide a forum for student-faculty sharing, sponsor an annual scholarly lecture for the professional community, and create an environment that perpetuates nursing scholarship.

The School of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

Master of Science in Nursing (M.S.N.) Program

The M.S.N. program offers a variety of study options:

Specializations leading to an M.S.N. or Post Master's Certificate:

- Nursing Administration
 - Administrative Leadership in Organizations
 - Case Management Nursing Administration
 - Community/Long Term Care Nursing Administration
 - M.S.N./M.B.A. dual degree program
 - Post-Master's Certificate
- Nursing Education
 - Post-Master's Certificate
- Nurse Practitioner
 - Primary Care Nurse Practitioner (Family)
 - M.S.N. completion option for ARNPs
 - Post-Master's Certificate

Subspecialty certificate programs for M.S.N. students as well as RNs holding a baccalaureate or higher degree

- Case Management in Nursing
- Gerontological Nursing Education
- HIV-AIDS Nursing Education
- Leadership/Administration
- Long-Term and Community Based Nursing Administration
- Nursing Educator in Academia
- Perioperative Nursing
- School Nurse Certification
- Women's Health Care

R.N./B.S. to M.S.N. Bridge Option

R.N.s with bachelor's degrees in fields other than nursing must complete some undergraduate courses as a bridge to taking the graduate courses. These students will not earn the B.S.N., but will be eligible to matriculate in the graduate program without a B.S.N.

Students who desire the B.S.N., or who do not meet the criteria for admission to the M.S.N. program are eligible to apply to the undergraduate R.N. to B.S.N. to M.S.N. Option. The bridge courses may be taken in combination with graduate core courses at the discretion of the student's advisor with the following exception: statistics is a prerequisite or corequisite for NUR 301, and NUR 301 is a prerequisite for NUR 607 and NUR 609.

The courses in the bridge are as follows (See Undergraduate Catalog for course descriptions):

- NUR 301 - Research in Nursing
- NUR 303 - Professional Processes
- NUR 483 - Health Assessment
- NUR 425 - Wellness Promotion

Admission Requirements – M.S.N. Program

Admission is granted to those with promise of success in graduate education. Criteria indicating potential success include:

- (1) Bachelor of Science in Nursing degree from an accredited school or a bachelors degree in another field (those with a degree not in nursing must complete the RN/BS to M.S.N. bridge before entry into any specialty courses);
- (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 (EAT);
- (7) successful completion of a statistics course which included descriptive and inferential methods, within the last five years;
- (8) two letters of recommendation from professional referees; and
- (9) current license to practice as an RN in Florida.

The graduate faculty evaluate students' experiential and academic backgrounds as a composite. The outcome of this assessment will be acceptance, provisional acceptance, deferment, or rejection. If a student is provisionally accepted, s/he may take up to six graduate credits during the time period s/he is in process of becoming fully accepted, deferred, or rejected. Students may take core courses in nursing while in their first year of nursing experience.

The English Assessment Test (EAT) provides students with a professional evaluation of their reading and writing ability. Based on the EAT results, an applicant may be required to enroll in an English writ-

ing course to assist in writing papers and thesis completion.

A personal interview may be required. Dual degree applicants (M.S.N.-M.B.A.) must also meet the admission requirements for the School of Business.

Program of Study

A program of study requires 45 graduate credit hours. Students are required to have a computer with modem access and an Internet service provider that meets the specifications of the school.

Transfer of Credits

A maximum of six graduate credits may be transferred from a regionally accredited institution. If courses are appropriate to the student's program, a written recommendation by the student's advisor to the Associate Dean must be submitted for final approval of transfer credits. Transfer credits will not be accepted in lieu of nursing courses required for the specialties. Only courses for which a student earned an A or B may be transferred. Transfer credits must meet the criteria established by Barry University.

Diversity

The members of the graduate faculty have a strong commitment to supporting the diversity of the student and faculty bodies 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 RN students who are Florida residents. As various scholarships become available, they are announced to students. For more information contact the Associate Dean for the Graduate Programs and the Financial Aid Office in the Division of Enrollment Services.

Grading Policy

A (92 to 100) represents an exceptional level of achievement. B (84 to 91) represents an above average level of achievement. A grade of C (76-83) represents an acceptable level of achievement except where progression requirements apply. Students may be required to repeat a course in which a C is earned. D is not used in the School of Nursing's graduate program. F (75 and below) is unacceptable, and the student must repeat the course.

An I grade is not automatically given for absence from class or incomplete work. An I is negotiated by the student with the course instructor when course assignments have not been satisfactorily completed for reasons acceptable to the instructor. A formal plan for completing the work must be agreed upon by the student and the instructor giving the Incomplete grade. An incomplete grade (I) must be converted to a letter grade before the end of the next full term (excluding summer sessions). The exact date is published in each course schedule and is sent to each student in a letter from the registrar. An incomplete grade becomes an F if assignments are not completed, and a final grade is not reported by the published date.

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 specialization (nursing administration, education, or nurse practitioner); if a student receives a grade of C or below, the student must repeat the course. Students may not repeat a course more than once. Students in the education and nurse practitioner specializations must show evidence of competency in advanced health care assessment as determined by the directors of the specific specializations. Students who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or thesis.

Thesis or Research Option

Thesis Requirement (NUR 699)

Students enrolled in the education specialization are required to complete a thesis.

Thesis Option (NUR 699)

Students enrolled in the leadership/administration or nurse practitioner specialization may complete either a thesis or research project option.

A student may enroll for a maximum of two semester hours the first semester in which the thesis is started. Students must first complete the core courses and one course from the specialization before enrollment. Once beginning thesis, registration every fall and spring is required until completion; summer registration is based on the availability of the faculty chairperson.

If the thesis is not completed at the end of three credits, the student will register for NUR 729-Continuous Registration and pay for one credit for each subsequent semester until completion of the thesis. Continuous Registration credits do not count towards degree. 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.

Three bound copies of the thesis must be provided at the student's expense: two at the University library and one at the School of Nursing before graduation is authorized.

Research Project Option (NUR 624)

Students may choose to complete the research sequence by taking NUR 624, Nursing Research Project, as a research alternative to the thesis.

Graduation Requirements

A minimum of 45 credits in the Nursing Administration, Nursing Education, or Nurse Practitioner specializations are required to graduate with an M.S.N. With the exception of the M.S.N./M.B.A., the 45 credits include 15 in core courses and 30 in the student's specialization.

To graduate, candidates for the degree of Master of Science in Nursing must:

- satisfactorily complete the program of study as confirmed by the associate dean and dean;
- 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.

Subspecialties

Subspecialties in nursing are designed to meet the immediate needs of patients and nurses in present day contexts. Each subspecialty is comprised of three courses 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.

Specific admission requirements and courses in each subspecialty are listed under nursing administration, nursing education, or nurse practitioner specializations. The subspecialties may be taken as follows: **Post-Baccalaureate** Available to nurses not enrolled in the M.S.N. program, with a 3.0 GPA from an accredited nursing program or with permission from the director of the specialty. Some credits may apply toward the M.S.N. degree. Completion of the nine credits with a 3.0 GPA is the criteria for awarding the certificate.

M.S.N. Students currently enrolled at Barry may elect an area of sub-specialization. These students would typically take an additional six to nine credits beyond the 45 credits required for the M.S.N. degree. These students then graduate with an M.S.N. specialization (education, leadership/administration, or nurse practitioner) and a subspecialization in an area even more specific to her/his goals. All academic policies, including progression requirements, apply to students with subspecializations. A certificate for successful completion of the specialization is awarded by the University. (This is not a nurse practitioner certification.)

Certificate Programs

Students who wish to obtain additional educational credentials in a nursing subspecialty as non-degree seeking may apply for certificate programs. A GPA of 3.0 and evidence of graduation from an M.S.N. or doctoral program is necessary for admission.

Electives

Any course except practicums and subspecialty courses with a clinical component may be taken as an elective.

CURRICULUM PLAN

Required of All Degree-Seeking Students, Core Courses (15 credits)

NUR 601	Philosophical & Theoretical Bases of Nursing	3
NUR 607	Quantitative Methods of Inquiry in Nursing	3
NUR 609	Qualitative Methods of Inquiry in Nursing	3
NUR 611	Situated Context of Nursing	3
NUR 624	Nursing Research Project <i>or</i>	
NUR 699	Thesis	3

NURSING ADMINISTRATION SPECIALIZATION

Objectives

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 administer nursing care within contemporary health care contexts;
- develop, administer, and evaluate systems to provide nursing care appropriate to particular contemporary health care delivery contexts; and
- apply selected specialty knowledge in varied organizational settings.

Specialization

In addition to courses required of all degree-seeking students, nursing administration students take:

NUR 660	Administration/Organization Theories	3
NUR 674	Financial Strategies for Nurses	3
NUR 682	Leadership/Management Strategies in Nursing	3
* NUR 696	Nursing Administration Practicum	3 or 6

*Courses require prerequisites.

Students choose one of three concentrations below to complete specialization requirements:

Administrative Leadership in Organizations

NUR 661	Context of Nursing Administration Practice	3
MBA 601	Human Resource Management	3
NUR 620	Epidemiology or Selected Clinical Theory Course Electives	3 6 or 9

Case Management Nursing Administration

NUR 661	Context of Nursing Administration Practice	3
NUR 671	Case Management Organization	3
NUR 672	Case Management Administration	3
NUR 620	Epidemiology or Selected Clinical Theory Course Elective	3 3 or 6

Community/Long Term Care Nursing Administration

NUR 620	Epidemiology	3
NUR 621	Historical & Theoretical Foundations of Community Health Nursing	3
NUR 623	Advanced Concepts: Nursing of the Community	3
NUR 684	Nursing Administration in Community & Home Based Nursing Care	3
NUR 685	Nursing Administration in Long Term Care Elective	3 0 or 3

Dual Degree Option: M.S.N./M.B.A.

In addition to the required core and nursing administration specialization courses, M.S.N./M.B.A. students take:

NUR 661	Context of Nursing Administration Practice	3
NUR 620	Epidemiology or Selected Clinical Theory Course	3

For M.B.A. admission requirements, course descriptions, and prerequisites, see the Andreas School of Business section in this catalog. (33 credits)

Required for M.B.A.

MBA 601	Human Resource Management	3
MBA 603	International Business	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 682	Competitive Environment & Strategy Formulation	3
MBA 683	Leadership & Strategy Implementation	3

In addition to these nine prescribed courses, students select two elective courses from M.B.A. concentration courses.

Post-Masters Certificate Program

(21 to 24 credits)

In addition to the four courses required of all nursing administration students, post master's students take:

NUR 661	Context of Nursing Administration Practice	3
MBA 601	Human Resource Management Selected Clinical Theory Course	3

Requirement for entry: M.S.N. in another area of specialization other than nursing administration.

Subspecialties*Case Management in Nursing*

NUR 671	Case Management Organization	3
NUR 672	Case Management Administration	3
* NUR 698	Case Management Practicum	3

Leadership/Administration

NUR 660	Administration/Organization Theories	3
NUR 674	Financial Strategies for Nurses	3
* NUR 682	Leadership/Management Strategies in Nursing	3

Long Term & Community-Based Nursing Administration

NUR 684	Nursing Administration in Community & Home Based Nursing Care	3
NUR 685	Nursing Administration in Long Term Care	3
* NUR 692	Long Term & Community-Based Nursing Administration Practicum	3

NURSING EDUCATION SPECIALIZATION**Objectives**

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;
- apply 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.

Specialization

A thesis is required for students in the education specialization. In addition to courses required of all degree-seeking students, nursing education students take:

NUR 500	Informatics	3
NUR 510	Advanced Pathophysiology	3
NUR 645	Foundations of Nursing Education	3
NUR 650	Learning Theory in Nursing Education & Practice	3
NUR 656	Curriculum Design, Evaluation & Revision in Nursing Education	3
NUR 671	Case Management Organization	3
* NUR 695	Teaching Practicum	6
	Directed elective	3
	Free elective	3

*Courses require prerequisites.

Post-Masters Certificate Program

(24 credits)

Post master's students take the seven courses required of all nursing education students.

Requirement for entry: M.S.N. in another area of specialization other than nursing education.

Subspecialties

Nursing Educator In Academia

(Students in the Nursing Education Specialization are not eligible for a certificate as these courses are already part of the program.)

NUR 645	Foundations of Nursing Education	3
NUR 650	Learning Theory in Nursing Education & Practice	3
NUR 656	Curriculum Design, Evaluation and Revision in Nursing Education	3

Requirement for entry: M.S.N. or M.S.N. student.

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 in Nursing Education	3
* NUR 697	HIV/AIDS Nursing Education Practicum	3

NURSE PRACTITIONER SPECIALIZATION

Objectives

Upon successful completion of the Nurse Practitioner specialization, in addition to completing overall program objectives, graduates will have the ability to:

- assess client's health status based on the patterns of mind, body, and spirit;
- apply advanced concepts of nursing, medicine, and complimentary therapies to the management of health problems of clients and families;
- demonstrate advanced practice nursing skills in a variety of health care settings (acute, community, or primary);
- function in independent and collaborative roles in a variety of settings;
- incorporate cultural and spiritual differences of clients and families in providing health care;
- conduct scientific inquiry to promote social policy changes and enhance the delivery of services by nurse practitioners; and
- provide leadership in creating ethical and socially responsible change in the socio-political realm in which health care is delivered.

Specialization

Primary Care Nurse Practitioner (Family)

In addition to courses required of all degree-seeking students, nurse practitioner students take:

NUR 510	Advanced Pathophysiology	3
NUR 615	Advanced Pharmacology	3
NUR 651	Family Theory: Education & Health Promotion	3
NUR 663	Analysis of Health Care Resources	3
+* NUR 670	Advanced Concepts of Clinical Nursing I (Adult/Family)	3
+* NUR 676	Advanced Concepts of Clinical Nursing III (Pediatric/Family)	3
+* NUR 677	Advanced Concepts of Clinical Nursing IV (Geriatric/Family)	3
+ NUR 683	Nursing Case Management of Families	3
* NUR 693	Community Practicum Elective	3

M.S.N. Completion Option for ARNPs

Minimum of 30 credits must be taken to earn the M.S.N. of which 15 are core; the remaining 15 credits will be designed with the director. Evidence of dual licensure/certificate for RN/APN in Florida is required.

Post-Masters Certificate Program

Minimum of 15 credits selected by the student and director from the following:

NUR 510	Advanced Pathophysiology	3
NUR 615	Advanced Pharmacology	3
NUR 651	Family Theory: Education and Health Promotion	3
NUR 663	Analysis of Health Care Resources	3
+* NUR 670	Advanced Concepts of Clinical Nursing I (Adult/Family)	3
+* NUR 676	Advanced Concepts of Clinical Nursing III (Pediatric/Family)	3
+* NUR 677	Advanced Concepts of Clinical Nursing IV (Geriatric/Family)	3
NUR 683	Nursing Case Management of Families	3
* NUR 693	Community Practicum	3

Subspecialties

Perioperative Nursing

NUR 646	Introduction to Perioperative Practice	3
+* NUR 646	Analysis of Perioperative Nursing Practice	3
+* NUR 648	Perioperative Nursing Practicum	3

School Nurse Certification

NUR	515	Introduction to School Nursing	3
+* NUR	519	School Nurse Intervention	3
* NUR	524	School Nurse Practicum	3

Women's Health Care

NUR	632	Introduction to Women's Health Care	3
+* NUR	633	Analysis of Women's Health	3
+* NUR	634	Women's Health Care Practicum	3

**Course Descriptions—
Nursing Prefix: NUR**

(Courses with theory and clinical components have the hours in theory [T] and clinical [C] indicated.)

510 Advanced Pathophysiology (3)

Focuses on alterations in the biological patterning that affect homeostasis in the individuals. Emphasizes dynamic aspects of disease, signs and symptoms, and physical and laboratory findings. Students will present a case study based on advanced pathophysiology and clinical management of a selected disease process or syndrome. Prerequisite: Admission to graduate program or permission of instructor.

515 Introduction to School Nursing (3)

Focuses on the historical and developmental structure needed to work with children. Students review and analyze the physical, social, emotional, spiritual and cultural needs of the school-age population and their families within the school/community setting.

519 School Nurse Intervention (3)

Focuses on the common acute and chronic problems encountered in the school setting. Exposes the student to the collaborative role of the school nurse and implementation of the nursing process to achieve optimum wellness. Addresses acute and emergency care. Students spend time with school educators and precept with experienced school nurses. Prerequisite: NUR 515. (T-30 hrs.; C-120 hrs.)

524 School Nurse Practicum (3)

Focuses on completion of the clinical hours needed to qualify for the certification exam. Students assimilate information from previous courses and effectively apply health concepts in practice. Prerequisite: NUR 519. (C-120 hrs.)

601 Philosophical & Theoretical Bases of Nursing (3)

Seminar discussions focus on the philosophical perspectives grounding contemporary nursing. Provides the history of nursing theory development. Students explore the potentials for nursing's future by examining and critiquing nursing theory, research, and practice through differing philosophical and ethical perspectives.

605 Nursing Research: The Phenomenological Perspective (3)

Seminar discussions of phenomenological readings facilitate a beginning understanding of the phenomenological perspective in nursing research. Assists students in comprehending the meaning of the phenomenological perspective for thesis development and practice.

607 Quantitative Methods of Inquiry in Nursing (3)

Presents 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 facilitate a beginning understanding of qualitative perspectives in nursing inquiry. Assists students to comprehend the meanings of qualitative inquiry for theory, practice, and research, and leads to the development of a qualitative research proposal.

611 Situated Context of Nursing (3)

Examines 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 changes. Assists students in designing proactive, innovative strategies to shape ethically and socially responsible health care policy from the community to international levels.

615 Advanced Pharmacology (3)

Advanced pharmacology applicable to clinical settings for nurse practitioners. Evaluates compatible and incompatible drug interactions. Constructs classification of drugs for clinical use. Analyzes legal and ethical scope of practice.

619 Entrepreneurship in Nursing (3)

Explores 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)

Presents 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.

623 Advanced Concepts: Nursing of the Community (3)

Study of advanced community assessment models. Addresses strategies for intervention with communities with a focus on collaboration. Clinical application of a community assessment, intervention, and evaluation models in community health settings.

624 Nursing Research Project (3)

Alternative to the thesis. Provides opportunities to participate in research aimed at the discovery of nursing knowledge. Prerequisites: NUR 607, 609 or permission of instructor.

627 Physiological Functioning of Older Adults (3)

Focuses on promotion of healthy physiologic functioning in older adults.

628 Psychosocial Functioning of Older Adults (3)

Focus on promotion of healthy psychosocial functioning in older adults.

629 Physiological Context of HIV/AIDS (3)

In-depth examination of the physiology and pathophysiology of HIV/AIDS and their dynamic effects on the human systems. Includes diagnoses, opportunistic infections, and treatment modalities of the acute and chronic stages of the disease.

630 Psychosocial Context of HIV/AIDS in Nursing Education

Focuses on 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.

632 Introduction to Women's Health Care (3)

Focuses on historical development of women's health care in relation to health promotion and maintenance. Explores a holistic approach to the physical, psychosocial, emotional, and cultural needs of women, individually and within the context of family and community. Students review and analyze women's health needs through the life cycle and explore future options and alternatives for the delivery of health care within advanced practice nursing.

633 Analysis of Women's Health (3)

Critical analysis of advanced health assessment of women clients during the reproductive years in various primary care settings. Using a multidisciplinary approach, students devise, implement, analyze, and evaluate advanced nursing practice based on current empirical and theoretical knowledge. Prerequisite: NUR 632, M.S.N.-N.P. student or M.S.N.-N.P. (T-30 hrs.; C-120 hrs.)

634 Women's Health Care Practicum (3)

Identification of health care issues and problems relevant to the menopausal/elderly woman. Explores a holistic approach to the assessment of women with a focus on health maintenance, mobility, family and community relationships, ethics, and spirituality. Planning of care and evaluation of outcomes implemented in clinical settings. Prerequisite: NUR 633. (T-30 hrs.; C-120 hrs.)

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 Introduction to Perioperative Practice (3)

Exploration of the role of the advanced perioperative nurse within contemporary perioperative environments. Organization, socioeconomic, professional, and political issues affecting the advanced perioperative nurse will be examined. Explore management of common acute and chronic conditions requiring intervention prior to surgery (preoperative phase) as well as the various roles of the advanced perioperative nurse in relation to other members of the surgical team.

647 Analysis of Perioperative Nursing Practice (3)

Analysis of the intraoperative phase and client's physiological and psychological response to surgical intervention including an overview of anesthesia. Exploration of the clinical role of the Registered Nurse First Assistant as an extension of the advanced perioperative nurse. Prerequisite: NUR 646; evidence of health assessment skills, perioperative nursing certification (CNOR/CRNFA).

648 Perioperative Nursing Practicum (3)

Evaluates effects of surgical intervention and postoperative client outcomes and subsequent physiological and psychological interventions. Management and clinical decision making requirements for complications commonly following surgical intervention. Exploration of ethical and legal issues affecting advanced perioperative nursing practice and the delivery of surgical services through research and clinical experience. Prerequisite: NUR 647.

650 Learning Theory in Nursing Education & Practice (3)

Examination of major concepts and theories related to teaching/learning in nursing education and practice. Includes behaviorist, cognitive, and humanistic psychology theories; andragogy and pedagogy models; and strategies for teachers.

651 Family Theory: Education and Health Promotion (3)

Theoretical approach to the study of families and communities throughout the health/illness continuum. Analysis of individual and family health beliefs in the development of effective health promotion strategies. Andragogy and pedagogy teaching/learning models are examined and implemented.

656 Curriculum Design, Evaluation and Revision in Nursing Education (3)

Introduction to the process of curriculum design and evaluation. Applies learning theory, accreditation criteria, and group techniques in the design, evaluation and revision of nursing curricula. Includes philosophy, conceptual framework, program objectives, course objectives, content selection, teaching strategies, and evaluation methods.

657 The Transcultural Context in Nursing Education (3)

Focuses 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. Integrates theoretical and experiential learning.

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)

Analysis of 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

Analysis of 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, and the dynamic interplay of current health care organizations and environments. Examines global, national, and multicultural perspectives on administration of nursing care.

663 Analysis of Health Care Resources (3)

Focuses on the evolution, practice, and education for nurse practitioners. Analysis of legislation, policy, financing, ethics, and communities as they relate to health care. Practice acts and professional roles compared.

666 Psychosocial Care of Client and Family (3)

Focuses 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.

670 Advanced Concepts of Clinical Nursing I (Adult/Family; Education) (3)

Focuses on 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 interpretations and leadership, as they interface with the direct and mediated nursing practice roles. Prerequisites: NUR 615, 683 for N.P.; NUR 640, 650, 655, 656 for EDUC. (T-30 hrs.; C-120 hrs.)

671 Case Management Organization (3)

Examines organizational dimensions of case management administration. Focuses on 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)

Examines case manager and executive roles in case management systems intraorganizationally and interorganizationally. Focuses 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.

674 Financial Strategies for Nurses

Develops understanding and applications of health care financial management as an essential foundation for health care delivery. Course includes situating ethical financial management within the context of today's health economy. Includes health care strategic financial planning, cost concepts and decision making, computer applications for financial management, budgeting processes, productivity analysis, forecasting, variance analysis, relevant accounting principles, cost effectiveness, cost efficiency and cost benefit analysis, budget negotiation strategies and activity based costing and management.

676 Advanced Concepts of Clinical Nursing III (Pediatrics/Family) (3)

Explores physical and psychosocial assessment and clinical management of infants, children, and adolescents within the context of family, culture and environment. Focuses on preventive and ambulatory pediatrics, including the basics of well-child management: nutrition, immunization, safety, physical and psychosocial development, and clinical management of the common problems of childhood. Prerequisite: NUR 670 or permission of instructor. (T-30 hrs.; C-120 hrs.)

677 Advanced Concepts of Clinical Nursing IV (Geriatrics/Family) (3)

Focuses on advanced physical and psychosocial assessment of the elderly in the context of family, culture and environment. Students devise, implement, and analyze a plan of care based on nursing process, current empirical data, and theoretical nursing knowledge. Application of concepts occurs in clinical situations through independent projects. Prerequisite: NUR 670 or permission of instructor. (T-30 hrs.; C-120 hrs.)

682 Leadership/Management Strategies in Nursing (3)

Examines 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 or permission of instructor.

683 Advanced Clinical Management of Families (3)

Student uses advanced health assessment skills in the clinical management of adults and families. Medical protocols and nursing interventions are formulated and evaluated. Plans for clinical management include medication, laboratory diagnostics, radiology, and nutrition in prevention, wellness, episodic, and chronic care. Prerequisite: NUR 510, 601. Corequisite: 615. (T-30 hrs.; C-120 hrs.)

684 Nursing Administration in Community and Home Based Nursing Care (3)

Examines 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)

Examines 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. Addresses special requirements for nursing of the populations of persons requiring long term care.

691 Gerontological Nursing Education Practicum (3)

Provides opportunity to operationalize the nurse educator role and to apply the knowledge acquired from previous courses. Students 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)

Providing opportunity to operationalize the nurse administrator role with qualified preceptors in selected long term and community based nursing administration settings. Emphasis is placed on both creating and maintaining systems providing nursing in long term and community based settings. Pre or Corequisites: NUR 684, 685.

693 Community Practicum (3)

Provides opportunity to operationalize the role of the nurse practitioner with qualified preceptors in community settings. Prerequisites: Completion of all theory and clinical courses. (C-120 hrs.)

695 Teaching Practicum (6)

Focuses on application of educational theories and strategies in the classroom, clinical and community. Classroom and clinical settings provide opportunities to practice appropriate role behaviors as a nurse educator under the guidance of a qualified preceptor. Credit application: 3cr in classroom and 3cr in clinical settings. Prerequisite: Completion of all theory and clinical courses. (C-240 hrs.)

696 Nursing Administration Practicum (3-6)

Provides opportunity to operationalize the nurse administrator role with qualified preceptors in appropriate agencies. Emphasis on practical experience in observation of, participation in, and analysis of various roles and functions. Credit allocation varies based on individual student experiences and educational requirements. Prerequisite: Completion of all core and nursing administration specialization courses or permission of instructor. (C-120-240 hrs.)

697 HIV/AIDS Nursing Education Practicum (3)

Provides opportunity to operationalize the nurse educator role and to apply knowledge acquired from core, major, and sub-specialty courses. Students participate in the care and education of individuals infected with HIV/AIDS with qualified preceptors in selected settings. Theory, research, and practice of the nurse educator are the foundations of this practicum experience. Prerequisite: NUR 630. (C-120 hrs.)

698 Case Management Practicum (3)

Affords opportunity to operationalize the role of a case management administrator. With qualified preceptors students observe, enact, and analyze the role of the case management administrator. Students question assumptions relative to all facets of case management and case management administration. Pre or Corequisites: NUR 671, 672. (C-120 hrs.)

699 Thesis (3)

A scientific research study that the student conducts independently. Prerequisite: core and at least one specialization course.

729 Continuous Registration (1)

Enrollment is required each semester after three thesis credits of NUR 699 until the thesis is completed.

SPECIAL TOPICS (500 ST)**500 Nursing Informatics**

Introduction to concepts of computer and information science as they relate to nursing informatics. Introduction and refinement of skills necessary to gather and dispense nursing data and nursing information as they relate to nursing science. Exploration of computer programs and software relevant to nursing administration, education, research, and practice (nursing knowledge).

500 ST Nursing and the Environment (3)

Explores 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. Invites environmentally sensitive nursing practice from the standpoint of personal and organizational responsibility for a sustainable planetary future.

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. Explores cultural, social and gender influences on power development in health care arena are explored.

DOCTOR OF PHILOSOPHY IN NURSING**The Ph.D. program offers two study options: Traditional Academic Year and Summer Residence Program**

The Doctor of Philosophy in Nursing (Ph.D.) Program prepares students to be nurse scholars who, upon graduation, will assume roles as researchers, professors, and executives. The faculty and administration of the School of Nursing believe that the university is a community of scholars. Its central aim is 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".

The scholastic and creative activities of the program encompass:

- excitement which will inspire scholars to pursue the ways and means to nursing care in professional, political, and public domains;
- an interdisciplinary community of scholars which aims to understand the implicit and explicit connectedness of human and environmental phenomena;
- an understanding drawn from multiple perspectives, plurality, and polyvocality which evolve from and are revealed by disparate forms and alternative ways of being;
- ethical discourse based in the Judeo-Christian tradition, postmodern and critical theories, and existentialism which respects diversity of expression, being, and acting essential for the growth of a scholar; and
- an appreciation of the patterns and commonalities inherent in the human experience undergirded by the complexity, ambiguity, and unpredictability which characterize the eclectic nature of human beings.

Objectives

In fulfilling the mission of the university, the Ph.D. program will foster the development of a community of scholars grounded in the Judeo-Christian tradition. To meet the challenge of the contemporary world, a postmodern perspective will guide doctoral students to be nursing scholars, researchers, professors, and executives who, through these 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.

Opportunities for Student-Faculty Scholarship, Political and Social Participation, and Community Service

There are many opportunities for doctoral students, candidates, and faculty to participate in stimulating activities which will enhance their leadership, scholarly, and professional growth. The *Doctoral Student Organization* provides activities which will disseminate knowledge, and foster political and social participation with the school and community. The organization is unique in that it actualizes the ontology of the PhD Program to provide an experience to become a self-governing group. It is expected that doctoral students will become an integral part of the activities that offer scholarship, inquiry, and political and social participation.

The *Center for Nursing Research* promotes, assists, and facilitates nursing research, within the School of Nursing and with its affiliating agencies. The center's goals are to provide consultation, disseminate research findings, provide a forum for student-faculty sharing, sponsor scholarly lectures for the professional community, and create an environment that perpetuates nursing scholarship.

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 underserved areas, and to women and children at a domestic abuse shelter. The center provides a means for faculty and students in several academic disciplines to come together to respond to societal needs and health care reform. Additionally, it is a rich source of potential inquiries.

The School of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

Faculty

All faculty, nursing and interdisciplinary, instructing in the Ph.D. program hold graduate appointments and are professionally qualified. They hold doctoral degrees in the field or in a field closely related to the

areas in which they teach and some have completed post-doctoral fellowships. In addition they possess extensive teaching experience in a variety of colleges and universities and at multiple educational levels. They have administrative, clinical, and research experiences which enhance the diversity of instructional techniques necessary to challenge students from a variety of backgrounds and interests.

The School of Nursing faculty includes researchers who have published in nursing's most prestigious journals, research books, and books of research reports and presented at international and national research conventions. In addition, they have received competitive research grants and served in research positions as abstract reviewers, associate editors, research consultants, and workshop presenters.

From this expertise evolves a rich and diverse research program integrally related to the doctoral program of study. Inherent in the philosophy of the Ph.D. program is the commitment to advance nursing knowledge with consequential improvement in the quality and delivery of nursing care in professional, political, and public domains. This commitment is held by the faculty and reflected in their research as they guide students to prepare and present a scholarly dissertation reflecting sophistication of inquiry and responsiveness to health and social problems.

Admission Requirements

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 nationally accredited school;*
- 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 appropriate scores achieved, the tests need not be repeated;
- a graduate grade point average of 3.3 or higher;
- graduate-level research courses, project or thesis;
- statistics course including inferential statistics within the past 5 years;
- evidence of competency in verbal and written communications in English (completion of English Assessment Test). Summer Ph.D. students accepted for admission will complete the EAT during their first summer;
- professional recommendations of leadership competencies or potential;
- evidence of professional activities; and,
- a personal interview with the admissions committee.

These criteria, in addition to professional experience, 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 denial. Under special circumstances, with the approval of the Associate Dean, a student might be allowed to register for up to six credits under a non-degree status.

Prospective students for the Executive Role with a master's degree out-of-field are invited to apply and will receive individual advisement for application and the course work sequence.

Grading Policy

Course grades are: A, B, C, F, I, CR/NC, W, and IP. Doctoral students and candidates are expected to achieve a minimum of a B in all courses. Students who receive a C must repeat the course. In the case of an F, the student's advisor, the instructor giving the grade, and the Associate Dean 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 and receive a B grade. A second C or failing grade will automatically terminate the student from the program.

An I grade is not automatically given for absence from class or incomplete work. An I is negotiated by the student with the course instructor when course assignments have not been satisfactorily completed for reasons acceptable to the instructor. A formal written plan for completing the work must be agreed upon by the student and the instructor giving the Incomplete grade. An incomplete grade (I) must be converted to a letter grade before the end of the next full term (excluding summer sessions). The exact date is published in each course schedule and is sent to each student in a letter from the registrar. An incomplete grade becomes an F if assignments are not completed, and a final grade is not reported by the published date.

Doctoral students in the Summer Residence Program will receive grades of IP (In Progress) when the summer semester ends. At the agreed upon time to submit materials for course evaluation, the earned grade will be assigned. All the above policies will then pertain to Summer Residence students.

International Students

Students from other countries are encouraged to apply for admission to the PhD program. Individual programs of study will be designed in collaboration with students and doctoral faculty in order to meet the requirements of the PhD program.

Transfer of Credits

A maximum of six graduate credits may be transferred from other doctoral programs which were regionally accredited at the time the courses were taken. If the courses are appropriate to the student's program, a written recommendation by the student's advisor to the Associate Dean must be submitted for final approval of transfer credits. Only courses in which a student has earned an A or B may be transferred. Transfer credit must meet the criteria established by Barry University.

Faculty Advisement

Advising in the doctoral program is a critical ongoing process concerned with students' progress and development. Each doctoral student has an academic advisor. When dissertation planning is in process, doctoral students choose members for their committees best suited for their particular interest.

PROGRAM OF STUDY

The program of study requires 45-54 credit hours beyond the master's degree in nursing. Students begin the program with interdisciplinary core courses taken with students from social work and education. Faculty from each of the three disciplines teach interdisciplinary core courses. Nursing core courses and/or role courses may be taken in conjunction with the interdisciplinary core or separately. Interdisciplinary/intradisciplinary core courses and specific role courses are combined with supporting courses for the doctoral candidate's area of inquiry. The academic year doctoral program is designed to meet the needs of students who are able to complete 9 to 15 program credits annually through part-time study while maintaining outside employment. The Summer Residence Program is designed to meet the needs of students who can best complete the Ph.D. program in concentrated 10-week summer semesters completing 12 to 15 program credits annually. The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to. Students are required to have a computer with modem access, and an internet service provider that meets the specifications of the School.

Program of Study for All Students (All courses are 3 credits)

Required Interdisciplinary Core Courses - 12 credits

Philosophy of Science and Theory Development

Qualitative Methods of Inquiry

Quantitative Methods of Inquiry

Qualitative Methods for Advanced Inquiry
or
Quantitative Methods for Advanced Inquiry

Nursing Core Courses - 9 credits

Nursing in the Postmodern Period
Health Care Economics and Policy
The Politics of Meaning in Nursing

Nursing Role Courses - 9 credits, depending on role:

Inquiry: Social Construction of Roles (All students)
Nurse Professorial Role and
Advanced Curriculum Development and Evaluation
or

Nurse Executive Role and Advanced Executive
Planning and Evaluation
or

Nurse Researcher Role I and II

Inquiry Courses or Independent Study (9-15 credits)

Dissertation Seminar I (3 credits), II (3 credits)

Doctoral Student & Candidate Portfolio

The purpose of the portfolio is to evaluate the quality of the students writing and scholarly development throughout the program. The portfolio will contain such items as papers, posters, copies of publications and grants submitted, and other scholarly works. The portfolio should also include the student's self-reflection on their development and sophistication and demonstrate evidence of meeting the aims of the program. The student is responsible for maintaining the portfolio which will be reviewed annually by the student's advisor.

Candidacy

A student becomes a doctoral candidate upon completion of the candidacy paper and completion of the candidacy examination which must be taken between the completion of 24 and 31 credits and after verification that all course and other requirements have been satisfied. Doctoral students must have a 3.5 GPA as well as no Incomplete (I) or Failing (F) grades to be eligible to begin the candidacy process. The candidacy paper demonstrates synthesis of knowledge understood and analyzed following the acquisition of 24 to 31 credits of doctoral study. The student may choose either a conceptual paper or an issue paper. The conceptual paper is for the student who has a dissertation area chosen and the method of inquiry. The issue paper is for the student who wishes to pursue a presentation of an issue and argue a specific perspective. The candidacy examination is a defense of the candidacy paper. Upon successful completion of this examination, the doctoral student becomes a doctoral candidate and can, if she/he wishes, begin dissertation seminar.

Residency

The residency requirement for doctoral students in nursing is defined as registration for 6 or more credits for two consecutive semesters. Registration in Spring followed by a Fall semester is acceptable. Registration for two consecutive summers is required for students in the Summer Option.

Dissertation Sequence

Following admission to candidacy, students enroll in NUR 798 and NUR 799. Students work with the Dissertation Seminar Professor and the Dissertation Chair. When the dissertation proposal is approved by the student's committee and the IRB, doctoral candidates enroll in continuous dissertation advisement under the direction of the dissertation chair. 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.

It is essential that the dissertation constitute scholarly, independent original research, 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.

Dissertation Advisement

Candidate must be continuously enrolled in advisement until successful completion of the dissertation defense. Doctoral candidates will be required to register for three credits each semester. Credits for advisement do not count toward degree.

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 PhD must be met within an eight-year time period.

Continuous Matriculation

Fully matriculated doctoral students must register for continuous matriculation during semesters when they are not registered for formal classes. Failure to register for continuous matriculation or courses for two

consecutive semesters excluding summers will result in automatic termination from the program. To re-apply, a student will submit a new application, be reviewed by the Admissions Committee, and be interviewed.

Matriculation in the program shall not exceed eight years from the time of admission, with the exclusion of a leave of absence approved by the Director of the Program.

SUMMER RESIDENCE PROGRAM – Additional Information

While studying on campus during the summer, students will have a full doctoral experience - reading, engaging in faculty/student discussions, and socializing. All facilities at the university are air-conditioned, including on-campus housing. Campus facilities including the library, computer laboratory, learning center, state-of-the-art sport facilities and swimming pool are open and available for the summer session. Cultural activities in the international City of Miami are readily available just 15 to 20 minutes from campus. During the year at home between summers, doctoral students will complete papers and assignments and be in continual contact with professors and their advisor.

- Designed for out-of-state and international students (in-state students may also apply if distance for academic year program is problematic);
- 10 weeks per summer term;
- Individual planning and advisement;
- Twelve to fifteen credits per summer;
- Courses taken during summer will involve reading and discussion. Assigned papers and projects completed during the following fall and spring semesters at your home base will be mailed to the professor, as arranged;
- Presence on campus is required during summer and optional January concentration;
- January course - one to two weeks; and
- Communication with advisor and professors during the entire year: telephone conference and e-mail.

Course Descriptions— Human Sciences Nursing Prefix: HSN

Interdisciplinary Courses

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.

Nursing Prefix = NUR

NUR 703 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

NUR 705 Phenomenology I (3)

Seminar discussions of phenomenological readings to facilitate a beginning understanding of the phenomenological perspective in human science for inquiry. This course is specifically designed to assist doctoral students in comprehending the meaning of the phenomenological perspective for inquiry and practice implications.

NUR 710 Researcher Role I

Examines advanced competencies in research by drawing upon literature from nursing and other sciences. Students engage in seminar discussions concerning

topics that are foundational to advancing the role of researcher, such as, ethics, recruitment/retention of human subjects, sampling strategies, nurses as researchers vs. therapists, and data management with complex data bases. Supervised inquiry, as part of a research team, is included in the course.

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 717 Researcher Role II

A theoretical and practical focus on advanced competencies in research. The research and role literature to be considered in course seminars is tailored to developing the student's mastery of research team management, complex data sets, scholarly presentation, and eventual success in competing for new investigator awards. Supervised inquiry, as part of a research team, is included in the course.

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. Explores the influence of current political ideology and agendas on the meaning of experience through the lens of identity politics.

NUR 722 Nurse Professorial Role I (3)

Seminar discussions of nurse professorial role in contemporary academic settings focus on education, leadership, and power. Critiques current theory, research, and practice related to nursing education. Re-envisions nurse professional role 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 role in contemporary nursing and health care environments focus on health care organizations, leadership, power, and empowerment. Critiques current theory, research, and practice related to nursing and health care. Re-envisions nurse executive role for contemporary turbulent contexts of nursing and health care.

NUR 731 Advanced Executive Planning and Evaluation (3)

Examines principles and methods of strategic and long range planning including environmental analysis, goal setting, decision-making, utilization of resources, motivation, communication, and outcome measurement. Includes program revision, development, implementation, financing, and evaluation within the framework of advanced professional nursing practice.

NUR 740 Inquiry: Social Construction of Roles (3)

Focuses on inquiry informed by critical theory leading to understanding the social construction of executive, professorial, and research roles in nursing. Engages students in deconstruction and reconstruction or revisioning of premodern, modern, and postmodern nursing from executive, professorial, and/or research role perspectives.

NUR 750 Special Topics Advanced Inquiry

Advanced inquiry courses with a focus on evolving subject areas complementary to the achievement of scholarship, leadership, and knowledge development.

NUR 798 Dissertation Seminar I (3)

Examines relevant researchable matters in areas of students' specialization. Selects chairperson through the formal approval process and begins the development of the dissertation proposal.

NUR 799 Dissertation Seminar II (3)

Individual dissertation work. Culminates in the dissertation proposal and IRB prospectus. Prerequisite: NUR 798. If the proposal is not completed in NUR 798, the doctoral candidate re-enrolls in NUR 799 until formal approval of the proposal is obtained by the student's committee and the IRB.

NUR 800 Continuous Dissertation Advisement Matriculation (3)

Enrollment is required each semester after the completion of NUR 799 until the dissertation is successfully defended. Prerequisite: NUR 799.

ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Stephen M. Holloway, Ph.D., Dean
William E. Buffum, Ph.D., Associate Dean

Faculty: Berman-Rossi, Bryson, Charania, Cherry, Connolly, Cook, Dhein, Fike, Goldstein, Gray, Houston-Vega, Hutchinson, Kelly, Mack, Martin, McPhee, Mondros, Moreda, Munnings, Nakanishi, Nardi, Narkiewicz, Nerette, Nuehring, Pierce, Schmitz, Singleton-Bowie, Sprague-Damon, Taylor, Thurston, Uzzi, Williams, 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 the

last two years of undergraduate work. Exceptions may be made on the basis of extenuating circumstances and an applicant may be granted admission on a provisional status.

An application consists of the following:

- \$30 application fee;
- Application;
- Three-page typed, double space personal statement;
- Three letters of recommendation;
- All college related transcripts.

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 requested by the School in order to make a decision. 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 Department 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 Department 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, or rejection.

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 were terminated from the program may seek readmission. Students who are returning to the program within two years after a leave of absence or a voluntary withdrawal will be processed through the office of Student Services. Students who are returning to the program after two years absence, or have been terminated from the program, or were admitted as provisional students and then withdrew will make application for readmission to the Admissions Committee. The committee will decide whether or not to extend an offer for readmission. Students who are offered readmission will meet with the Dean of Student Services to determine the students' academic plan for coursework and field instruction. 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 satisfactorily 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. Only grades of B or better are considered for transfer.

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 international 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 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

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 Clinical 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 Student 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. Variations from the standard weekday daytime hours must be approved by the Director of Field Instruction.

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. Placements are only available in the following East Coast Counties: Monroe, Miami-Dade, Broward, Palm Beach, Martin, Indian River, and St. Lucie.

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 Student Program complete their field placement over three semesters. Sponsored Student Program students enroll in SW 590 (3 credits) Sponsored Student Seminar during the Foundation Year II, SW 592 (4 credits) during the summer of Foundation Year II, SW 691 (4 credits) during the fall of Concentration Year, and SW 692 (4 credits) during the spring of Concentration Year. Students in the Sponsored Student Program complete 20 hours per week when enrolled in SW 592, SW 691, and SW 692.

Separate registration is required for each field instruction course. Credit will be granted upon achievement of educational objectives and completion of required hours.

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. In cases where the student is unable to complete field instruction due to circumstances beyond their control, and when 75% of field instruction hours are satisfactorily completed, a grade of Incomplete ("I") will be submitted. Students who repeat a field instruction course must audit the corresponding practice course.

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. It may be necessary for students to take some afternoon classes in their concentration year.

Palm Beach students take concentration year courses on the Miami Shores campus.

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. Students who choose Option B must be available for 40 hours and 5 days per week during standard agency hours of operation. 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, or 641	SW 621	SW 622
SW 682	SW 623	Field III
Elective	Elective	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. Advanced Standing students may elect either Option A or Option B, but are not eligible for field placement within their own agencies.

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, during Year II, 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 590	SW 524 Field Instruction II
Elective		

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. More detailed discussions of school policy are included in the Student Handbook.

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 solely on these 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 and merit.

Applications for financial assistance are accepted only after an admission decision has been made. Awards are made for a one-year period. New applications are required for each succeeding period.

Students interested in applying for financial aid should 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.

590 Sponsored Student Seminar: (3)

This course replaces Field Instruction I for students who have been accepted into the Sponsored Student Program. It includes material about agency context and professional conduct which assist students to make the transition from worker to student and from worker to professional social work practice.

591 Field Instruction I: (3)

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the

field placement semester and for no less than 192 clock hours.

592 Field Instruction II: (4)

A supervised educational experience with specified educational objectives in an agency setting, completing the required hours per week for the duration of the field placement semester and for no less than 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. Pre- or corequisites: SW 521 and SW 571.

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 and with specified educational objectives for the required hours per week for the duration of the field placement semester, and for no less than 286 clock hours.

692 Field Instruction IV: (4)

A supervised educational experience in an agency setting reflecting the student's selected focus area and with specified educational objectives for the required hours per week for the duration of the field placement semester, and for no less than 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.

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 571.

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 571.

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 571.

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

Elane M. Nuehring, Ph.D.
Director of Program

The 45-credit 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 designed to accommodate the working practitioner and 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 are expected to 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. A minimum of three strong letters of reference and a well-formulated statement of professional development and scholarly interests are required. GRE and MAT scores are optional.

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 through research, scholarly writing, and professional education.

Candidates generally begin their studies in the fall semester. Under special circumstances, non-degree-seeking students may enroll for a maximum of three courses with the consent of the Director of the program.

CURRICULUM

The curriculum is designed to span three academic years, although most students need four to five years to complete the degree. Two semesters (not necessarily consecutive) must be in full-time residence. Full-time residence is defined as nine credits per semester.

During the first year, students typically enroll in two research courses, two practice-theory courses, and a course on the philosophy of science.

In the second year, six courses generally 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 a major paper in the area of specialization, there is an oral 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 usually 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*	12 credits
a dissertation seminar	3 credits
3 courses in social work practice theory*	9 credits
2 courses in area of specialization*	6 credits
1 course in each of the following:	
– social work education	3 credits
– philosophy of social science*	3 credits
– social policy	3 credits
– practicum	3 credits
– elective	3 credits

*asterisked courses (30 credits) constitute a required foundation before the candidacy examination.

- In addition, the student must:
- Successfully complete an area of 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 an empirical 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.
 - Complete all degree requirements within eight years of initial matriculation in the program.

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. Required for candidacy.

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. Required for candidacy.

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. Required for candidacy.

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. It provides, as well, a review of basic methods of social work research. Required for candidacy.

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 each)

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 of specialization paper, upon which the oral candidacy examination is based. Required for candidacy.

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.

799 Continuous Matriculation: (1)

Exclusive of summer sessions, in order to maintain active program status, students must register for Continuous Matriculation if they are not otherwise enrolled in courses. Failure to register for at least Continuous Matriculation is grounds for program termination.

Required Course Descriptions— Human Sciences Social Work Prefix: HSS

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. **Required for candidacy.**

705 Qualitative Methods of Inquiry (3)

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. **Required for candidacy.**

706 Advanced Qualitative Inquiry (3)

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 (3)

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. **Required for candidacy.**

708 Advanced Quantitative Inquiry (3)

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. **Required for candidacy.**

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INDEX

Academic Calendar	6	Degree-Seeking Applicants	12
Academic Dishonesty	38	Desktop Computing	41
Academic Information	29	Disabilities	17
Academic Resources	39	Discounts	22
Accounting, M.B.A.	74	Dishonesty, Academic	38
Accreditation and Memberships	4	Distance Education Center	42
Address, University Telephone	3	Education, School of	80
Administration and Faculty	225	Education, M.S.	81
Administrative Organization	220	Educational Computing and Technology, M.S., Ed.S.	85
Admissions	11	Educational Leadership, M.S.	94
Advisors	29	Elementary Education, M.S.	97
Alumni Association	19	Emotionally Handicapped	98
Anesthesiology, M.S.	171	Exceptional Student Education, M.S.	98
Archives	8	Exceptional Student Education, Ed.S.	100
Arts and Sciences, School of	46	Exercise Science, M.S. Specialization	162
Athletic Training, M.S. Specialization	160	Expenses	22
Attendance	29	Faculty	225
Berlitz on Campus	14	Family Educational Rights and Privacy Act	9
Biology, M.S.	176	Fees	22
Biomechanics, M.S. Specialization	162	Financial Aid, Eligibility and Application	24
Biomedical Science, M.S.	178	Financial Aid, Nursing	25
Broadcasting, Certificate Program	54	Financial Aid, Graduate Medical Sciences	25
Buildings and Facilities	9	Financial Aid, Social Work	26
Business, Andreas School of	72	Financial Aid, Veterans Assistance	27
Business Administration, M.B.A.	72	Food Service	17
CAL Program	40	Good Standing, Probation, Suspension	30
Campus Recreation Office	18	Grade Appeal	35
Campus Store	17	Grade Reports	30
Career and Counseling Center	16	Grading System	33
Central Computing	41	Graduate Credit for Qualified Seniors	13
Change of Address	11	Graduate Medical Sciences, School of	136
Change of Major or Program	11	Graduate Student Status	33
Change of Status	11	Graduation Requirements	34
Chorale	19	Grievance and Appeals	35
Class Adjustments	30	Guest Students	12
Communication, M.A.	52	Guidance and Counseling, M.S., Ed.S.	88
Communication, Executive Master, M.S.	53	Hazing	38
Communication, Organizational	53	Health Center, University	17
Computer Science Education, M.S., Ed.S.	86	Health Insurance	17
Computing, Educational and Technology	85	Health Services Administration, M.S.	182
Computing Services	41	Health Services Administration, M.B.A.	182
Contents, Table of	5	Higher Education Administration, M.S.	101
Counseling, M.S., Ed.S.	88	History of the University	8
Counseling Services	16	Human Performance and Leisure Sciences, School of	158
David Brinkley Studio	42		
Degrees and Majors, Graduate	31		
Degrees and Majors, Undergraduate	32		

Human Resources Development and Administration (HRDA), M.S.	102	Physican Assistant, M.C.M.Sc.	146
HRDA Leadership of Not-for-Profit/Religious Organizations, M.S.	103	Plagiarism	38
Information Technology, Division of	41	Podiatric Medicine, D.P.M.	136
Information Technology, M.S. Program	44	Policies and Procedures	35
Instructional Computing	42	Pre-K Primary Education, M.S.	107
International Business, M.B.A.	75	Probation	30
Intercultural, O'Laughlin Center	18	Psychology, M.S.	48
International Applicants	13	Psychology, Clinical, M.S.	47
International Student Services	14	Psychology, School Psychology, M.S., S.S.P.	48
IT Support Desk	41	Publications	19
Leadership and Education, Ph.D.	110	Reading, M.S., Ed.D.	109
Learning Center	39	Readmission and Change of Status	11
Library Services	43	Recreation, Campus	18
Loans, Student	25	Recitals and Exhibits	19
Management, M.B.A.	75	Refund Policy	23
Management Information Systems, M.B.A.	75	Rehabilitation Counseling, M.S., Ed.S.	90
Marketing, M.B.A.	75	Room and Board	22
Marriage and Family Counseling, M.S., Ed.S.	89	Scholarships	27
Marriage and Family Counseling and Mental Health Counseling, M.S., Ed.S.	89	Sexual Harassment	37
Medical Leave Policy	36	Social Work, School of	205
Mental Health Counseling, M.S., Ed.S.	89	Social Work, M.S.W.	206
Mentally Handicapped	99	Social Work, Ph.D.	216
Ministry, Doctor of, D.Min.	62	Sport and Exercise Sciences, Department of	160
Mission Statement	7	Sport Management, M.S., M.S./M.B.A.	165
Montessori Elementary Education, M.S., Ed.S.	106	Sports Activities	18
Montessori Early Childhood Education, M.S., Ed.S.	106	Status, Class Standing	11
Movement Science, M.S.	160	Student Life	15
Natural and Health Sciences, School of	170	Student Right to Know Act	8
Network Services	41	Student Services	15
Notices	4	Substance Abuse	37
Nursing, School of	187	Summer Sessions	29
Nursing Administration, M.S.N.	192	Suspension	38
Nursing Administration, MSN-MBA Option	193	Teaching, M.A.T.	82
Nursing, Doctor of Philosophy	199	Theatre Presentations	19
Nursing Education, M.S.N.	193	Theology, M.A.	59
Nursing, Master of Science	188	TOEFL	14
Nursing, Nurse Practitioner, M.S.N.	194	Transfer Credit Policies	30
Organizations	20	Transition in Language and Culture Program	39
Pastoral Ministry for Hispanics, M.A.	67	Trustees	219
Pastoral Theology	69	Tuition and Fees	22
Photography, M.A., M.F.A.	56	Tuition Discounts	27
Physical Education, Adapted Teaching Endorsement	165	Tuition Payment Plan	23
		Undergraduate Degrees	32
		University Life	15
		Veterans	27
		Withdrawal	30

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

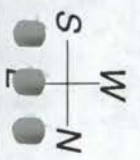
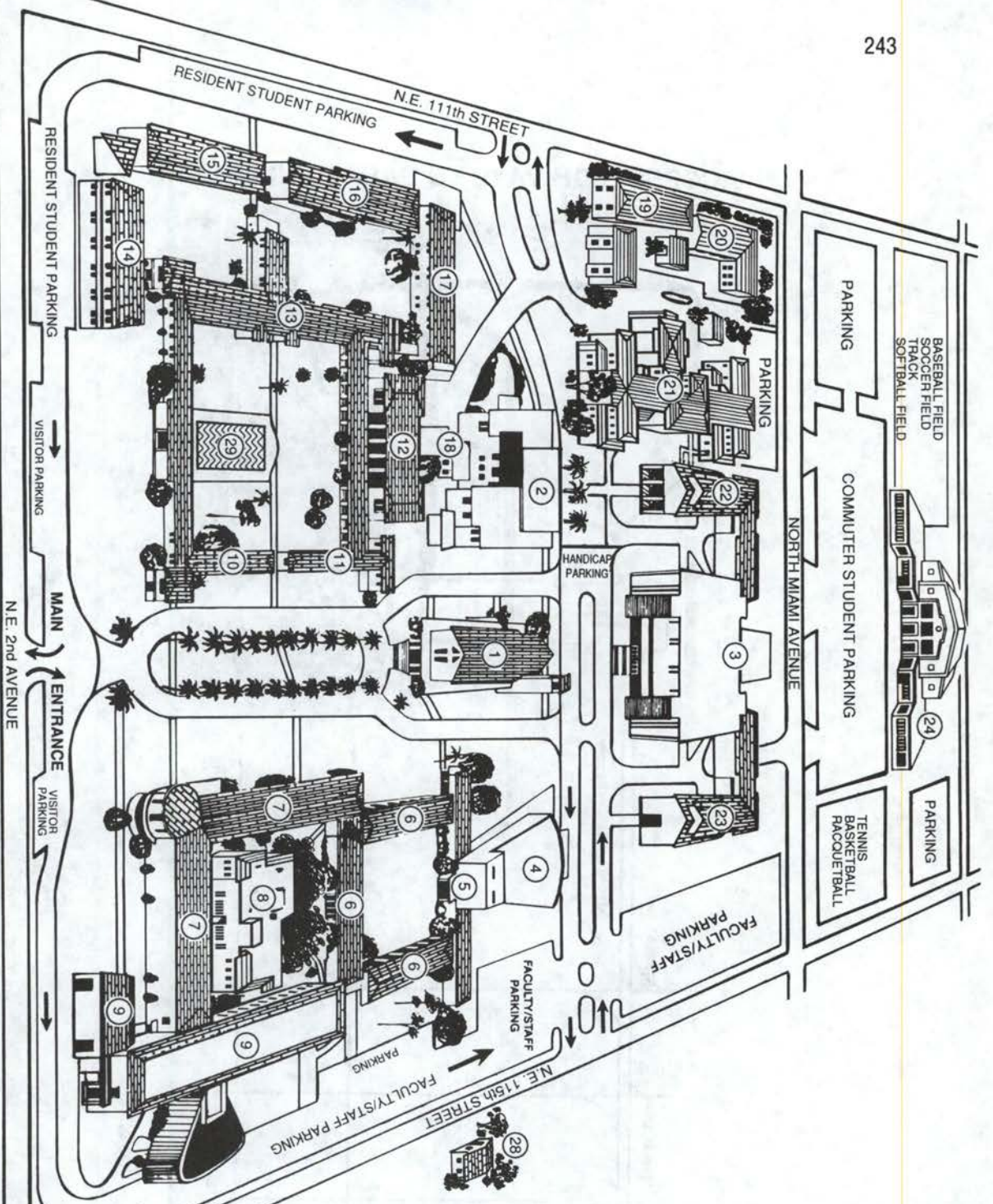
In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews, while secondary data was obtained from existing reports and databases.

The third section details the statistical analysis performed on the collected data. It describes the use of descriptive statistics to summarize the data and inferential statistics to test hypotheses. The results of these analyses are presented in a clear and concise manner, highlighting the key findings of the study.

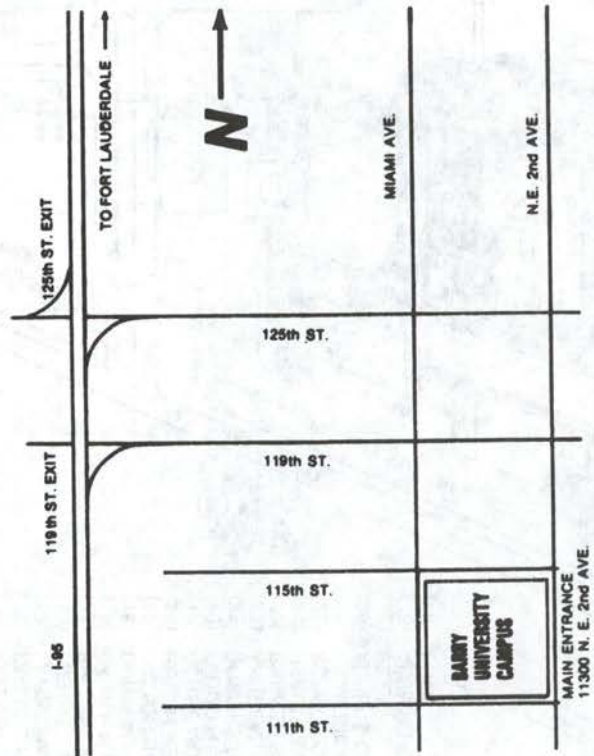
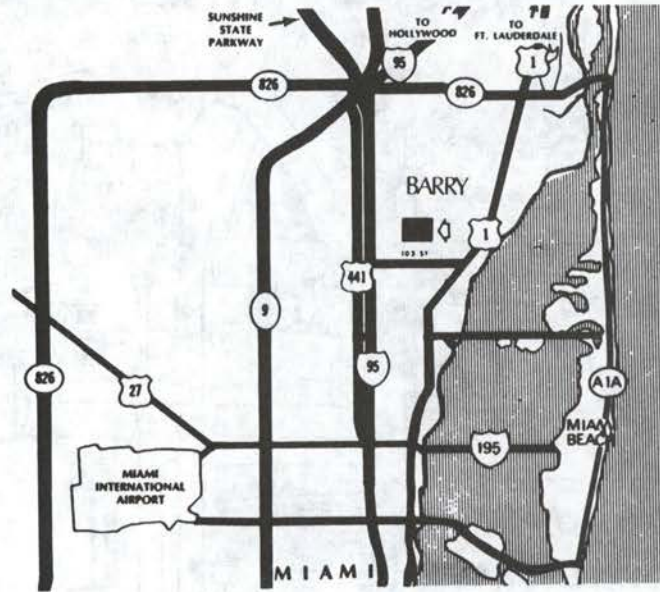
Finally, the document concludes with a summary of the findings and their implications. It discusses the limitations of the study and suggests areas for future research. The author expresses confidence in the reliability of the data and the validity of the conclusions drawn.

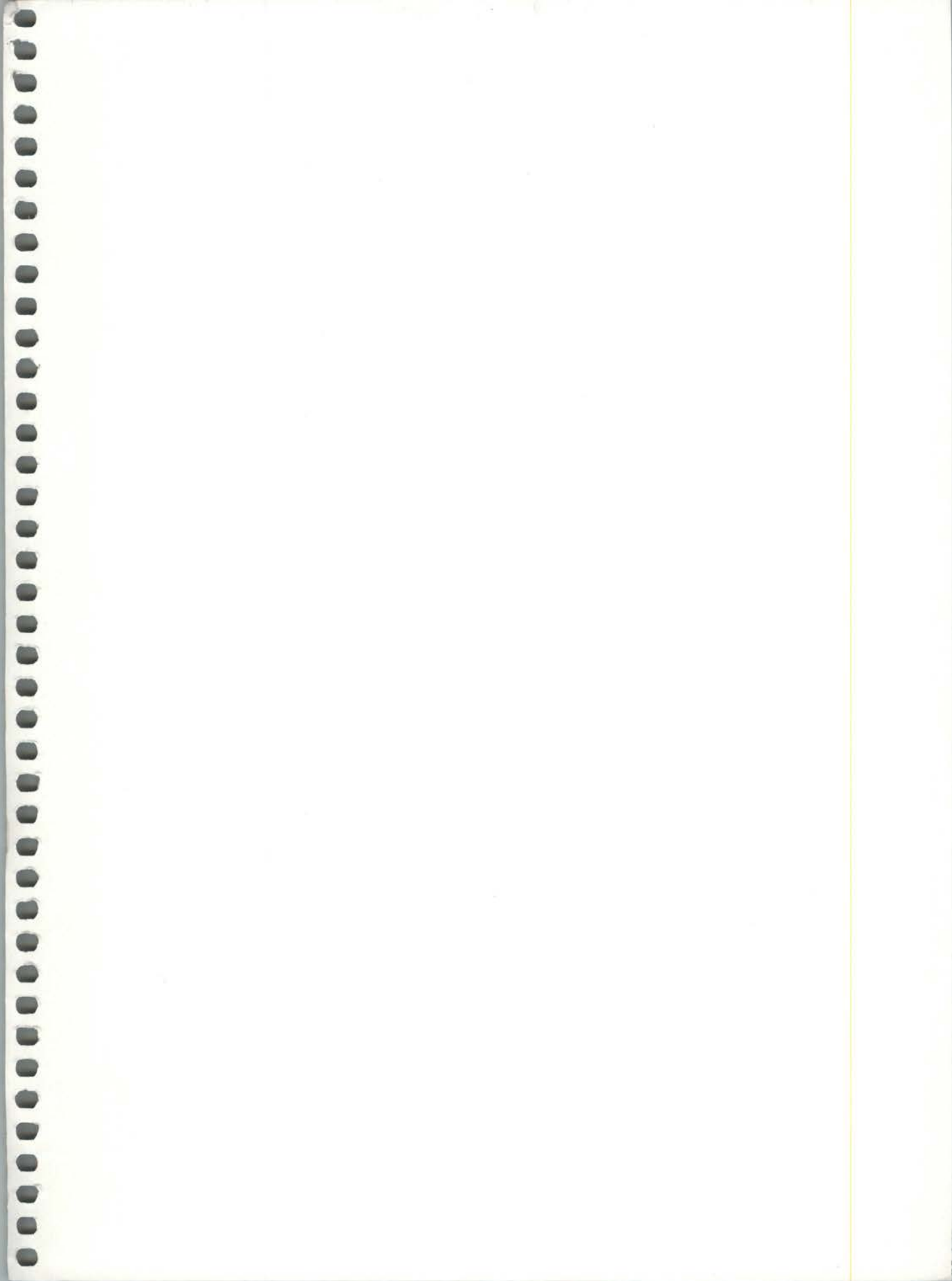
BARRY UNIVERSITY CAMPUS MAP

- (1) COR JESU CHAPEL
- (2) THOMPSON HALL
- (3) MONSIGNOR WILLIAM BARRY MEMORIAL LIBRARY & WILLIAM LEHMAN ANNEX
- (4) BROAD AUDITORIUM
- (5) PELICAN THEATRE
- (6) FINE ARTS DEPARTMENT
- (7) ADRIAN HALL
- (8) NATURAL & HEALTH SCIENCES BUILDING
- (9) WIEGAND & WIEGAND ANNEX
- (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
- (19) RENEE MOTTTRAM DOSS HALL
- (20) FLOOD HALL
- (21) POWERS BUILDING & ANNEX
- (22) ANDREAS BUILDING
- (23) GARNER BUILDING
- (24) HEALTH & SPORTS CENTER
- (25) SCHOOL OF GRADUATE MEDICAL SCIENCES
- (26) ADULT & CONTINUING EDUCATION
- (27) VILLA
- (28) ALUMNI HOUSE - 166 NE 115th ST
- (29) POOL



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