

BARRY UNIVERSITY



2002-2003 Graduate Catalog

Barry University reserves the right to make changes to this catalog without notice. Changes will be available online.
www.barry.edu/gradcatalog

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

For more information contact:
Institutional Advancement
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161-6695
(305) 899-3070

Inquiries, Applications and Credentials:

BARRY UNIVERSITY

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

General University Number (305) 899-3000
In-State Toll Free General University Number (800) 756-6000
Web Address: <http://www.barry.edu>

Office of Admissions: (305) 899-3100
Toll Free: (800) 695-2279
Fax: (305) 899-2971

Financial Aid: (305) 899-3673

E-mail: finaid@mail.barry.edu

E-mail: admissions@mail.barry.edu

SCHOOL OF ADULT AND CONTINUING EDUCATION (ACE)

Local: (305) 899-3300 • In-State Toll-Free: 1-800-945-2279
ACE Processing: (305) 899-3309

ACCREDITATION

Barry University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, specialist, and doctoral degrees. The **graduate programs in Theology** in the School of Arts and Sciences hold associate membership in the Association of Theological Schools in the United States and Canada (ATS). The **School Psychology program** is approved by the Department of Education (DOE) of the State of Florida and by the National Association of School Psychologists (NASP). The **undergraduate and master's programs for the School of Nursing** are accredited by the Commission on Collegiate Nursing Education. The undergraduate nursing program is approved by the Florida Board of Nursing. The **Adrian Dominican School of Education** and the teacher education programs in the schools of Human Performance and Leisure Sciences and Natural and Health Sciences are approved by the DOE 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 Exceptional Student Education Program with specializations in Emotional Handicaps/ESOL and Varying Exceptionalities/ESOL are DOE-approved programs. The School of Education's **graduate PreK-Primary/ESOL and Elementary Education/ESOL programs** are DOE-approved, with ESOL infused. The **Educational Leadership program** is also DOE-approved. The School of Education's **Counseling programs** in guidance, marital, couple, family counseling and therapy, 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 **Ellen Whiteside McDonnell School of Social Work's** M.S.W. program is accredited by the Council on Social Work Education. The B.S.W. program is in candidacy for accreditation from 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 accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

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 Ac-

creditation 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 A.A.C.S.B. (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.

Barry University's **School of Law** is provisionally approved by the American Bar Association (ABA).

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	MH/SLD and VE Specializations	116
Academic Calendar	6	Gifted Specialization	115
Mission Statement	7	Higher Education Administration	117
General Information	8	Human Resources Development and Administration	118
Admissions	11	HRDA with a Specialization in Leadership of Not-for-Profit/Religious Organizations	119
International	13	Montessori Education Programs	120
Student Life, Division of Student Services	15	Early Childhood Education	120
Dean of Students	15	Elementary Education	121
Career and Counseling Center	15	PreK-Primary Education	122
Disability Services	16	PreK-Primary Education/ESOL	124
O'Laughlin Intercultural Center	18	Reading	124
Student Health Services	19	Doctoral Programs	
Student Activities	19	Doctor of Philosophy (Ph.D.) in Leadership and Education with specializations in Educational Technology, Exceptional Student Education, Higher Education Administration, Human Resource Development and Leadership	126
Office of Commuter Affairs	16	Doctor of Education (Ed.D.) in Educational Leadership	128
Tuition, Fees, and Financial Aid	24	School of Graduate Medical Sciences	154
Academic Information	31	Doctor of Podiatric Medicine, D. P. M.	155
Policies and Procedures	37	D.P.M./M.B.A. Dual Degree Option	157
Academic Resources	41	Physician Assistant Program, M.C.M.Sc.	165
Division of Information Technology	43	Master of Science in Anatomy	176
School of Adult and Continuing Education	46	School of Human Performance and Leisure Sciences	190
Master of Arts in Liberal Studies (M.A.)	46	Master of Science in Movement Science	192
Master of Science in Information Technology Program (M.S.)	48	Athletic Training Specialization	192
School of Arts and Sciences	52	Biomechanics Specialization	194
PSYCHOLOGY		Exercise Science Specialization	195
Clinical Psychology, M.S.	53	Sport and Exercise Psychology Specialization	196
School Psychology, S.S.P.	55	Master of Science in Sport Management	197
Psychology, M.S.	55	Master of Science in Sport Management Master of Business Administration, Dual Program, M.S./M.B.A.	198
COMMUNICATION		School of Natural and Health Sciences	204
Communication, M.A.	59	Master of Science Program in Anesthesiology	205
Organizational Communication, M.S.	60	Master of Science in Biology	209
Certificate Program in Broadcasting	61	Master of Science in Biomedical Sciences	212
FINE ARTS		Post Baccalaureate Biomedical Science Combination Program	217
Photography, M.A.	64	Master of Science in Health Services Administration	218
Photography, M.F.A.	64	Certificate Program in Health Services Administration	222
THEOLOGY		Master of Science in Occupational Therapy	223
Theology, M.A.	68	School of Nursing	229
Certificate in Theological Studies	68	Master of Science in Nursing, M.S.N.	230
Doctor of Ministry, D.Min.	69	Accelerated BSN to MSN Option	231
Pastoral Ministry for Hispanics, M.A.	75	RN/BS to MSN Bridge Option	231
Pastoral Theology, M.A.	78	Seamless RN to MSN Option	232
School of Business	80	Nursing Administration Specialization	234
Master of Business Administration, M.B.A.	81	MSN/MBA Dual Degree Option	235
Master of Science in Electronic Commerce	84	Nursing Education Specialization	235
Graduate Certificate Program	85	Family Nurse Practitioner Specialization	235
School of Education	92	School Nurse Certificate Program	236
Master of Science in Education, M.S.	93	Doctor of Philosophy in Nursing, Ph.D.	239
Specialist in Education, Ed.S.	94	School of Social Work	244
Counseling Programs	96	Master of Social Work, M.S.W.	244
Guidance and Counseling	96	Doctor of Philosophy in Social Work, Ph.D.	259
Marital, Couple, Family Counseling/Therapy	97	Trustees	264
Mental Health Counseling	97	Administrative Organization	265
Marital, Couple, Family Counseling/Therapy and Mental Health Counseling Dual Program	97	Administration/Faculty	272
Rehabilitation Counseling	97		
Ph.D. in Counseling	102		
Curriculum and Instruction	105		
Educational Computing and Technology			
Programs	106		
Educational Technology Applications	106		
Technology and TESOL	108		
Educational Leadership	109		
Elementary Education	111		
Elementary Education/ESOL	112		
Exceptional Student Education	113		
EH Specialization	114		

ACADEMIC CALENDAR 2002-2003

Fall 2002

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

Monday, August 19
Tuesday, August 20
Wednesday-Sunday, August 21-25
Monday, August 26
Monday, September 2
Friday, October 18
Thursday-Sunday, November 28-December 1
Friday, December 6
Monday-Friday, December 9-13
Saturday, December 14

Spring 2003

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

Monday-Friday, January 6-10
Wednesday, January 13
Monday, January 20
Monday-Friday, March 3-7
Thursday-Sunday, April 17-20
Friday, May 2
Monday-Friday, May 5-9
Saturday, May 10

SUMMER SCHOOL 2003

Summer I

Classes Begin
Classes End

Monday, May 12
Friday, June 20

Summer II

Classes Begin
Classes End

Monday, June 23
Friday, August 1

Weekend Occupational Therapy Program

Fall Term 2002
Spring Term 2003
Summer Term 2003

August 31 - December 22
January 4 - April 27
May 10 - August 22

School of Business Evening Programs and School of Adult and Continuing Education

Fall Term 2002
Winter Term 2003
Spring Term 2003
Summer Term 2003

October 5 - December 13
January 6 - March 15
April 7 - June 14
July 7 - September 13

The Adrian Dominican School of Education also offers some programs in varying cycles.

THE MISSION OF BARRY UNIVERSITY

PURPOSE

The primary purpose of Barry University, as stated in the Charter, is to offer its students a quality education. Furthermore, Barry University commits itself to assuring a religious dimension and to providing community service and presence within a more caring environment.

VISION

Barry University seeks to instill in its students St. Dominic's vision of a world that celebrates God's dwelling within us and among us, where life is revered and nurtured, where hatred and injustice are eradicated and where the intellectual life is promoted and supported.

In so doing, Barry University is committed to forming students who

- embrace the intellectual life through study, research and reflection as a means to contribute to the advancement of knowledge and to the refinement of the human spirit;
- understand the value of seeking a personal response to the presence of God in their lives;
- reflect on the fundamental questions of human experience and study the responses to these questions proposed by the liberal arts and sciences;
- pursue continued spiritual, intellectual, physical, and professional growth and development;
- demonstrate concern for all individuals in an atmosphere where Gospel values prevail, where people care for and about one another, where diversity is embraced, where individuals are nourished; and
- assume responsibility in religious, social, economic, environmental, and political affairs as a means of effecting needed change in the Dominican tradition of activist justice.

Grounded in study and reflection and guided by prayer, Barry graduates will make responsible decisions for the common good to help shape global communities where peace and justice prevail.

NATURE

Barry University is an independent, coeducational Catholic international institution of higher education that fosters academic distinction in the liberal arts and professional studies within the Judeo-Christian heritage and the tradition of St. Dominic. Founded in 1940, the University is sponsored by the Sisters of St. Dominic of Adrian, Michigan, and is governed by an independent, self-perpetuating Board of Trustees.

ENVIRONMENT

Barry University is a comprehensive university with its main campus located in Miami Shores, Florida with other sites throughout Florida. The University attracts a diverse student body, including traditional and non-traditional students from a variety of geographic, ethnic, religious and socio-economic backgrounds who are committed to taking full advantage of the opportunities provided for learning and personal growth. The University seeks to recruit and retain a diverse faculty who enrich it with their own traditions and heritage, 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 in a multicultural environment. The University seeks to maintain a diverse and student-centered staff whose activities enhance the quality of University life. Through its students, faculty and staff Barry University provides a learning environment that challenges all to accept intellectual, spiritual, ethical, physical, and social responsibilities

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 co-educational and fully accredited.

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

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

Continued development and expansion of the Barry community are promoted to keep pace with the growth and excellence of the educational programs and to meet the needs of the ever-increasing student population. The

physical plant includes over 40 buildings, with indoor and outdoor athletic facilities, spread over 80 of the University's 122-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 special university is more than the size of its student body, its faculty, its campus, or its longevity. Although Barry University is relatively small and young, it is emerging 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.

ENVIRONMENTAL SERVICES

The mission of the Environmental Services office is to promote waste reduction, prevention, recycling and education on campus. By providing recyclable material collections, waste prevention education and environmentally sound procurement policies, the Barry community shares responsibility for the waste flow that is generated and makes a positive contribution to the quality of our environment.

BUILDINGS & FACILITIES

ADMINISTRATION BUILDING—This one-story building, located at Barry University – Orlando, houses the university administration, law school dean and moot court 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 office of 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 Building** also houses the Office of Alumni Association and a memorial to Barry's fourth president, Sister Trinita Flood.

ANDREAS LAW CENTER—This two-story building, located at Barry University – Orlando, houses the law school administration, registrar, financial aid, classrooms, faculty offices, student lounge, and campus reception.

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.

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, the case histories and program files of Operation Pedro Pan/Cuban Children's Program—Catholic Charities. 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 predominantly upper-class students in double air-conditioned suites. Browne Hall was named after Sister Dorothy M. 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 here on a daily basis.

DALTON-DUNSPAUGH HOUSE—Originally known respectively as Regina Caeli and Regina Mundi, Dalton-Dunspaugh was built in 1962. Re-named for the foundation which donated funding to build it, Dalton-Dunspaugh serves primarily as a first-year female residence hall.

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.

EULIANO LAW LIBRARY—This is a three-story building located at Barry University – Orlando. In addition to being a state-of-the-art law library, the facility houses library administration, faculty offices, and a computer lab.

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, Flood Hall is located on the southwest corner of the campus. It was named after Sister Trinita Flood, the fourth president of Barry. It houses upper-class students in double air-conditioned suites.

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.

GRADUATE MEDICAL SCIENCES BUILDING—This building, located at 11600 NE 2nd Avenue, houses classrooms and administrative offices for the School of Graduate Medical Sciences.

GRADUATE STUDIES CENTER—This one-story building, located at Barry University – Orlando, houses classrooms, law clinic offices, student organizations, and School of Education faculty.

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, it is dedicated to Mabel Kelley for her generous contributions to Barry University. Kelley houses the Division of Enrollment Services, Office of Admissions and Financial Aid.

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 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 and 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.

MOTTRAM-DOSS HALL—Completed in 1990, Mottram-Doss contains 16 air-conditioned apartments, each with its own private entrance. Mottram-Doss houses primarily upper-class students.

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

O’LAUGHLIN HALL—Completed in November of 2000, the newest of Barry’s academic buildings houses the Department of Theology and Philosophy and the Department of History and Political Science on the second floor, and eight classrooms on the first floor.

PENAFORT POOL—Built in 1941 through a donation from Margaret Brady Farrell, Penafort Pool serves as both a recreational and instructional 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, Sage Hall was named after Robert F. Sage, a Barry benefactor. Sage houses male and female first year students and contains double air-conditioned rooms.

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

THOMPSON HALL—Built in 1962, Thompson Hall presently houses Student Services and activity areas, including the Buc Stop snack bar, cafeteria, dining rooms, administrative offices, public safety, post office, campus store, and a studio for sport, dance, and fitness instruction.

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

WEBER HALL—Named for former president, Mother Genevieve Weber, Weber Hall was built in 1946. It houses first-year male students and is the largest hall on campus. It contains single, double, triple and quad air-conditioned rooms. Weber also houses the Student Health Center.

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

ADMISSIONS

General Information

Students must apply and be accepted in order to register as graduate students. There are three ways in which an applicant may be accepted:

1. Non-degree acceptance—See section entitled “Non-Degree-Seeking Applicants.”
2. Degree-seeking 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** while stipulated admission or academic provisions are being satisfied. Under this status a student may qualify for financial aid.
3. Degree-seeking full acceptance—May 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.

An admissions decision cannot be reached unless the file is current and credentials have been received. To facilitate the registration process, it is highly recommended that the application and all credentials be received at least **thirty (30)** days prior to the published first day of registration. Some programs have specific application deadlines. Contact the appropriate school for these deadlines.

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.

Any concealment or misrepresentation of previous college registration, academic or disciplinary record, both undergraduate and graduate, may immediately cancel and nullify the application or admission to Barry University.

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 students seeking readmission, the catalog being used at the time of readmission will serve as the reference document.

Permanent Resident Status—When a student has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented to the Office of Admissions with the application.

Readmission

Students who have been academically inactive for at least one calendar year and who wish to be readmitted must complete an application for readmission. Readmission is contingent upon approval by the dean of each school involved, and by the Vice President of Student Services.

Change of Graduate Program

Applicants who wish to change their graduate program prior to registration must inform the Office of Admissions **in writing**. Acceptance to the new program is not guaranteed. Change of program is contingent upon approval by the dean(s) of the school(s) involved. Students who wish to change their academic program after registration must see their academic advisor.

Change of Address/Phone

Applicants are responsible for informing the Office of Admissions **in writing** of any change of address or telephone number. 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. have earned a bachelor's degree or equivalent from an institution which is regionally accredited or internationally recognized.
2. submit a completed application form with a \$30.00 **nonrefundable** application fee (waived for Barry alumni). The application form may be downloaded from www.barry.edu, printed out, and submitted. Some graduate schools also have an on-line application that can be submitted electronically. The application fee for the graduate electronic applications can be submitted under separate cover. A paper application can be obtained by contacting the Office of Admissions.
3. submit a statement of purpose (goals) or career narrative statement as required by the specific school.
4. provide complete official transcripts from each college or university attended. Transcripts in the applicant's possession will not be accepted unless in an official envelope sealed by the institution issuing the transcript. 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.

Applicants whose university/college degree is from an institution in which English is not the language of instruction must submit a score of 500 or better on the TOEFL examination (or at least 173 on the computer-based TOEFL) as required. The minimum acceptable score may be higher for some programs.

International applicants should refer to the International Applicants section of this catalog.

The responsibility for obtaining all admission credentials rests with the applicant.

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 non-degree application form with a \$30.00 **nonrefundable** application fee (waived for Barry alumni). The application form may be downloaded from www.barry.edu; 2) present evidence of receipt of a bachelor's degree or higher (Master's degree or higher for postgraduate students) from a regionally accredited or internationally recognized institution. Non-degree-seeking students 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.

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.

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 matriculated. A guest student at Barry must submit a non-degree 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.

Non-Degree-Seeking to Degree-Seeking Students

Students who wish to change their status from non-degree-seeking to degree-seeking must complete the required application and meet all the requirements for degree-seeking applicants of the school in which entrance is desired. Enrollment as a non-degree-seeking student in no way implies admission to a degree program.

With the approval of the dean, schools may accept a maximum of six credits to be applied from non-degree to degree-seeking. For additional information students should speak with their academic advisor.

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.

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 should be familiar with the regulations of their governments about sending money to the United States and should make arrangements to have the necessary funds available at the designated times of enrollment. Documentary evidence of means of financial support must be attached to the Certificate of Eligibility (I-20A) when applying for the student visa at the United States Embassy or Consular Office.

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).
- Obtain permission from Immigration and Naturalization Service before transferring schools or working off-campus.

- 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.

Medical Requirements—It is assumed that students are 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). Proof of insurance benefits must be provided to Health Services in English. If proof is not available, students will be issued health insurance by the University and billed accordingly.

Students must also provide documentation 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: Students may not register for classes without having met these medical requirements through Barry University's Health Center.

Application Procedures For International Students

1. Please follow application procedures for degree-seeking applicants as stated earlier in this catalog.
2. Submit a completed application form with a \$30 **nonrefundable** application fee (waived for Barry alumni). All monies must be paid in U.S. dollars. The application form may be down-loaded from www.barry.edu, printed out, and submitted. Some graduate schools also have an on-line application that can be submitted electronically. The application fee for the graduate electronic applications can be submitted under separate cover. A paper application can be obtained by contacting the Office of Admissions.
3. Educational documents must be supplied to the Office of Admissions as follows:
 - a. Certified and notarized records from foreign institutions may be submitted by applicants, but the University may insist that such transcripts be sent directly to Barry University from the issuing institutions. Once credentials are submitted, they become the property of Barry University and will not be surrendered or photocopied. Transcripts, Statements of Marks 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.

4. 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.
5. English Translations: Documents in a language other than English must be accompanied by certified English translations. Translations supplement, but do not replace, original documents. Both are required for admission.
6. 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.
7. English Proficiency: TOEFL: All international applicants who do not give evidence of being native English speakers, including those applying for transfer from U.S. institutions, or who have not graduated from an institution where English is the primary language of instruction are required to submit a score of at least 500 on the Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based TOEFL. The minimum acceptable score may be higher for some programs. For TOEFL application refer to www.toefl.org, or write to: The TOEFL Program, Box 899, Princeton, N.J. 08540, U.S.A.

Intensive English Instruction

Intensive English instruction is offered at Barry University through the ELS Language Centers. Students who complete Masters Level 112 are not required to sit for the TOEFL examination (see TOEFL above). Students who wish to study in the ELS Language Centers prior to applying for a graduate academic program should contact the Director of ELS Language Centers either via e-mail at mia@els.com, by calling (305) 899-3390, by fax at (305) 892-2229 or write to:

Director, ELS Language Centers
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 to international graduate students.

All international students entering Barry University 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). For more information, refer to the Tuition and Fees section of this catalog.

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.

The Student Services staff is privileged to help foster the caring environment facet of the mission. The staff works with members of the Academic Affairs Division in assisting students in their academic endeavors, and provides ongoing programs of leadership training for members of student organizations. Students are assured information to assist them in their educational pursuits and prepare them to be concerned citizens who contribute to society in a positive way following their graduation from the University.

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 Stu-

dent Services newsletter, as well as advisor to the Commuter Student Board.

MENTOR PROGRAM

The Mentor Program at Barry University is one that provides the opportunity for the new incoming and/or at-risk student to be given the professional and personal support necessary through a faculty, staff, administrative or more-advanced-student Mentor.

Mentoring undergraduate students at the university level shows that there is an emphasis on a positive, caring attitude. Genuine interest in the student is a critical factor in mentoring and affects a student's success in the first and second semesters—their most vital and precarious periods. A Mentor can apply principles of motivation, help students access their own strengths, set priorities, and balance school, work, and family responsibilities. A Mentor provides a “can do” attitude for the student and a “being there” when necessary and as needed.

CAREER AND COUNSELING CENTER

Personal Counseling

The purpose of the Counseling Center is to provide the following services in an atmosphere of respect and confidentiality:

1. Personal Counseling, including individual and group Counseling
2. Wellness-related programs, including activities, presentations and workshops to students, faculty and staff.
3. Interaction with other universities statewide including promotion of responsible and healthy lifestyle choices with regard to substance abuse, and addressing other areas of interest and concern.

Personal counseling is available on an appointment basis, if possible. Twenty-four hour emergency counseling services are available through a beeper system.

Confidential personal counseling is available to all students at Barry University. Students are encouraged to use the counseling services when those services would be helpful. When requested, or when appropriate, referrals are made to the University's consulting psychiatrist, to physicians and/or community agencies. These referrals are made through the Counseling Center. Confidentiality is maintained.

Currently enrolled students who, by their actions, are suspected of being psychologically unable to function 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 re-admission.

Career Counseling

The Career Counselors provide counseling and development services to students, alumni, faculty and staff, in accordance with the University's mission imperative of a caring environment. The goal of the Career Counseling is to encourage each student to take personal responsibility to utilize the services to develop his or her career planning skills from freshman through senior year and beyond. Career counseling is available on an appointment basis, if possible. In order to serve all students, evening appointments are available by request.

The Career Center strives to provide the following services in an atmosphere of respect and confidentiality:

1. Career development and planning to assist students, alumni, faculty and staff.
2. Innovative, informative career programs including activities, presentations, and seminars.
3. Interaction with three universities and area employers to form a Career Consortium in order to promote career development within the surrounding community. Communication and interaction with employers nationwide to increase recruiting opportunities.
4. Collaboration with faculty and staff to provide services in a comprehensive manner.
5. A commitment to extend the Center's resources beyond a traditional Monday - Friday format by utilizing Internet technology. Commitment to

serve all of Barry University's satellite campuses in this manner.

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

- E-Campus Recruiter
- Career Expos and Career Days
- Career Interest Inventories
- Career Library Resources
- Full-time and Part-time Job Listing
- Individual Career Counseling
- On-campus Recruiting
- Resume Writing, Interview Skills Assistance

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

COMMUTER AFFAIRS

Two thirds of the Barry University student body consists of commuter students. The purpose of the Department of Commuter Affairs is to meet the practical, social, academic, informational and advocacy needs of all the commuter students of the university, including undergraduate, graduate, ACE, and off-campus sites commuters.

The Department of Commuter Affairs is designed as a resource center with information relevant to commuter students about the university and our community. Its purpose is to provide a variety of programs and services which are intended to enhance the commuter experience by broadening the students' knowledge of resources, events, services and opportunities that will assist them during their college career. Furthermore, the Department of Commuter Affairs provides an informal avenue of redress for commuter students' problems and grievances, which arise in the course of interacting with the institution.

DISABILITY SERVICES

Barry University is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in educational programs and services on an equal basis. The aim is to provide this opportunity in an integrated setting that fosters independence and meets the guidelines of the Americans with Disabilities ACT (ADA) and the Rehabilitation Act of 1973.

Reasonable accommodations are made on an individual and flexible basis. Appropriate services may include 1) support, counseling and information, 2) academic assistance services, 3) referral services, and 4) environmental modifications. However, it is the responsibility of individuals with disabilities to make their needs known and to provide documentation of a disability. It is the responsibility of the faculty to comply with accommodation requests made by the Office of

Disability Services. Appeals of accommodation requests may be made through the Disability Appeals procedures.

Procedures and Guidelines

The university is required to provide opportunities and reasonable accommodation to all identified students with disabilities. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, provide guidelines and requirements for colleges and universities in providing academic assistance. Accommodation means more than the removal of architectural barriers and the provision of auxiliary services such as note takers, readers, and interpreters for the deaf. It means reasonable accommodation must be made in the instructional process to ensure full educational opportunity. For faculty, this means that teaching strategies and methods, including web page design and distance learning, as well as instructional policies, must be sensitive to the laws and the needs of students with disabilities and responsive to our legal obligations.

Students must present medical or extensive educational documentation of physical disabilities or learning disabilities. Accommodations for students with disabilities are established by the Director, in accordance with medical and professional information in the student's record, legal precedent, and the national standards for services for students with disabilities. Faculty are encouraged to contact the Director of Disability Services for more information regarding accommodations and services.

Definition of an Individual with a Disability

To be covered by these procedures, students must have a disability as defined in the Americans with Disabilities Act as:

- a person who has a physical or mental impairment which substantially limits one or more major life activities.
- a person who has a record of such an impairment
- a person who is regarded as having such an impairment

The ADA also covers:

- protection from discrimination for individuals based on their relationship or association with a person with a disability
- retaliation or coercion against individuals who opposed any act the ADA makes unlawful, participated in the enforcement process, or encouraged others to exercise their rights under the ADA
- all individuals, regardless of national origin or status

Eligibility for Services

To be eligible for services, students must be enrolled at Barry University. Students with disabilities must identify themselves and present professional documentation to the Office of Disability Services (ODS). ODS provides accommodations for eligible students on a case-by-case basis in compliance with Federal and State laws.

In general, the less obvious the disability, the more information is required to assess a student's needs and make accommodation recommendations. Documentation should be recent, relevant, comprehensive, and where appropriate, should contain test scores and interpretation. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodations, the university has the discretion to require additional documentation.

Any cost incurred in obtaining additional or initial documentation is borne by the student. Until appropriate documentation is provided, ODS cannot support the student's request for services. Faculty members are not expected to provide services unless students present verification of needs from ODS.

Documentation

Documentation is necessary to establish a disability and the need for accommodations. Students and employees must provide current documentation that supports their disability and their requested accommodations.

General Guidelines for Documentation of a Disability

In order to evaluate requests for accommodations or auxiliary aids, the university will need documentation of the disability that consists of an evaluation by an appropriate professional and describes the current impact of the disability, the documentation should include the following seven elements:

- A diagnostic statement identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis.
- A description of the diagnostic tests, methods, and/or criteria, used.
- A description of the current functional impact of the disability, which includes specific test results and the examiners narrative interpretation.
- Treatments, medications, or assistive devices/services currently prescribed or in use.
- A description of the expected progression or stability of the impact of the disability over time, particularly the next five years.
- The credentials of the diagnosing professional if not clear from the letterhead or other forms.

- The diagnosing professional may not be a family member.
- The credentials of the diagnosing professional if not clear from the letterhead or other forms.

Accommodations: Procedures for Obtaining Accommodations

- Students with Disabilities requesting accommodations must meet with an ODS counselor for an intake interview. Accommodations will be discussed at this time.
- Students must provide suitable documentation that supports their disability and the accommodations requested. (see Documentation guidelines)
- Arrangements for accommodations are made on an individual basis and are designed to equalize access to educational opportunities.
- The university assigns the authority to ODS to determine reasonable and appropriate accommodations based on the documentation provided by the student.
- A packet of letters listing the appropriate accommodations will be prepared for students to hand deliver to their professors.
- After the initial appointment, if accommodation needs remain the same, students may renew their accommodation requests each semester by making contact with ODS at the beginning of each semester to continue accommodations.
- Students should schedule an appointment with an ODS staff member if they need to modify their accommodation requests, they are experiencing academic difficulties, or they have questions or need advice.
- Students should arrange an individual appointment with their professors to discuss their accommodation needs during the first week of the semester.
- Students must present their accommodation letters to their professors in a timely manner in order to receive accommodations.
- Late requests for accommodations may cause a delay in the requested services.

Course Substitution/Waiver Policy

It is the policy of the University that waivers for courses that are an integral part of the students major will not be granted. However, it is possible for students with a learning disability or physical disability to petition for a waiver of certain course requirements that are not integral to the student's major. The decision to allow for a waiver is made on a case-by-case basis. The student should make the request in writing to the Director of the Office of Disability Services who will forward it to the appropriate Dean of the student's academic major. The Dean will present the request to the

appropriate school academic committee which will make a recommendation to approve or deny the request. If the request is approved, then the committee **(may) will** recommend a course substitution. Course waivers/substitutions for Distribution requirements may be requested and granted. Course waivers/substitutions that are approved will be recorded and maintained in the student's advising file and in the permanent file in the Office of Registrar.

O LAUGHLIN INTERCULTURAL CENTER

The purpose of the O'Laughlin Intercultural Center is to provide services and programs which further develop the international dimension of Barry University. A function of the department is to ensure appropriate immigration status by members of the Barry community and provide assistance according to the Federal guidelines of the United States Immigration and Naturalization Services (USINS), and the United States Information Agency (USIA).

We believe that students develop and grow intellectually through their exposure to multiculturalism in all of its facets. Multiculturalism is defined by racial, ethnic, national origin, religious, economic and social variances. It is through the unique aspects of each student's cultural and the experiential learning process that the students are able to assume the skills needed for today's global workforce.

ICC's multicultural learning community is designed to serve as an exploratory and developmental environment through which members of our community can be introduced and become knowledgeable, about the world which we all share. Our goal is to prepare students for the challenges and opportunities of the 21st century.

Every effort is made to promote student awareness of the benefits available to international students under federal regulations. To provide efficient service, ICC requires all international students to provide up-to-date information regarding changes in personal and or academic status. These changes may include a new academic program, change in address, financial status, and transfer to another university. In accordance with INS regulations, ICC maintains a complete file on each foreign student that includes: a copy of an endorsed I-20, passport, visa, I-94 card, and related documents.

International students are required to be registered full time 12 credit hours per semester for undergraduates and 9 credit hours per semester for graduate and doctoral students. At all times, a student must make satisfactory progress toward completion of a degree program. 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, 9:00am to 5:00 pm. ICC works closely with the international admissions office 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 for bringing the following documents to the orientation and will not be allowed to register for classes without them: endorsed I-20 or IAP-66 form, a valid passport, a valid visa and an I-94 card.

ICC promotes international awareness to the Barry Community by sponsoring the:

1. International Assistant Program
2. ICC Forums, Workshops and Events
3. Diversity Awareness Week
4. Conversational Encounters
5. Cross Cultural Training
6. Festival of Nations
7. Cultural Extravaganza

Students should feel free to bring their ideas, concerns and questions to the Center.

STUDENT HEALTH SERVICES

The Health Center is open from 9:00 a.m. to 5:00 p.m. Monday through Friday. For emergencies during the evening and weekend hours, student health advisors are available and can be contacted via the Residential Life Advisors (RA'S) or beeper system through the 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 promoting an optimal level of wellness. To continue to explore options for the delivery of health care services to the University community while remaining sensitive to and supportive of individual circumstances, family, community, culture, and religion. The Health Center provides a format to assess the needs of students by providing a bio-psycho-social-spiritual approach to health care. It also provides community service through community health presentations and programs.

Services provided include:

1. Assessment of injury or illness by a registered nurse
2. Referral to an on campus nurse practitioner
3. Referral to off campus health care providers
4. Provisions of over the counter medications
5. Administration of immunizations including: MMR's, Tetanus, Hepatitis A&B, Varivax, PPD's
6. Administration of the student health care insurance benefits
7. Health education and illness prevention
8. Pharmacy delivery service from a local pharmacy

All residents and international students are required to have:

1. Current health history with documentation of a tetanus diptheria vaccination within the last ten years; and for students born after 1956, medical documentation of two measles vaccination or a natural case of measles
2. A signed medical authorization form
3. Proof of adequate medical insurance in South Florida

All forms must be completed and on file in the 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.

STUDENT ACTIVITIES

Purpose Statement

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 pre-professional environment. The office recognizes a number of student organizations, promotes Leadership Development, Greek Life and social and educational programming.

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.

Campus Events & Programming

Student activities are the combined efforts of clubs and organizations established for and/or by students, including, but not limited to governance, leadership, cultural, social, diversity, recreational, artistic, political and religious activities. Many of these efforts focus on programs that serve to educate, develop or entertain the students, faculty, staff, alumni, their guests and the surrounding community.

Through the Campus Activities Board (CAB), an advisory committee to the Office of Student Activities, developed by the students for the students, many programs are implemented. By utilizing students' talents and energies, CAB strives to provide dynamic and

diverse programs that meet the needs and interests of students at Barry University. CAB is divided into four different committees, which concentrate on various types of programming all designed to educate beyond the walls of the classroom. Those committees include:

- Live Night Committee
- Lunchtime Committee
- Special Events Committee
- Travel & Tour Committee

Student Organizations

The opportunities for student involvement in campus activities are endless. There are more than 75 student organizations that meet the needs and interests of students. Registered student organizations include governing, Greek, honorary, international, media, professional, recreational, religious, service and special interest groups. These groups encompass a wide range of interests and welcome your participation.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association serves as a liaison between the student body and the administration and faculty. All full-time students are members of the Association.

GOVERNING ORGANIZATIONS

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

MEDIA ORGANIZATIONS

- The Buccaneer Newspaper
- WBRY Radio Station

SERVICE ORGANIZATIONS

- Best Buddies Newspaper
- Students for Equal Access
- Habitat for Humanity

GREEK ORGANIZATIONS

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

SPECIAL INTEREST ORGANIZATIONS

- Chamber Ensemble Association
- Student Photography Association (SPA)
- Theatre Club

RECREATIONAL/SPORTS ORGANIZATIONS

- Cheerleading Team
- Dance Club
- Knights of the Chess Table
- Men's Crew Team
- SCUBA Society

RELIGIOUS ORGANIZATIONS

- Fellowship of Christian Athletes
- Hillel Organization
- Latter Day Saints Student Association
- Pax Christi
- Voice of Praise Gospel Choir

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 MuGamma (Languages)
- Beta Beta Beta (Biology)
- Chi Sigma Iota (Counseling)
- Delta Epsilon Sigma (Juniors and Seniors)
- Gamma Sigma Epsilon (Chemistry)
- Kappa Delta Pi (Education)
- Kappa Gamma Pi (Graduating Students)
- Lambda Pi Eta (Communication)
- Phi Alpha Theta (History)
- Phi Epsilon Kappa (Sport/Exercise)
- Phi Eta Sigma (Freshman)
- Phi Gamma Mu (Social Science)
- Psi Chi (Psychology)
- Sigma Tau Delta (English)
- Sigma Theta Tau (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
 Biomedical Society
 Broward Early Childhood Association
 Chemistry Club
 Delta Sigma Pi Business Fraternity
 Economics and Finance Club
 Education Association (Kendall)
 Education Association (Miami Shores)
 Education Association (Davie)
 Graduate Council for Exceptional Children
 Hispanic Podiatric Medical Students Association
 International Association of Business Communicators
 International Business Association
 Mathematics Association of America
 National Broadcasting Society
 Nursing Student Association
 Phi Alpha Delta Law Fraternity
 Pre Veterinarian Medical Club
 Physics Club
 Radiology Club
 Sports Management Group
 Sports Medicine Club
 Student Athletic Trainers' Association
 Student Council for Exceptional Children
 Student National Podiatric Medical Association
 Student Occupational Therapy Association
 Surgery Club

ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

Leadership Development

The Office of Student Activities provides Leadership Development programming to aid students with opportunities to develop and enhance a personal philosophy of leadership that includes self understanding, respect for others and acknowledgement of responsibilities inherent in a community. Through a variety of programs, students can choose the course of action that best fits their needs and interests. At Barry University the Leadership Development program is divided into the following components:

- Leadership Conferences
- Leadership Speaker Series
- Leadership Retreats
- Adventures in Leadership
- Leadership Luncheons
- Leadership Recognition

OFFICE OF TECHNOLOGY SERVICES INFORMATION AND CONCIERGE CENTER

The purpose of the Office of Technology and the Information and Concierge Center is to: maintain a

university wide ID Card/debit system, as well as creating ID's; assign university meal plans, maintain bookstore accounts as well as the CBORD System; provide technology support to all departments within the Student Services Division; offer and maintain an Information service for the Barry community and its guests; offer and maintain a Concierge service for the student community.

By providing the services above to the students as well as the various divisions and departments, Technology Services and the Information and Concierge Center services actively contribute to the mission of Barry University.

ID Cards

Photo ID's are issued to each student at the time of his or her initial registration at the university. It is expected that the ID card will be retained throughout the student's university experience. Replacement ID's may be issued for a charge of \$15.00.

ID Badges

Specially designed photo ID's are issued to students participating in curricular training at the request of the respective schools. Replacement badges may be issued for a charge of \$5.00.

Concierge Services

In addition to offering general information to members of the Barry community and their guests, the Information and Concierge Center offers students a place to go for assistance with almost anything. Our services include faxing and copying, phone calls, transportation information, vacation planning and much more. Our dedicated staff will go beyond their limits to help students in anyway possible.

HONOR SOCIETIES

Phi Eta Sigma is a National Honor Society for men and women open to freshmen with a 3.5 grade point average. Kappa Gamma Pi (National Catholic Women's Honor Society) is open to graduating seniors who have a 3.50 grade point average and an outstanding record of leadership and service. Delta Epsilon Sigma National Scholastic Honor Society for Men and Women is open to juniors and seniors who hold a 3.50 grade point average and demonstrate leadership in their respective fields. Alpha Chi is a national, coeducational honor society open to graduating seniors with a 3.70 grade point average and exemplary character. All grade point averages are based on college level graded courses. Seniors who have a grade point average of at least 3.00

(B) and a good leadership record may also be chosen to be listed in WHO'S WHO AMONG STUDENTS IN AMERICAN COLLEGES AND UNIVERSITIES.

Barry also holds memberships in the following national honor societies: Sigma Theta Tau International, the honor society of nursing, is open to juniors, seniors, and RN-BSNs in the top third of their class. Sigma Tau Delta (English); Alpha Mu Gamma (Foreign Languages); Beta Beta Beta (Biology); Kappa Delta Pi (Education); Phi Alpha Theta (History); Phi Epsilon Kappa (Physical Education); Psi Chi (Psychology); Theta Alpha Kappa (Religious Studies); Gamma Sigma Epsilon (Chemistry); Lambda Pi Eta (Communication Studies); Alpha Epsilon Rho (Communication); and Pi Gamma Mu (Social Sciences).

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 bio-mechanics lab, and student locker rooms. In addition, there are outdoor baseball, softball, and soccer fields, as well as a racquet 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.

Intercollegiate Athletics

Barry offers twelve varsity sports which compete at the NCAA Division II level. Barry University currently competes in 12 intercollegiate sports for men and women. Women's sports include basketball, golf, rowing, soccer, softball, tennis, and volleyball. Men's sports include baseball, basketball, golf, soccer, and tennis. Please refer to the Department of Intercollegiate Athletics section found elsewhere in this catalog under the School of Human Performance and Leisure Sciences. Opportunities are provided for students to "try out" for any of twelve sports by contacting the appropriate head coach.

Campus Recreation, Intramurals, and Club Sports

The mission of the Office of Campus Recreation is to provide the University community with structured sports activities, wellness programming, and leisure recreational opportunities that allow the development of lifetime patterns for healthful living. These programs and wellness activities are instrumental in the physical, emotional, and social development of students.

Campus Recreation strives to encourage the promotion of the ideals of recreation and wellness by incorporating such values as sportsmanship, fair play, and camaraderie, while supporting an atmosphere which promotes equitable opportunity for all.

Campus recreation extends campus awareness of a healthy, holistic approach towards recreation and wellness 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.

Open recreational facilities for the Barry University community include the strength and conditioning room, the main gym, the outdoor tennis and racquetball courts, the pool, the sand volleyball court, and our lighted, multipurpose fields. All campus recreation participants are required to present a valid Barry ID for all activities.

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.

CAMPUS BOOKSTORE

The Campus Bookstore, operated by Follett, is open for the services and needs of Barry students. Books, supplies, academic software, gift certificates 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 University debit card. Items may also be purchased on line.

DINING SERVICES

The Campus Dining Hall is located on the second floor of Thompson Hall. This facility serves resident and commuter students, plus faculty, staff and guests of the University. All resident students are required to choose from one of four meal plan options. Commuter students have the option to pay cash at the door or purchase one of four commuter meal plans. Information and applications for commuter meal plans can be obtained by visiting the Dining Services office on the second floor of Thompson. Full-services meals are served seven days per week. Regular semester hours of operation are: Monday–Friday, hot breakfast from 7:30 a.m. to 10:15 a.m., continental breakfast from 10:15 a.m. to 11:00 a.m., hot lunch from 11:00 a.m. to 2:30 p.m., light lunch from 2:30 p.m. to 4:00 p.m., and dinner from 4:00 to 7:30 p.m. On Saturday and Sunday, brunch is served from 11:00 a.m. to 2:30 p.m. and dinner from 5:00 p.m. to 7:00 p.m. On Mondays and Wednesdays, a late night meal is served from 10:30 p.m. to 11:30 p.m.

Full meals, Grab 'n Go sandwiches and salads, beverages and snacks can also be purchased at The Buc Stop Café and Convenience Store, located on the first floor of Thompson Hall. In addition to cash, some of the resident and commuter meal plans include "Flex Bucs" that can be used to make purchases in this location.

THEATRE

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

BARRY UNIVERSITY CIVIC CHORALE

The Civic Chorale is an organization dedicated to singing all styles and periods of music. It is open to students and interested community participants.

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, in addition to student exhibitions and faculty exhibitions. Barry University points with pride to art objects and photographs executed by senior Art and Photography 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 on-line, 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

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). The Bi-annual Distinguished Alumni Awards, held during Homecoming, recognizes Barry alumni in the following categories: Alumni Volunteer of the Year, Meritorious Community Service Award, Professional Achievement Award, Distinguished Graduate of the Last Decade Award, Honorary Alumni Award and the Outstanding Alumni Award. The Alumni Association fosters scholarship efforts and promotes chapter activities. The Barry University Alumni Association provides the means for alumni to stay connected through the Alumni Listserv, On-line Alumni directory and the Alumni website www.barry.edu/alumni. The On-line Alumni Store features a selection of alumni merchandise. Alumni publications include *The Alumni Connection* and the *Benefits Brochure*.

TUITION, FEES, AND FINANCIAL AID

Effective July 1, 2002

TUITION:

Graduate

Master's Level (Graduate) Programs,	
per credit	\$565.00
Summer I, per credit	520.00
Summer II, per credit	565.00
Master's Occupational Therapy, per credit	565.00
All Doctoral (Ph.D.) Programs, per credit	665.00
Podiatric Medicine*	
Full-time, per year	19,900.00
Part-time, per credit	710.00
Summer I, per credit	615.00
Physician Assistant	
Full-time, per year	19,900.00
Part-time, per credit	710.00
Summer I, per credit	615.00
Audit	
Graduate - Masters &	
Specialists, per credit	565.00
Ph.D., per credit	665.00
Law School (refer to School of Law	
catalog for current rate)	

*Students exercising the dual DPM/MBA option will incur an additional expense of \$3,000 per year.

FEES:

Application (all programs)	30.00
CLEP (per credit)	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
Late Registration	100.00

HEALTH INSURANCE:

(Same rates for Domestic and International Students)

UNDER AGE 30		AGE 30 AND OVER	
Student	\$439.00	Student	\$526.00
Spouse	\$1,677.00	Spouse	\$2,012.00
Each Child	\$1,290.00		

ALL COSTS ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE AND MAY BE INCREASED BY ACTION OF THE BOARD OF TRUSTEES.

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.

All students are assessed tuition and fees on a semester basis. All rates given are subject to change without notice.

Students should come to registration prepared to pay the difference between estimated financial aid, if any, and the total charges for the semester.

Arrangements for all expenses related to tuition and fees for each semester must be made prior to the completion of registration.

PROFESSIONAL ASSISTANCE GRANT

Nurses: Registered nurse students enrolled in the M.S.N. Nursing Program are entitled to a 30% reduction on tuition. Students enrolled in the Doctoral Nursing Program are entitled to a 20% reduction on tuition.

Clergy/Religious: Members of religious communities (Sisters, Brothers, Priests) and ordained clergy are entitled to a 30% reduction on tuition. Proof of affiliation is required at each registration.

Teachers: Any full-time **Florida teacher presenting a signed contract or 2002-2003, or a letter from his/her principal at the time of registration, is entitled to at least a 30% reduction on tuition. The contract or letter of employment is required at each registration.

**Refers to one place of employment

**Grades PreK-12 only

**Must be actively employed

NOTE:

- School of Education courses for certification and re-certification are offered at a reduced rate without any further discount.
- Various tuition discounts exist in other schools of the University. Please inquire within each school for details.
- These discounts do not apply if tuition is paid through a grant or other subsidy, nor do they apply to discounted tuition, nor to programs with special rates.
- These discounts are not applied retroactively.

DEFERRED PAYMENT PLAN (DPP)

Barry allows students to divide all or part of a single term's educational expenses into three convenient monthly payments (offered for courses of 12 weeks or more). There are no interest charges. However, there is a per-plan processing fee of \$50.00. The first payment is due upon registration, and the next two payments will be due on the 15th of the next two following months. Students sign a Deferred Payment Plan contract which outlines the payment amounts and due dates. There is a \$50.00 penalty assessed for late payments after ten (10) days. Reminder notices are sent ten (10) days before the due date.

Barry also offers a two-payment plan for courses of 10 weeks. The first payment is due upon registration; the second is due in five weeks. There is also a \$50 Deferred Payment Plan Fee.

Note: There are no payment plans for courses less than 10 weeks.

TUITION PAYMENT PLAN

Barry University offers the services of Tuition Management Systems, Inc. (TMS), providing an alterna-

tive method of paying for tuition and fees. TMS 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 and their families are urged to contact either the Financial Aid Office (305) 899-3673 or Tuition Management Systems at 1-800-722-4867 for additional information.

WITHDRAWAL POLICY FOR INDIVIDUAL COURSES

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

CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

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

STUDENT DISMISSAL

A student dismissed for academic or disciplinary reasons at any time shall not be entitled to any claim, credit, 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 student health insurance is available to students studying at distant sites. 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.

DELINQUENT ACCOUNTS

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, to-

gether with interest at the maximum rate allowed by law.

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 monetary reimbursement or tuition 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 reimbursement will be determined by this date.

Tuition and fees will be credited towards reimbursement on this basis: If the student leaves within the first two weeks of the semester, 80% of the full semester charge is credited; within the first three weeks, 60% is credited; within the first four weeks, 40% is credited; within the first five weeks, 20% is credited. After the fifth week there is no credit. Refundable credit must be claimed within one calendar year. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester.

Summer School Refunds

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

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

Total Withdrawal and Return of Title IV Funds

When a student receiving Title IV student financial aid withdraws from all courses, the aid must be adjusted in accordance with rules established by the U.S. Department of Education. These calculations may result in the student owing the University a balance.

If you withdraw or stop attending classes before completing 60% of the term, a portion of the total federal aid you received, excluding Federal Work Study earnings, may need to be repaid immediately. The amount of federal aid that you must repay is determined via the Federal Formula for Return of Title IV funds. This law also specifies the order in which funds are to

be returned to the financial aid programs from which they were awarded, starting with loan programs.

ORDER OF RETURN OF TITLE IV FUNDS

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grants (SEOG)
7. Other Title IV assistance (not including FWS)

You may be required to make a repayment when cash has been disbursed from financial aid funds, in excess of the amount of aid that you earned (based on the date of your total withdrawal) during the term. The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which you qualified by the percentage of time during the term that you were enrolled.

- If less aid was disbursed than was earned, you may receive a late disbursement for the difference.
- If more aid was disbursed than was earned, the amount of Title IV aid that you must return (i.e. not earned) is determined by subtracting the earned amount from the amount actually disbursed.

The responsibility for returning unearned Title IV aid is shared between the University and you. It is allocated according to the portion of disbursed aid that could have been used to cover University charges, and the portion that could have been disbursed directly to you once those charges were covered. Barry University will distribute the unearned aid back to the Title IV programs, as specified by law. You will be billed for the amount that you owe to the Title IV programs, as well as any amount due to the University, as a result of Title IV that were returned that would have been used to cover University charges.

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

Refund Policy for State of Florida Funds

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

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.

* Half-time enrollment for most graduate programs is defined as 4 or more credits per semester. For further information regarding academic progress and what constitutes “half-time” enrollment, refer to the specific requirements pertaining to the academic program the student is pursuing.

** For federal financial aid purposes, “satisfactory academic progress” means that the student must be in good standing in his or her program of study.

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

APPLYING FOR FINANCIAL AID

After applying for admission, students submit the completed packet of financial aid forms, available through Barry’s Financial Aid Office. This packet includes: the Free Application for Federal Student Aid (FAFSA), the Barry University Graduate and Professional Financial Aid Supplemental Application, and a Federal Stafford Loan Master Promissory Note. 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. You may also file your application on line at www.fafsa.ed.gov. 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.

Nursing Ph.D.: A 20-percent tuition discount is available for doctoral students.

Social Work: See School of Social Work Section for information regarding scholarships and tuition discounts.

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 half-time, 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 on the Stafford loans which will be deducted at the time the loan is disbursed. Repayment begins six months after the student ceases to be enrolled at half-time status. Students have up to 10 years to pay.

The **Unsubsidized Federal Stafford Loan** provides additional funds for educational expenses. This is a non-need based loan. Students must meet the same citizenship criteria required of Subsidized Stafford Loan applicants. Graduate and professional students can borrow up to \$18,500 per year, with an aggregate loan limit of \$138,500 minus any funds received under the Subsidized Stafford Loan program. (Students in the Podiatric Medicine Program see Podiatric Medicine (D.P.M.) Loans.) The interest rate is variable, tied to the 91-day T-Bill, capped at 8.25%. There is an origination fee of 3%, which will be deducted at the time the loan is disbursed. 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 borrow-

ing 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 SCHOLARSHIPS

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

TUITION DISCOUNTS, 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 awards the following:

- Social Work Employment Discount
- Barry Scholarships

Social Work Employment Discount

Part-time students **only** who are employed in a human/social service agency for a minimum of 24 hours per work are eligible for a 30% tuition discount. In order to receive the employment discount students must submit a letter to the School's Admissions Office from their employer on agency letterhead stationary verifying their employment in a social/human service position for more than 24 hours per week. The letter must include the employee's social security number and be signed by the agency Director or Department Head.

Barry Scholarships

Barry Scholarships are awarded on a merit-basis to full-time students only. These awards range from \$3,000-\$7,000 annually. There is no separate application process for these awards. Information gathered from the application for admission including, grade point average, quality of references and the number of years of paid work, volunteer or internship experience in either a social or human services agency are the primary criteria looked at in awarding Barry Scholarships.

Field Work Stipends

There are a limited number of stipends available to students. Please contact the Field Instruction Department at 305/899-3906 for further details.

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. Reference should be made to the Readmission section of this catalog.

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 from another institution to Barry is at the discretion of the dean (or his/her designee) of the respective graduate school into which the applicant is seeking acceptance. Please review the appropriate section of this catalog to determine that school's specific policy. It is the applicant's responsi-

bility to confirm with the respective graduate school whether or not these credits will be accepted for transfer.

The number of credits acceptable for transfer from another institution toward a Barry graduate degree is limited to six (6) credits. The types of courses acceptable for transfer into a graduate program may also be limited by the respective school. 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.

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.

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 Barry University school within which the student's major is offered. Substitute coursework intended to satisfy graduation requirements will only be accepted when this approval has been granted in advance by the dean on the TRANSIENT STUDENT COURSE REQUEST FORM. This form must be submitted to the office of the dean *a minimum of 30 days prior to the anticipated class start date*. A copy of the course description from the respective institution's catalog must be included with the form. Additional documents (e.g., course syllabus) may also be requested in order to validate that the content of the substituted course is comparable to Barry's course.

Courses taken through consortia are resident credits and are not counted as transfer credits. Only credits are transferred, not grades or grade point averages.

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.

Barry accepts transfer credits only from colleges and universities that have regional accreditation (i.e., schools that are accredited by one of the six regional accrediting bodies).

GRADUATE DEGREE PROGRAMS

School of Adult and Continuing Education:

Liberal Studies, M.A.
Information Technology, M.S.

School of Arts and Sciences:

Clinical Psychology, M.S.
Communication, M.A.
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.
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.
Electronic Commerce, M.S.
Business Administration/Electronic Commerce, M.B.A/MS., Dual degree program

Adrian Dominican School of Education:

Counseling:

Guidance and Counseling, M.S., Ed.S.
Marital, Couple, Family Counseling & Therapy, M.S., Ed.S.
Marital, Couple, Family/Mental Health Counseling, Dual Specialization, M.S., Ed.S.
Mental Health Counseling, M.S., Ed.S.
Rehabilitation Counseling, M.S., Ed.S.

Curriculum & Instruction, Ed.S.

Educational Computing and Technology:

Educational Technology Applications:
(Concentrations available in: Teaching and Learning with Technology, M.S., Ed.S.;
Educational Technology Leadership, Ed.S.)

Educational Leadership, M.S., Ed.S., Ed.D.

Elementary Education, M.S.

Elementary Education/ESOL, M.S.

Exceptional Student Education:

Emotionally Handicapped/ESOL, M.S., Ed.S.
Emotionally Handicapped, M.S., Ed.S.
Mentally Handicapped/SLD, M.S., Ed.S.
(additional certification)
Varying Exceptionalities/ESOL, M.S., Ed.S.
Varying Exceptionalities, M.S., 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.

Pre-K/Primary Education/ESOL, M.S.
Reading, M.S., Ed.S.

Technology and TESOL, M.S., Ed.S.

Doctoral Programs – Education

Ph.D. in Counseling

Ph.D. in Leadership and Education, with
specializations in Educational Technology,
Exceptional Student Education, Higher
Education Administration, Human Resource
Development, and Leadership

Ed.D. in Educational Leadership

School of Graduate Medical Sciences:

Podiatric Medicine, Doctor of Podiatric Medi-
cine, D.P.M.

Podiatric Medicine, Doctor of Podiatric Medi-
cine, D.P.M., D.P.M./M.B.A.

Physician Assistant, Master of Clinical Medical
Science, M.C.M.Sc.

Anatomy, Master of Science, M.S.

School of Human Performance and Leisure Sciences:

Movement Science, M.S. with specializations in
Athletic Training, Biomechanics, Exercise
Science and Sport and Exercise Psychology

Sport Management, M.S.

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

School of Natural and Health Sciences:

Anesthesiology, M.S.

Biology, M.S.

Biomedical Sciences, M.S.

Health Services Administration, M.S.

Occupational Therapy, 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; Family
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 Finance, Health

Services Administration, International

Business, Management, Management

Information Systems, Marketing

School of Education

Educational Leadership:

Certification only

Modified Core

Florida Catholic Schools Option

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

School Nurse Certificate

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.

Information Technology, B.S.

Health Services Administration, B.S.

Professional Administration, B.S.

The School of Arts and Sciences

Advertising, B.A.

Art, B.A., B.F.A.

Ceramics

Painting and Drawing

Broadcast Communication, B.A.

Chemistry, B.S.

Environmental

Pre-dental

Pre-medical

Pre-pharmacy

Communication Studies, B.S.

Computer Science, B.S.

Criminology, B.S.

English, B.A.
 Literature
 Professional Writing
 Environmental Studies, B.A.
 French, B.A.
 History, B.A.
 International Studies, B.S.
 Liberal Studies, B.A.
 Mathematical Sciences, B.S.
 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
 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.
 Electronic Commerce, 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
 Athletic Training, B.S.
 Pre-Medicine
 Pre-Physical Therapy
 Athletic Training B.S. to M.S.
 Exercise Science, B.S.
 Exercise Science, B.S. to M.S.
 Physical Education, B.S.
 Sport Management, B.S.
 Sport Management—Diving Industry
 Sport Management—Golf Industry
 The School of Natural and Health Sciences
 Biology, B.S.
 Non-Medical Specialization
 Biotechnology Specialization
 Ecological Studies Specialization
 Histotechnology Specialization
 Med Lab Science Minor
 Marine Biology Specialization

Professional Specialization
 Pre-dental Specialization
 Pre-medical Specialization
 Pre-optometry Specialization
 Pre-Physical Therapy Specialization
 Pre-Physician Assistant Specialization
 Pre-podiatry Specialization
 Pre-veterinary Specialization
 Cardiovascular Perfusion, B.S.
 Cytotechnology, B.S.
 Diagnostic Medical Ultrasound Technology, B.S.
 Environmental Science, B.S.
 Medical Technology, B.S.
 Nuclear Medicine Technology, B.S.
 Radiation Therapy Technology, B.S.
 The School of Nursing
 Accelerated B.S.N. Option
 Accelerated B.S.N. to M.S.N. Option
 Basic Option, B.S.N.
 L.P.N. to B.S.N. Option
 R.N. to B.S.N. Option
 R.N./B.S. to M.S.N. Bridge Option
 Seamless R.N. to M.S.N. Option
 Three-Year Option, B.S.N.
 Two-Year Option, B.S.N.
 The School of Social Work
 Social Work, B.S.W.

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.

Incomplete Grade

redeemed with grade of A	IA	4.00 honor points per credit
redeemed with grade of B	IB	3.00 honor points per credit
redeemed with grade of C	IC	2.00 honor points per credit
redeemed with grade of D	ID	1.00 honor point per credit
redeemed with grade of F	IF	No honor points per credit
redeemed with grade of CR	ICR	Credit but no honor points awarded
redeemed with NC	INC	INC No credit
Withdrew	W	Granted to students who officially withdraw before the last five (5) weeks of a regular semester or the last two (2) weeks of the summer sessions. If a student officially withdraws within the last five weeks prior to final examinations of regular semesters and within the last two weeks of the summer sessions, an F is earned, which is computed in the grade point average.

* The grade of D is not used in the School of Business, School of Nursing, 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.

TRANSCRIPT REQUESTS

To request an official transcript, students must submit their request in writing stating:

- student current name and complete address
- name under which student attended Barry University, if different from student's current name
- currently enrolled, hold transcript for current semester grades or degree conferral if applicable
- the type of transcript required: e.g., student copy, official transcript to be sent to student in a sealed envelope, or an official transcript to be sent directly to a third party. If the transcript is for third party use, the name and complete address of the person or institution must be provided.
- the number of transcripts required

Additional Information:

- Signature must appear on transcript request.
- Transcript request from anyone other than the student will not be honored.
- When requesting transcripts in person, identification is required.
- Transcripts are processed within 5-7 business days upon approval from Student Account Services.
- The fee for each transcript is \$5.00.
- Transcripts are sent by first class mail. Barry assumes no responsibility for final delivery.

Transcript requests should be mailed to:

Office of the Registrar
Barry University
11300 NE Second Avenue
Miami Shores, FL 33161-6695

Note: If money is owed to the University, release of transcripts, diplomas or other official letters are prohibited.

For further information, please call (305) 899-3866.

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 peti-

tion. 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 ad-

ressed 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/commuter 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

Michelle Stefano, M.A., 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 a 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

offered to support 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 series (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.

The CAL Program

Vivian Castro, M.S., 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.

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,
- 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; and
- by a personal interview with the Program Director.

DIVISION OF INFORMATION TECHNOLOGY

John M. Beaubrun, M.S., M.B.A., Associate Vice President and 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 technical service and support; to assist the university in maintaining its competitive edge through the strategic planning and deployment of new technologies; and maximize cost-effective use of resources through centrally managed, shared equipment. The division consists of eight support departments addressing the different resource needs of the University. All non-instructional support from the division is coordinated through a centralized helpdesk.

CENTER FOR EXCELLENCE IN LEARNING & TEACHING (CELT)

Alberto Fernandez, Ed.S; M.B.A., Assistant Dean of Information Technology & Director of Instructional Computing

The Division of Information Technology administers the Title III Grant which provides for faculty development in the use of technology. The Center, located in Library 301, is staffed by an instructional designer who provides workshops and individual instruction for faculty. This "smart classroom" contains state-of-the-art equipment for enhancing teaching through technology.

DESKTOP COMPUTING SERVICES

Glendon Redway, Director

Desktop Computing Services ensures that an effective support structure for the university 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.

IT SUPPORT DESK

Darrell D. Duvall, Director

The IT Support Desk provides a wide range of services for students on and off campus. The IT Support Desk provides support to residential students using ResNet, a service that provides network connectivity and Internet access in each room on campus. In addition to this, the IT Support Desk provides support to all students experiencing problems accessing on-line resources such as the library's electronic databases and their Barry e-mail account. They also provide support to all students with issues they might have with their username and password.

The IT Support Desk is located in Garner Hall, room 241. Walk-in hours are from Monday thru Friday, 8:30 a.m. - 6:30 p.m. Phone support is available weekdays, 8:30 a.m. - 12:00 a.m., and weekends, 8:00 - 12:00 a.m. The IT Support Desk can be contacted by calling (305) 899-3604, or by sending e-mail to helpdesk@mail.barry.edu.

OTHER SERVICES

Students, faculty and staff interested in using an Internet Service Provider (ISP) from home are eligible to receive discounted rates through AT&T's Internet Connection for Education (ICE) provider. Connection kits can be downloaded for free at <http://www.attbusiness.net/softctr/software.html>. A credit card is required to activate service through AT&T.

Barry University also has an arrangement with Dell Computer Corporation where educational pricing is extended to students, faculty and staff interested in purchasing PC's, peripherals, and software. Contact the IT Support Desk for further information.

INSTRUCTIONAL COMPUTING SERVICES

Alberto Fernandez, Ed.S; M.B.A., Assistant Dean of Information Technology & Director of Instructional Computing

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

COMPUTER LABS

Hernan Londono, Manager

The Main Computer Lab, located in Garner-247, 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, scanners, color printers, and networked laser printers.

For teaching, there are eight networked classrooms for hands-on computer usage. Each room is equipped with an average of 25 Windows-based computer workstations, 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 calling (305) 899-3893.

Lab Hours (During Fall and Spring Semesters)

During the Fall and Spring semesters, the main computer lab maintains the following hours:

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) 899-3891 or at Barry University Web site.

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.

FACULTY & STAFF TRAINING

Deborah Seepersaud, Assistant Manager

Every month, Instructional Computing Services schedules training classes and seminars for faculty and staff. Current schedules are listed on our Intranet web site. Requests for specialized training can also be placed at (305) 899-3893.

Barry University is an official authorized testing center, which allows us to offer more than 5 different certification exams from major corporations. These include MOUS, MCP, Novell, A+, among others. For further information and to schedule an exam, please call (305) 899-3893.

AUDIOVISUAL DEPARTMENT

Lynch Hymn, Manager

The Audiovisual Department provides, maintains, and supports audiovisual equipment throughout the main campus. Mobile computers and projection systems are only a few of the equipment that faculty and staff can check out. Students need to coordinate with their professors if they need equipment for presentations. Faculty and staff can reserve equipment online at <http://bucwis.barry.edu/doit2/instructional/audiovisual/default.htm>. Twenty-four hour advance notice is required to reserve equipment. For additional information, please call (305) 899-3764.

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

LIBRARY SERVICES

Estrella M. Iglesias, M.L.S., Director

The Monsignor William Barry Memorial Library provides material and services in support of the educational objectives of the University. Students have access to a collection of 713,000 items, which are available through the online catalog. There are more than 2,669 periodical titles, 5,269 audiovisual titles and access to over 250 electronic databases.

PUBLIC SERVICES

Anthony Valenti, Assistant Director

Public Services are responsible for circulation, reserves, periodicals, interlibrary loan and study room usage.

Library hours (during fall and spring semesters)

Sunday noon – 12 a.m.

Monday – Thursday 7:30 a.m. – 12:00 a.m.

Friday – 7:30 a.m. – 10:00 p.m.

Saturday – 10:00 a.m. – 10:00 p.m.

Special hours are kept over holidays, end of semesters, and summer sessions. Hours are posted at the Library, library Web page or for more information call (305) 899-3760.

Valid library card (University photo ID) must be used to borrow materials.

Undergraduate students may check out materials for 3 weeks. Two renewals are allowed as long as there is not a hold request for an item. Interlibrary policy and reserves policies may be found at the circulation desk and on the library Web page.

REFERENCE SERVICES

Kenneth Venet, Assistant Director

The Library provides reference services to support education, research and general information. Reference service is offered on using print and electronic resources in several ways:

- in the reference area
- via telephone
- via electronic mail
- by appointment
- through bibliographic instruction scheduled by the faculty

Reference collection is developed to provide print and non-print resources that will support the education, research and general information needs of the students, faculty and staff.

Reference services are provided during the library's hours of operation.

TECHNICAL SERVICES

Rita Cauce, Assistant Director

Technical Services is responsible for acquiring and processing material selected for the library by librarians, faculty, and input from students. The material selected follows the collection development policy, to support the quality education of the University.

NETWORK AND INFORMATION SYSTEMS

Yvette Brown, M.S., Assistant Dean of Information Technology, & Director of Network and Information Systems

Network and Information Systems is responsible for the administration of a number of computer servers running on Microsoft Windows 2000. 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." World wide access via the Internet is available at <http://www.barry.edu>

Computer Accounts

All registered students have a free computer account. The account provides access to all university computing resources, including electronic mail services, web resources, and network applications.

Web Based Email System

Students have access to a web based messaging system (<http://webmail.barry.edu>) that provides them with calendar and task management features in addition to their electronic mailbox.

Remote Access Services

Barry University maintains a web based proxy server (<http://access.barry.edu>) that provides students with access to restricted web based resources such as the library, the student web and other instructional sites

INFORMATION TECHNOLOGY INFRASTRUCTURE SERVICES

Terry Kushi, Director

Information Technology Infrastructure Services provides the physical network that allows users to access "Barry Net" applications, the library system, the administrative system, and the Internet. On the main campus over 2,000 Ethernet connection points are accessed through 121 switches located in 42 buildings. Wireless Barry Net connectivity is also available on all three floors of the Monsignor William Barry Memorial Library as well as the lobby and cafeteria areas of Thompson Hall building.

Information Technology Infrastructure Services supports 15 off-campus sites throughout the state and provides dial-in lines for 24 hour a day access via modems from off-campus.

SCHOOL OF ADULT AND CONTINUING EDUCATION

Faculty: Alexandrakis, Ayers, Braunstein, Brock, Deeb, Feito, Gordon, Maybee, McKay, , Olson, Orman, Quinn, Rodriguez, Rose, Rushing, Scully, Swaner, Teitzman, Testa, Veerman, Yazbeck

ACADEMIC PROGRAMS

PURPOSE STATEMENT

The purpose of the Frank J. Rooney School of Adult and Continuing Education is to provide adult students with undergraduate, graduate, and non-credit programs which recognize educational needs of the adult learner and promote lifelong learning. These degree and certificate programs are designed for adult men and women who, because of family and work responsibilities, need a flexible class schedule. The School seeks to attract a diverse student body and to show a caring attitude toward each student regardless of individual backgrounds. The same quality educational programs upon which Barry University's reputation is founded are made available for these students on the Miami and other schools locations in south and central Florida. Recognizing the breadth of experiences of adults, course offerings afford opportunities for further exploration of truth within the Judeo-Christian and Dominican traditions.

Students must meet the same graduation requirements as other Barry University students. However, they may choose from a number of learning options which allow for greater flexibility in program plan-

ning and scheduling. Courses are taught by faculty who possess both academic and professional expertise which is complemented by their understanding of adult learners.

Adult students often have attained knowledge outside of the classroom that is appropriate for academic credit. The School of Adult and Continuing Education grants such credit toward an undergraduate degree if students can demonstrate college-level learning. Each student works with an academic advisor who assists the student in preparing for the assessment of experiential learning.

In accordance with the Mission Statement of the University, students are encouraged to continue to participate in community service and to assume leadership roles and to effect social change

MASTER OF ARTS IN LIBERAL STUDIES PROGRAM (M.A.)

The Masters of Arts in Liberal Studies program offers an advanced level of knowledge and understanding of the liberal arts tradition. Students will be expected to analyze and explore old and new knowledge in the light of their personal experience and interests guided

by a dedicated faculty. The program is designed to give self-motivated students from a variety of backgrounds an opportunity for either life enrichment or career advancement through an interdisciplinary liberal arts education. The MLS curriculum is designed for non-traditional students who wish to combine varied areas of interest into a program that satisfies intellectual curiosity and emphasizes academic scholarship in the liberal arts and sciences. The program will:

- provide in-depth study of the liberal arts tradition
- provide students with a higher (graduate) level of understanding of the subjects involved in the Humanities, and expand their knowledge of the various different disciplines
- enable students to analyze abstract ideas or concepts objectively
- enable students to evaluate a culture and/or a theory objectively (rationally)
- encourage creative approaches to assignments

Students who successfully graduate from this program will:

- be enabled to review and critique historical, literary and artistic works
- achieve a high level of cultural literacy
- achieve a strong Humanities historical background that will enable them to better understand humanity and its complex ideas, and therefore become better professionals and contributors to society in general
- apply the knowledge gained to their current profession in order to enhance it, and secure a new position
- enhance their potential for admission to a higher degree

ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited institution with at least a 3.0 grade point average (B) as indicated by transcripts.
- Miller Analogies Test (MAT).
- Students whose native language is not English, can be admitted into the MLS program by demonstrating a minimum score of 600 on the Test of English as a Foreign Language (TOEFL) exam.
- A short essay on personal career goals specifying how a graduate degree from Barry will help to fulfill these goals.
- At least one letter of recommendation from an academic source.

ADMISSION POLICIES

Enrollment as a non-degree seeking student in no way implies admission to the program. A student will be accepted provisionally into the program for a maxi-

mum of 6 credits. Students must earn a minimum average of 3.0. Provisional acceptance in no way implies admission to the 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 admission requirements. This must be approved by the Director of the Program.

A maximum of six graduate credit hours may be transferred from another college or university toward a graduate degree at Barry University. Such coursework must be relevant to the discipline, similar to a particular course, and have been completed within the last seven years, at B level or better. The Director's approval is required.

PROBATION AND DISMISSAL

If a student earns a "C" in any of the courses, the course must be repeated. 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.

GRADUATION REQUIREMENTS

Students must complete the required 33 credit hours with a minimum grade point average of 3.0 (B) with no more than two grades of "C". A student will be allowed no more than a seven-year maximum to complete the program.

CURRICULUM

The goal of the curriculum is three-fold (1) to understand the forces (historical, philosophical, religious, artistic, social, economic, political) that have shaped societies; (2) to appreciate the expressions of various civilizations through their arts and cultures; and (3) to apply that understanding and appreciation to contemporary issues and cultures.

Each course will address the modes of inquiry appropriate to conducting research in the liberal arts disciplines.

Students will complete a minimum of 12 credits in core courses, 18 credits in elective courses, and a capstone course that includes an integrative paper (3 credits) for a minimum total of 33 credits.

CORE COURSES

12 credits

MLS 502 The Origins of Modern Culture

MLS 505 The Emerging Modern Mind

MLS 508 Reason and Science

MLS 511 The Contemporary Perspective

ELECTIVE COURSES	18 credits
MLS 610 Literature and the Human Experience	
MLS 615 Social and Political Images in the Arts	
MLS 620 The Technological Society	
MLS 625 Social Justice	
MLS 630 The Responsible Self	
MLS 635 The Authentic Self	
CAPSTONE COURSE	3 credits
MLS 690 Seminar	

Graduate Course Descriptions

Master of Arts in Liberal Studies

Prefix: MLS

502 The Origins of Modern Culture

Study of the cultures and ideals of classical Greece and Rome with particular attention to humanistic philosophies. Study of issues of authority and religion during the Middle Ages. Examination of how these ideas shaped subsequent cultures and found expression in the arts from 500 B.C. to 1300 A.D.

505 The Emerging Modern Mind

Study of the changes brought about by the revival of classical ideals after the fall of Constantinople. Their effects on social, political, economic and religious institutions throughout the Renaissance and Reformation. The expression of these ideas in the arts of the period will also be examined.

508 Reason and Science

The impact of science and commerce, social and religious values on the arts and culture of the period leading to the Industrial Revolution.

511 The Contemporary Perspective

The impact of the Industrial Revolution, the world wars on shaping contemporary views and values. Issues of reason and faith, science and religion, social differences, and economic exploitation will be examined, as will Modernist and post-Modernist ideas.

610 Literature and the Human Experience

This course draws on readings that represent literary traditions ranging from 400 B.C. to the present and that reflect widely diverse cultures. The discussion of these works will be organized by thematic groups. These will provide opportunities to explore diverse attitudes toward the same powerful human tendencies and experiences. The course emphasizes the value of literature as a means to a better understanding of our own humanity.

615 Social and Political Images in the Arts

A study of social and political issues since the early modern period as shown in visual images and architectural creation. The ways in which these images have shaped and continue to influence cultural norms and attitudes.

620 The Technological Society

The course will examine relationships among science, technology, and social-cultural issues. Critical, ethical, cultural, and policy concerns associated with the impact of science and technology will be explored. The major sociological and philosophical debates on processes of knowledge production and knowledge maintenance, and the impact of organizational and institutional arrangements on science and technology will also be reviewed.

625 Social Justice: The American Experience of Identity, Democracy, and Community

This course will examine the American Experience of creating democracy and community while maintaining hierarchies of race-ethnicity, class, and gender. The history of the struggle and resistance against exclusionary practices and the efforts toward building more democratized forms of political, economic, educational, and social institutions based on freedom, justice, and equality will also be reviewed.

630 The Responsible Self

This course will examine how to be with God and others. Contrary to the contemporary emphasis on liberalized autonomy, the responsible self returns to social goods and recognizes life in common. This examination concerns the development of character and of an informed conscience, which make clear the way to acceptance of relational responsibility and accountability. Contrary to the popular "take care of number one" motto, the responsible self looks at ways to attend to the needs of others as relationship partnership partners and friends. Questions of authenticity, character, virtue, and duty will be explored in relation to various religious and philosophical traditions.

635 The Authentic Self

An exploration of the development of the psychological concept of the authentic self. Includes a historical overview with emphasis on the more recent elaborations of the concept by psychologists and its adoption into the popular culture.

690 Seminar

An interdisciplinary capstone course wherein students will complete research projects that integrate the discipline-specific material in the elective courses within the contextual framework of the core courses. Directed by faculty member(s) in the appropriate discipline(s).

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 and Computer Science 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 share and access information, 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.

Students in the Information Technology Master's degree program pursue their degrees with the intent of functioning as working professionals at the conclusion of their master's program. The objectives of the program are as follows:

- To develop an understanding of the enterprise integration models and their heterogeneous nature with the ability to integrate systems and applications using technology solutions.
- To identify and properly use the techniques and tools to analyze, design, implement, and test systems, applications, components, or processes that meet corporate needs.
- To use various methods and techniques to critically evaluate the use of a specific technology, to examine its limitations, and to propose various solutions using cutting-edge technologies
- To understand the various information technology architectures and learn how to combine information derived of different structures into one coherent set of information.
- To build practical knowledge of related theories by emphasizing on hands-on learning and real-world experience through projects that entail technology assessment and implementation
- To explore emerging technologies and examine whether existing issues and deficiencies are addressed in these technologies.
- To prepare students to effectively communicate their ideas and present their solutions to audiences using their knowledge of oral, written, and graphical communication.
- To develop an environment that encourages an advanced level of both theoretical and practical coursework.

Students who successfully complete the MSIT degree, will be able:

- To suggest practical solutions to integrate heterogeneous systems and optimize the use of technology.
- To properly utilize various methodologies and tools to design and build applications and systems that meet corporate needs.
- To effectively evaluate technological issues and develop feasible solution.
- To apply different algorithms and techniques to connect information sources and facilitate the exchange and sharing of data.
- To identify and use information sources appropriate for tracking emerging technology developments and assessing their use and effectiveness.
- To seek advancement and become a key player in the field of information technology.
- To present and communicate solutions and results effectively.
- To research and develop reports and projects consistent with the accepted criteria within the field.

GRADUATE ADMISSION PROCEDURES AND REQUIREMENTS

The Master of Science in Information Technology is open to persons with the following qualifications:

- A baccalaureate degree from a regionally accredited institution with a grade point average (GPA) of at least 3.00 (B).
- Two letters of recommendation, at least one of which from an academic source.
- An acceptable score on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).

Students who do not meet the above admission requirements but who would otherwise be excellent candidates for the program will be considered on a case-by-case basis.

Students should take the GRE or MAT prior to or during the first term of enrollment. Students who plan to seek the MSIT degree but have not yet submitted their test scores are granted provisional acceptance. Upon receiving the test scores, students will be notified of the changes to their acceptance status. Test scores must be received by Barry University prior to registration for more than the initial 6 credit hours.

All MSIT applicants are expected to demonstrate a profound knowledge and understanding of the theories and applications in the field of Information Technology. Students who fail to document or demonstrate these proficiencies can either take an examination or enroll in the following courses: CAT 102 and IT 200.

Students with a bachelor's degree in a computing field will be accepted without prerequisites providing the degree was awarded within the last 10 years or the

student has been working in a related field. However, success in the program is based upon the following up-to-date body of knowledge: Logic of Computer, Computer Networks, Databases, and Web Design and Technologies.

Students who have not presented these prerequisite skills in the application process through either coursework and/or work experience will need to complete the following (or equivalent) upper-level undergraduate courses:

IT 310	Telecommunications and Computer Networks
IT 338	Web Design
CS 426	Databases

Students who are interested in other areas of information systems, such as programming, may take additional IT/CS courses as electives.

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

Non-degree, non-matriculating students may enroll. To do so, an application form, transcript (s) from an accredited under/graduate program (s) and a non-refundable application fee must be submitted prior to beginning courses. Non-degree students may enroll in no more than two graduate 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 graduate credit hours 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). No more than 3 courses may be repeated and a course may only be repeated once;
- 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. Also, students who earned more than 2 grades of "C" or a grade below a "C" during their academic program are placed on probation. Probation will be lifted the following term IF the student achieves a cumulative GPA of 3.00 or above with no more than 2 grades of "C". If this condition is not met, the student will remain on probation.

Any student failing to maintain a cumulative GPA of 3.00 for three consecutive terms or who earns a third grade of "C" will be suspended. If a student receives a third "C" or below, s/he must repeat a course in which s/he earned the deficient grade during the next term the student registers. Any student who fails to maintain a cumulative GPA of 3.00 for three consecutive terms will not be eligible for VA benefits.

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

Upon readmission, the student will be considered on academic probation and must remove at least one of the deficient grade(s) by repeating the course(s) in which a grade of "C" or below was earned. A course may only be repeated once. 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

IT 515	Information Technology Concepts	3
IT 535	Research Methodologies in IT	3
IT 575	Emerging Technologies	3
CS 503	Computer Networks	3
IT 610A	Practicum: Computer Networks	3
CS 560	Database Management Systems	3
IT 610B	Practicum: DBMS	3
IT 640	E-Technology	3
IT 610C	Practicum: E-Technology	3
IT 620	Enterprise Systems Integration	3
IT 610D	Practicum: Enterprise Systems Integration	3
IT 699	Integrated Capstone Project	3
		Total Credit Hours: 36

Graduate Course Descriptions

Information Technology Prefix: IT

515 Information Technology Concepts (3)

This course examines information technology in today's organizations by presenting advanced information technology and practices. A review of the organization and evolution of technology, information technology infrastructure, and building and managing information technology will be discussed. Emphasis is placed on the way IT is used and applied to solve enterprise problems and the way technology is being implemented to meet corporate needs.

535 Research Methodologies in IT (3)

This course provides an opportunity for students to synthesize their studies and explore topics that relate to the technological and technical processes using statistical and analytical techniques. In this course, students undertake an in-depth review and critical analysis of self-selected topics in the field of information technology and related fields using qualitative and quantitative analysis in addition to other statistical techniques presented in class. Upon this course completion, students would be exposed to various analytical and statistical applications, tools and techniques for decision-making and research. Prerequisite: Successful completion of undergraduate statistics course.

575 Emerging Technologies (3)

This course explores important issues currently affecting the field of organizational computer systems and related emerging information technologies. Students research emerging information technologies. Students research emerging trends to determine if they will be sustained and of value to the organization. They will choose topics and address these issues. Written reports and oral presentations are required. Prerequisite: IT535

610 (A, B, C & D) Practicum (12)

Coursework builds practical knowledge of a related theoretical component of the curriculum. Students will complete a structured project for the purpose of demonstrating the mastery of professional skills and whenever applicable, industry recognized certification. Co-requisite/pre-requisite: A-CS503, B-CS560, C-IT 640, IT620.

620 Enterprise Systems Integration (3)

This course examines the linking of diverse operating systems and networking protocols and shows how various applications can take advantage of the underlying networks. Students will learn how to internetwork PC's, workstations and servers by understanding protocols, tools and applications. Pre-requisite: CS 503 IT 610A.

640 E-Technology (3)

This course presents various cutting-edge technologies and tools used to create e-technology solutions. Students will examine Web standards and mechanisms for designing and developing e-systems. Extensive discussions of the requirements, issues, and solutions of e-technologies will be presented. Students will also be exposed to the technologies, tools, and applications used to develop Web-based solutions.

699 Integrated Capstone Project (3)

This is a course in which students integrate and synthesize the learning experiences acquired in the IT program. Students plan and write a project in the form of a technical report by applying and integrating a variety of IT skills and knowledge to a real-world system. The projects should represent an advanced current topic relative to this area.

SCHOOL OF ARTS AND SCIENCES

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

Faculty: Althouse, Burns, Desrosiers, Ewing, Iozzio, Jones, Koncsol, Koperski, Lizama, Marill, Markey, Martin, Muscarella, Nelson, O'Grady, Perry, Peterson, Rytteke, Samra, Shine, Sirimangkala, C. Starratt, G. Starratt, Sunshine, Szuchman, Wedig

Graduate education in the School of Arts and Sciences is grounded in the mission of the University. At the graduate level, faculty and students work together as a community of scholars exploring questions and creating knowledge in their fields. The graduate experience contributes to the development of professionals who will have leadership roles in society. In this capacity, they are charged to carry out Barry's mission through their contributions to their professions and to their communities.

Graduate education is designed to train students to be professionals who will practice the following ideals:

- Personal and professional integrity
- Personal responsibility to maintain professional competence through lifelong learning
- Service to the community
- Respect for diversity of people and ideas
- Promotion of social justice.

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.
- 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.

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
Environmental Studies
French
General Studies
History
International Studies
Mathematical Sciences
Music
 Musical Theatre
Philosophy
Photography
 Creative
 Biomedical/Forensic
 Computer Imaging
 Communication
Political Science
Pre-Engineering
Pre-Law
Psychology
Public Relations
Sociology
Spanish
Theatre
Theology

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

MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY

The overall mission of the Master of Science degree program in Clinical Psychology is to educate students using the scientist/practitioner model of training with faculty actively involved in research and clinical practice. This offers students the opportunity to obtain the theoretical, scientific, technical, and personal experience necessary to enter into the practice of mental health evaluation and treatment of diverse populations with appropriate guidance and supervision, or to enter

into doctoral-level training. Training is provided in an environment that promotes and supports self-awareness, self-growth, and the establishment of a professional identity as a mental health service provider.

The program has established the following specific goals:

1. To assure that the program curriculum meets the State of Florida guidelines for licensure of graduates as Mental Health Counselors.
2. To assure that the program curriculum is consistent with the scientist-practitioner model of training as described by the American Psychological Association and as endorsed by the Master's in Psychology Accreditation Council. This includes coverage of the core areas of psychology and completion of an independent research project (thesis) that contains an acceptable experimental design, data collection method, and statistical analysis. Students are encouraged to submit their work for presentation or publication in a professional venue.
3. To assure that all aspects of training emphasize issues of individual and cultural diversity.
4. To offer didactic and practical experience in psychiatric diagnosis using the most current version of the Diagnostic and Statistical Manual.
5. To offer didactic and practical experience in psychological evaluation and reporting including diagnostic interviewing, intellectual assessment, and objective and projective personality assessment.
6. To provide gradual exposure through clinical training modules to the general and specific technical skills associated with the practice of psychologically based therapy.
7. To offer didactic and practical experience in psychological treatment including exposure to both individual and group intervention models. This includes a supervised clinical experience in a community-based mental health setting as part of the clinical training.

The Master of Science in Clinical Psychology was first offered in Fall 1982. The program responds to the increased needs for mental health services. There are two options for completing the program. **The 61 credit option** is designed to prepare the student to meet the educational requirements for licensure in the state of Florida as a Mental Health Counselor. **The 48 credit option** includes the research and clinical training which form the foundation of doctoral study in clinical psychology, and students who complete this degree may choose to pursue an advanced degree.

ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section.
- Prerequisites in developmental psychology, theories of personality, tests and measurements, physiologi-

cal psychology and abnormal psychology (15 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 must complete the degree 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 61credit Clinical Psychology program requirements may change due to changes in the licensing law.

The master's thesis (PSY 699) and clinical practicum (PSY 665) are required prior to graduation.

Required Courses		61 semester hours
PSY	507	Statistics and Research Design 3cr
PSY	528	Human Sexuality 3cr
PSY	564	Advanced Lifespan Development 3cr
PSY	594	Physiology and Treatment of Substance Abuse 3cr
PSY	596	Techniques of Therapy 3cr
PSY	602	Clinical Psychopathology 3cr
PSY	607	Statistics and Research Design 3cr
PSY	610	Clinical Assessment I 3cr
PSY	611	Clinical Assessment II 3cr
PSY	615	Legal, Ethical and Professional Issues for Clinicians 3cr
PSY	617	Clinical Module I – Interviewing Skills 1cr
PSY	618	Clinical Module II – Attending Skills 1cr
PSY	619	Clinical Module III – Influencing Skills 1cr
PSY	625	Advanced Personality 3cr
PSY	635	Group Therapy 3cr
*PSY	643	Vocational Psychology 3cr
*PSY	645	Community Psychology 3cr

*PSY	646	Social and Multi-cultural Foundations of Practice	3cr
PSY	665	Clinical Practicum	6cr
*PSY	675	Clinical Practicum II	4cr
PSY	699	Master's Thesis	6cr

*Students completing the 48 credit program do not complete these courses.

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 in Psychology 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. The School Psychology program is approved by the Department of Education (DOE) of the State of Florida and by the National Association of School Psychologists (NASP).

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) is preferred;

- Successful completion of undergraduate courses in developmental psychology, physiological psychology, theories of personality, 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 552, PSY 571, PSY 602, PSY 612, PSY 620, PSY 641. A second C or a C in a repeated course or any grade below a C is cause for dismissal from the program. Only one course can be repeated. Students must pass the College Level Academic Skills Test (CLAST) or equivalent as designated by the State of Florida.

Master's Level Courses Minimum of 30 semester hours

Psychological Foundations

(12 semester hours)

PSY	552	Child/Adolescent Psychopathology	3cr
PSY	564	Advanced Lifespan Development	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	3cr

Psychoeducational Evaluation Methods

(6 semester hours)

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

Psychoeducational Interventions

(6 semester hours)

PSY	620	Behavior Modification	3cr
PSY	644	Techniques of Consultation	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) is preferred;
- Successful completion of undergraduate courses in developmental psychology, physiological psychology, theories of personality, abnormal psychology, and tests and measurements.
- Applicants may be asked to provide letters of recommendation;
- Passing grade on the College Level Academic Skills Test (CLAST) or equivalent.

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 613, PSY 614, PSY 636, PSY 648, PSY 649. A second C or a C in a repeated course or any grade below a C is cause for dismissal from the program. Only one course can be repeated. All students must demonstrate mastery of the 12 accomplished practices prior to graduation. All students must take the National Certification Exam for School Psychologists (NCSP) and the Florida Teacher Certification Exam (FTCE) or equivalent prior to graduation. Students must show proof that they have taken a course in reading and a survey course in ESOL prior to graduation.

Specialist level courses

Minimum of 38 semester hours

Psychological Foundations

(3 semester hours)

PSY	639	Introduction to Neuropsychology	3cr
-----	-----	---------------------------------	-----

Educational Foundations

(6 semester hours)

PSY	642	Diagnostic Teaching Techniques	3cr
PSY	646	Social and Multi-cultural Foundations of Practice	3cr

Psychoeducational Evaluation Methods

(14 semester hours)

PSY	608	Research Design in Psychology	3cr
PSY	613	Intellectual Assessment of Child and Adolescent	3cr
PSY	614	Behavior and Personality Assessment of Child and Adolescent	3cr
PSY	636	Psychological Assessment of Children 0-5	3cr
PSY	701	Directed Research	2cr

Psychoeducational Interventions

(6 semester hours)

PSY	596	Techniques of Therapy	3cr
PSY	635	Group Therapy	3cr

Field Placement

(9 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. (Spring)

528 Human Sexuality (3)

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

552 Child and Adolescent Psychopathology (3)

Comprehensive study of emotional and behavior disorders experienced by children and adolescents including diagnostic criteria for clinical and school psychology applications. Includes administration, scoring and interpretation of child/parent interviews, child self-report measures, parent rating scales, and intervention planning and report writing. (Spring)

564 Advanced Lifespan Development (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. (Spring)

594 Physiology and Treatment of Substance Abuse (3)

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

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. (Fall)

610 Clinical Assessment I (3)

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

plete 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-ages youth (i.e. ages 5-21 years). Encompasses written and oral reports of results relevant to the multifactored 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, and projective techniques. 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 613. (Spring).

615 Legal, Ethical and Professional Issues for Clinicians (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. (Spring)

617 Clinical Module I - Interviewing Skills (1)

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

618 Clinical Module II - Attending Skills (1)

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

619 Clinical Module III - Influencing Skills (1)

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

620 Behavior Modification (3)

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

625 Advanced Personality (3)

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

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)

643 Vocational Psychology (3)

Involves exploration of issues surrounding the role of the psychologist in career counseling, including theoretical approaches and research related to vocational development and adjustment. Also addressed are the relationship between career choice and personality

style; personal development within diverse populations in a variety of settings; and work as a social issue. Students explore the use and administration of appraisals of interest and aptitude in conjunction with personality assessments. They examine methods used in obtaining, organizing, integrating and utilizing educational and occupational information for psychological reports. Prerequisite: PSY 610 & PSY 611 (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. (Summer)

645 Community Psychology (3)

Provides an overview of community psychology as it applies to needs assessment, program planning, development, delivery and evaluation. The role of the psychologist as change agent and consultant is explored with emphasis on an ecological perspective, focusing on the individual in the social environment and the influences that shape and change behavior and mental health. Federal, state and local programs, including location, classification and utilization for referral purposes, are addressed. (Summer)

646 Social and Multi-cultural Foundations of Practice (3)

Includes issues related to assessment, counseling, and consultation. 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. (Spring)

649 Internship (3)

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 I (3,3)

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)

675 Clinical Practicum II (1,2)

Supervised experience in a second mental health facility. Advanced diagnostic and therapeutic skills are practiced. Students register for one credit during each of two Summer sessions and two credits during Fall term. Prerequisite: PSY 665 (Summer, Fall)

699 Master's Thesis (3,3)

Supervised, independent research study. Ongoing research must be presented at the student forum. The completed study must be formally presented to the fac-

ulty. Offered with the credit/no credit option only. Prerequisites: PSY 607. (Fall, Spring)

701 Directed Research (Specialist only) (1,1)

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.

*This MA in Communication degree program can also be offered at the corporate site provided there is sufficient enrollment. Please contact the Department of Communication for more information.

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.
- A minimum score of 550 on the TOEFL for International Students.
- A maximum of 6 graduate semester hours with a grade of B or better may be transferred into the program with the approval of a graduate faculty committee. Students may not transfer credits after they have entered the program.
- Applicants may be asked to provide letters of recommendation.

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.

Every student in the M.A. in Communication program must pass the Writing Proficiency Exam by the end of the first semester (usually after the second course). Students who do not pass the Writing Proficiency Exam will be required to take additional coursework in writing and pass the exam before continuing in the graduate program. These credit hours do not apply toward the M.A. degree.

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

DEGREE REQUIREMENTS

Required Core: (9 semester hours)

COM	507	Communication Theory	3
COM	637	Communication Research	3
COM	697	S/T: Qualitative 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 Directing*	3
COM	595	Communication Law	3
COM	597	Media Management	3
COM	598	Broadcast Journalism	3
COM	605	Advanced Television Production	3
COM	622	Corporate Video	3
COM	626	Media Programming	3
COM	634	Writing Fiction for the Media	3

* Students who plan to enroll in production courses must meet Professional and Technical Standards listed under The Certificate Program in Broadcasting. Students must first demonstrate competency with studio equipment or complete COM 514 Audio and Video Production before enrolling in COM 518, Broadcast News or COM 591 Television Directing.

Corporate Communication:

COM	509	Organizational Communication	3
COM	512	Persuasion	3
COM	613	Leadership and Decision Making	3
COM	616	Communication and Conflict Management	3
COM	621	Communication and Technology	3
COM	651	Advanced Seminar in Intercultural Communication	3

Public Relations:

COM	509	Organizational Communication	3
COM	512	Persuasion	3
COM	590	PR Principles and Case Studies	3
COM	621	Communication and Technology	3
COM	626	Media Programming	3
COM	638	Strategic Issues and Crisis Management	3
COM	690	Public Relations Campaigns*	3
COM	697	S/T: Integrated Marketing Communications	3
COM	697	S/T: Advertising Account Planning	3
COM	697	S/T: International Advertising	3
COM	697	S/T: Advertising and Social Responsibility	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.

**Prerequisites apply to some courses

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 graduate faculty committee.

MASTER OF SCIENCE IN ORGANIZATIONAL COMMUNICATION

The Master of Science in Organizational Communication, a 42-credit hour program, 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.

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 minimum score of 550 on the TOEFL for International Students.
- A completed application for admission to graduate study.

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.

DEGREE REQUIREMENTS

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, corporate communication, or public relations. 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.

Required Core: (15 semester hours)

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	637	Communication Research	3

Communication Electives: (9 hours)

Three courses will be selected from the following areas: broadcasting, corporate communication, or public relations (see courses listed under Master of Arts in Communication).

Business Area of concentration: (18 hours)

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 and Behavior	3
(Prerequisite: MBA 646, Marketing in a Dynamic Environment)			
MBA	646	Marketing in a Dynamic Environment	3
(Prerequisite: MKT 306, Marketing Concepts and Applications)			
MBA	682	Competitive Environment & Strategy Formulation	3

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.
- A minimum score of 550 on the TOEFL for International Students.
- Ability to meet the following Professional and Technical Standards.

BROADCAST COMMUNICATION

Professional and Technical Standards for Admission, Enrollment and Graduation

Success in the field of broadcasting requires certain technical and emotional skills in addition to a knowledge of theory. The Department of Communication acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990 but has determined that prospective students must be able to meet the physical and emotional requirements of the academic program. Students who take courses in broadcast communication must have abilities in six areas: communication, hearing, visual, mobility, motor skills, and social behavior. Compensation can be made for some disabilities but the use of an intermediary delays production decisions that must be made in a split second. Therefore, third parties cannot be used in studio productions.

The performance standards presented below are prerequisite for admission and continued enrollment in broadcast communication courses. An example of activities that students are required to perform while enrolled in the broadcast communication courses accompanies each standard.

Performance	Standard	Examples of Necessary Activities (not all inclusive)
Communication	Communication abilities sufficient for interaction with others orally and in writing	Give directions
Hearing	Auditory ability sufficient to respond to oral instructions	Monitor audio levels, respond to directions given through a headset
Visual	Visual ability sufficient for monitoring video sources	Focus shot, follow movement of people and objects in video shot, adjust audio and video levels
Mobility	Physical abilities sufficient to carry, move, and maneuver cameras in small spaces	Balance, move and “truck” studio cameras in a timely manner, hold a field camera steady
Motor Skills	Gross and fine motor abilities sufficient to operate broadcast equipment	Operate switcher, linear and non-linear editors, focus cameras
Social Behavior	Patience, interpersonal skills, teamwork, integrity, interest, and motivation	Work with others under the pressure of a “live” broadcast

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 Editing	3

Select one course from the following (3 hours)

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.

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.

508 Relational Communication (3)

Focus on the nature and functions of communication within relationships. The purpose of this course is to provide a survey of some of the major theoretical perspectives and historical and contemporary research on relational communication. Topics include relationship stages, attraction, dating, relational communication dysfunction, and family communication.

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.

546 Screenwriting (3)

An advanced writing course designed for students interested in learning how to write scripts for film and television. Students learn the various forms, genres, techniques, and styles of writing for film and television. The course will require students to write both a teleplay and a full-length screenplay. Same as ENG 546.

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.

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 editing 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).

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. This course enables students to develop the skills and concepts needed to understand the complex process underlying the development and production of computer-mediated communication. Topics may include: communication with structured online dialogs, an information- processing approach to participation in small groups, and an examination of the interactivity model of communication processes, partner assessments, and the quality of collaborative work.

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. Prerequisite: COM 590.

639 Theories of Interpersonal Communication (3)

The purpose of this course is to provide a survey of some of the major theoretical perspectives and contemporary research on interpersonal communication. Topics include coordinated management of meaning, uncertainty reduction, dialectical contradictions, compliance-gaining, conversational management, interpersonal bonding, and interpersonal competence.

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 score of 40 on the Miller's Analogies Test (MAT), or a minimum combined score of 1000 on the verbal and quantitative sections of the GRE.
- 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.
- 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, formally apply, submit a portfolio for committee review, and be officially accepted.
- Students interested in changing from the MA program into the MFA must do so prior to receiving the MA degree. Coursework may be applied to only one degree.

- 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	33 cr.
PHO 559/659 Independent Study in Photography	15 cr.
ART/PHO Art History graduate courses	9 cr.
PHO 691 MFA Grad. Thesis Exhibition	9 cr.
Total:	66 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,	18 cr.
PHO 559/659 Independent Study in Photography	9 cr.
ART/PHO Art History graduate courses	6 cr.
PHO 690 MA Grad. Thesis Exhibition	3 cr.
Total:	36 cr. minimum 48 cr. maximum

Students seeking the M.A. take a minimum of 36 credit hours and a maximum of 48 credit hours.

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

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 502	3 cr.	Color Processes
PHO 504	3 cr.	Advanced Photography
PHO 505	3 cr.	Advanced Digital Imaging
PHO 506	3 cr.	Advanced Computer Imaging
PHO 507	3 cr.	View Camera

PHO 508	3 cr.	Large Format Photography
PHO 512	3 cr.	Studio Lighting
PHO 511	3 cr.	Lighting Techniques
PHO 515	3 cr.	Influences of the Masters
PHO 517	3 cr.	Manipulative Photography
PHO 519	3 cr.	Digital Fine Art Printing
PHO 520	3 cr.	History of Art-Photography
PHO 521	3 cr.	History of Photography, Film & Art
PHO 529	3 cr.	Fine Arts Digital Portfolio
PHO 539	3 cr.	Fine Arts Digital Video
PHO 559	3 cr.	Independent Study
PHO 601	3 cr.	Photography Practicum I
PHO 602	3 cr.	Photography Practicum II
PHO 659	3 cr.	Independent Study
PHO 660	3 cr.	College Teaching Prep I
PHO 661A	1 cr.	College Teaching Prep. IIA
PHO 661B	2 cr.	College Teaching Prep. IIB
PHO 662A	1 cr.	College Teaching Prep IIIA
PHO 662B	2 cr.	College Teaching Prep IIIB
PHO 690	3 cr.	MA Graduate Thesis Exhibition
PHO 691	9 cr.	MFA Graduate Thesis Exhibition
PHO 699	3-6 cr.	Internship (except Biomedical)
ART 510	3 cr.	History of Art: 19th Century Eur. Art
ART 511	3 cr.	History of Art: 20th Century Art
COM 514	3 cr.	Audio and Video Production
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

INDEPENDENT STUDIES:

As part of the graduate photography curricula, students are involved in directed independent study. In addition to fostering a mentoring 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 nine credits 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, with the permission of the Department Chair, MFA students may have the opportunity to have at least three semesters of part-time teaching experience under the tutelage of highly experienced photography educators (PHO 661 and PHO 662 College Teaching Prep II and III). In addition, students may elect to participate in the "nuts and bolts" of running and maintaining a university photography facility (PHO 660 College Teaching Prep I).

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 Color Processes 3 cr.

An exploration of various color processes including printing from color negatives using various print mediums and making polaroid transfers. (Special fee).

PHO 504 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 505 Advanced Digital Imaging 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 503. (Special fee)

PHO 506 Advanced Computer Imaging 3 cr.

Advanced imaging techniques utilizing photography, and other creative software. The course focuses upon proficiency in working with equipment and software combined with creativity to produce a quality portfolio. Prerequisite: PHO 503. (Special fee).

PHO 507 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 508 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. (Special fee).

PHO 511 Lighting Techniques 3 cr.

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

PHO 512 Studio Lighting 3cr.

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

PHO 515 Influences of the Masters 3cr.

A combination of art history and applied studio study. Styles and techniques of selected creative photographic masters will be studied, analyzed and discussed. Students will then create their own original photographic images reflecting the influence, subject matter and techniques of those master photographers. Prerequisite: PHO 520 or 521. (Special Fee)

PHO 517 Manipulative Photography 3 cr.

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

PHO 519 Digital Fine Art Printing 3 cr.

An advanced course introducing the printing of fine art digital images. Several types of digital printers will be utilized with different pigmented and dye based inks in combination with various archival and non-archival papers. The emphasis of the course is in the development of a coherent digitally printed body of creative photographic imagery, printed to the highest of professional standards, with archival stability as a prime consideration. Students will be involved with on-going fade tests throughout the semester. Proficient scanning in black & white and color, along with color balancing and tonal adjustments, will be stressed in preparation for quality output. (Prerequisites: PHO 501 or PHO 502 and proficiency in Adobe Photoshop).

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 521 History of Photography, Film and Art 3 cr.

An investigation into the influence and interrelationships linking photography, film and painting from 1839 to the present. Key movies from the history of film will be screened.

PHO 529 Fine Art Digital Portfolio 3 cr.

An exploration of digital portfolios for the fine artist as an expressive visual medium through the use of digital software. The emphasis of the course is creative development of a coherent body of work and how to successfully showcase it in a digital portfolio. The class will cover digital media techniques as well as discussions about digital artists, critical thinking, principles of the language and aesthetics in relation to and impact on personal creativity and expression. (Prerequisites: PHO 505 or PHO 506 and proficiency in Adobe Photoshop).

PHO 539 Fine Art Digital Video 3 cr.

An artistic exploration of digital video as an expressive visual medium through the use of digital editing software. The emphasis of the course is creative development of a coherent time-based work. The class will cover digital media techniques as well as discussions about digital video & film artists, critical thinking, principles of the language and aesthetics in relation to and impact on personal creativity and expression. Prior knowledge of Adobe Photoshop required.

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 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 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 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 660 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 661A 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 661B 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. (Prerequisite PHO 503A)

PHO 662A 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 662B 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 690 MA Graduate Thesis Exhibition 3 cr.

Graduating M.A. students participate in a group exhibition at the culmination of their studies, demonstrating high creative and technical standards. Graduation is contingent upon successful completion of the exhibition. This 3 credit course for M.A. students assists them in preparing for the exhibition.

PHO 691 MFA Graduate Thesis Exhibition 9 cr.

The graduating M.F.A. student must enroll for 9 credits and mount a substantial 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.

Prefix: ART**ART 510 History of Art: 19th Century European Art 3 cr.**

Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism in European art, studied in relation to contemporary social and intellectual developments.

ART 511 History of Art: 20th Century Art 3 cr.

Art and architecture in Europe and America from Cubism at the beginning of the century to Postmodernism at the end. The contributions and innovations of South Florida, particularly in architecture, will be emphasized.

GRADUATE PROGRAMS IN THEOLOGY AND MINISTRY

The Mission of the Department of Theology and Philosophy promotes the ongoing search for truth, interpreting the historical and contemporary world, human experience, and God's action and plan for creation, through the Catholic and Dominican traditions of reasoned analysis and faith.

The graduate programs in the Department of Theology and Philosophy hold associate membership in the Association of Theological Schools in the United States and Canada (ATS). The department is a candidate for full membership.

The department of Theology and Philosophy offers **four graduate degree programs in theology and ministry.**

MASTER OF ARTS IN THEOLOGY

The purpose of the **M.A. in Theology** degree program is to provide a foundational understanding of the theological disciplines of the western Catholic tradition for the professional education credential and/or further graduate study.

- To conduct theological research through historical methods in Scripture, systematic, and moral theology
- To integrate theological reflection with experience
- To obtain the academic credential for professional service
- To qualify for advanced theological education and further graduate study

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 courses in core areas. These 5 courses must include courses in at least two of the four core areas.

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 Methodology
Option: CONCENTRATION IN DOMINICAN STUDIES

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
 608 Dominican Spirituality
 610 Prophetic Literature
 611 Pauline Theology
 612 Wisdom Literature
 615 Dominican Theologians – 20th Century
 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 Classics in Bioethics
 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 Bioethics
 713 Topics in Pastoral Theology

DOCTOR OF MINISTRY DEGREE PROGRAM (D.MIN.)

The purpose of the **Doctor of Ministry** degree program is to provide advanced theological reflection and understanding of ministerial praxis and leadership through the study of practical biblical, systematic/liturgical, and moral theology for minister-leaders in the churches.

- To enhance the practice of ministry
- To engage advanced theological study of ministry and reflection on the purposes of particular ministerial practices
- To investigate theological issues and ministerial practices in the context of academic study
- To examine the praxis of ministry and foster the knowledge and skills necessary for the development of a clear conception of the church's ministry
- To form a critical understanding of a particular ministerial practice, correlate a theological approach with ministerial practice, and propose a new understanding of that practice for contemporary ecclesial needs

AREAS OF INTEREST AND RESEARCH

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

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

ADMISSIONS REQUIREMENTS:

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

COURSE OF STUDY

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

Each student in the D.Min. program must complete the following requirements in addition to course work:

- Integrative Seminar
- Each student for the D. Min. degree must complete a thesis-project for which fourteen (14) credit hours are awarded: (8) credit hours for THE 801 and (6) credit hours for THE 802. A letter grade is given by the thesis-project mentor for both courses. The thesis-project will integrate the praxis of ministry with the student's particular theological tradition whereby producing a specialization in the field of ministry. The thesis-project is usually 125-150 pages in length.
- 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:

- Study through the year at Barry**—Barry University offers D.Min. level courses fall, spring and during intensive sessions. 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.
- Two Week residencies at Barry**—Barry University offers D.Min. level courses during winter and spring sessions with intensive residencies. The sessions span 14 weeks. 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.
- 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. Students who complete the D. Min. degree through the intensive residencies *only* are not eligible to transfer credits from other institutions for the completion of the required distribution.

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:

- Students who take classes during the fall, spring, and sessions with intensive residencies 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.
- Students who take classes only in the sessions with intensive residencies fulfill the residency requirements by regular participation in these two-week residencies 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 fee and review by the D.Min. Committee concerning the student's continuation in the program. Those students enrolled in the intensive rotation may choose not to enroll for an intensive session. If the student does not enroll for the subsequent intensive session, 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.

Concentration in Dominican Studies

The purpose of the **Concentration in Dominican Studies** is to provide sustained engagement with the tradition of Dominican thought, reflection and experience that integrates prayer, study, community life and ministry for personal growth and the evangelization of the cultures in which our students are called to serve.

- To become intimately familiar with the history and traditions of the Order of Preachers
- To reflect, dialogue, investigate and pray over Christian evangelization and life

- To engage culture and the questions and problems arising from culture that requires a theological and evangelical, critical and communal response
- To identify ways in which the tradition of Dominican thought and spirituality can enhance ministry and mission
- To articulate the search for meaning, and purpose in human lives as it is informed by the historical praxis of the Order of Preachers

Courses for the concentration:

- Dominican Spirituality: Medieval and Modern
- The Evolution of Dominican Thought
- The Life, Times and Thought of Thomas Aquinas
- S/T: Theology of Thomas Aquinas
- Dominican Mystics in the 14th and 15th Centuries
- Dominicans in the Americas, the 16th Century
- Prudential Reasoning in the Dominican Moral Tradition
- The Dominicans and their Patronage of the Arts
- Theology, Mysticism and Ministry: Dominican Women through the Ages
- Dominican Theologians of the 20th Century
- S/T: Contemporary Theology and Spirituality from the Dominican Perspective
- The Sacramentality of the Word in the Dominican Tradition
- Scripture and Theology in the Dominican Tradition
- Missiology and Ministry in the Dominican Tradition

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.

608 Dominican Spirituality: Medieval and Modern

An introduction and overview of the sources and development of Dominican spirituality, this course analyzes the fundamental structures of the spirituality, and surveys its evolution over its 800 year history. Locating the foundations of Dominican spirituality in the life and milieu of St. Dominic and the evangelical and ecclesial movement that he began in the 13th century, this course traces his legacy through the representative persons and events that shape its history. Through the hermeneutical analysis of the primary sources and the study of diverse patterns of historical praxis, dominant themes emerge as characteristic of the whole tradition. Special attention will be given to the contemporary situation of Dominican spirituality.

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.

615 Dominican Theologians of the 20th Century

This course examines the renewal of the Dominican Traditions and charisms in the areas of philosophy and theology responding to modernity and the needs of the contemporary church. Beginning with the renewed interest in Thomism in the latter part of the 19th and the early part of the 20th centuries, special attention is given to the contribution of LaGrange in biblical studies, the resourcement of the French Dominicans to the influences of the Dominicans at Vatican II.

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 Classics in Bioethics (3)

This course will examine the historical development of the discipline of bioethics from its roots in the pilgrim hospices of the medieval period through the rise of 'modern' hospitals to high tech medical practices. This history shows that systematic reflection on the ethical

value of medical intervention depended on deontological and casuist reasoning. Attention will be given especially to the key authors of the Roman Catholic and Protestant denominations: John Ford and Gerald Kelley, Richard McCormick, Kevin O'Rourke, Joseph Fletcher, James Gustafson, and Paul Ramsey.

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)**800 D. Min Integrative Seminar (3)**

This course is the capstone course for the D. Min program. It is designed for D. Min students who have completed at least the distribution requirement of the program and preferably those who are enrolled in the last course(s) of their program. The Integrative Seminar allows the D. Min student to bridge their course work to the thesis/project by focusing on an aspect of their ministry for theological reflection and clarifying the theological methods which will best inform that task.

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)

As a response to Barry University's commitment to theological education in the Southeast region of the United States and the growing Hispanic population of that region, courses are offered through a collaborative effort with the Southeast Pastoral Institute (SEPI). SEPI is an educational branch of the Southeast Regional Office for Hispanic affairs, Region IV and V of the National Conference of Catholic Bishops.

The purpose of the **M.A. in Pastoral Ministry** degree program is to provide focused theological reflection on the Hispanic and other cultural contexts and social realities currently challenging the ministries of the Christian churches and especially the Roman Catholic Church for lay leadership in the churches.

- To explore an understanding of the Hispanic cultural and theological heritage for the community of faith
- To integrate theological reflection with the Hispanic cultural context of the Southeast Regional Office for Hispanic Affairs of the National Council of Catholic Bishops
- To take advantage of formation in lay ministry
- To gain opportunities for growth in personal and spiritual maturity
- To design, implement, and evaluate/assess ministerial activities in communities with a Hispanic presence

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.
- Two 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 Chair of the Department of Theology and Philosophy.

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 Chair of the Department of Theology and Philosophy.

ADVISEMENT

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

SPECIAL OCCURRENCES

- Any student seeking a leave of absence from the program must have the written approval of the Chair of the Department of Theology and Philosophy.
- 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

1. Completion of a minimum of 42 credit hours with a 3.0 average. Six (6) of the credit hours may be obtained by presentation of a satisfactory research paper.
2. Satisfactory performance in an oral comprehensive exam.
3. Completion of an internship and project report.

Required Courses (27 semester hours)

RSP 421/521	Pastoral Planning and Evaluation	3
RSP 433/533	Theology of Ministries	3
RSP 460/560	Foundations of Theology	3
RSP 461/561	The Bible: Its Liberating Message	3
RSP 462/562	Jesus Liberator & His Community of Faith	3
RSP 463/563	The Sacraments & Liturgical Creativity	3
RSP 465/565	Anthropology & Spirituality of Hispanics	3
RSP 466/566	Pastoral Principles for Hispanic Ministry	3
RSP 467/567	Ethical Principles & Social Doctrine	3

Elective Courses (15 semester hours)

RSP 409/509	Pastoral Seminar I	3
RSP 410/510	Pastoral Seminar II	3
RSP 411/511	Pastoral Seminar III	3
RSP 422/522	Team Work & Team Decision	2
RSP 423/523	Psychological Growth and Faith Development	2
RSP 424/524	Techniques of Communication	2
RSP 426/526	Faith Dynamics	2
RSP 431/531	Evangelization & Hispanic Culture	2
RSP 432/532	Basic Ecclesial Community	2
RSP 434/534	Hispanic Catechesis	2
RSP 435/535	Hispanic Youth Ministry	2
RSP 436/536	Youth Ministry for Adult Advisors	2
RSP 438/538	Hispanic Music & Liturgy	2
RSP 439/539	Religion & Sociology	2
RSP 440/540	Contemporary Spirituality	2
RSP 464/564	History of the Church in USA	3
RSP 487/587	Seminar	1-6
RSP 492/592	Workshop	1-2
RSP 570	Directed Research	6

Course Descriptions**South East Pastoral Institute Prefix: RSP****301 Immersion in Spanish Language and Culture (6)****Inmersión en la Lengua y Cultura Hispana**

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

409/509 Pastoral Seminar I (3)**Seminario Pastoral I**

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

410/510 Pastoral Seminar II (3)**Seminario Pastoral II**

Focus on response to ministry in the Hispanic community according to the III National Encuentro and the National Pastoral Plan; special emphasis on development of ministerial skills and practical issues for parish and diocesan ministry.

411/511 Pastoral Seminar III (3)**Seminario Pastoral III**

Focus on response to ministry in the Hispanic community according to the III National Encuentro and the National Pastoral Plan; special emphasis on development of ministerial skills and practical issues for parish and diocesan ministry.

421/521 Pastoral Planning and Evaluation (3)**Planificación y Evaluación Pastoral**

Guidelines and skills toward designing and implementing a pastoral plan; emphasis on coordination, delegation of authority, and on-going evaluation in joint pastoral planning.

422/522 Team Work and Team Decision (3)**Trabajo y Decisiones en Equipo**

Nature and development of groups; elements of group dynamics; types of leadership, defense mechanisms, techniques for group decision-making.

423/523 Psychological Growth and Faith**Development (2)****Desarrollo Psicológico Personal y de la Fe**

Structure of personality as a channel of faith; personal wholeness, psychological growth, and conditioning by family, history, and culture as it affects pastoral action.

424/524 Techniques of Communication (2)**Técnicas de Comunicación**

Skills in human interaction and language; levels and instruments of interpersonal and intercultural communication, and ways of facilitating or blocking it; concrete application to communication in the family, community of faith, and pastoral work.

426/526 Faith Dynamics (2)**Dinámicas de Fe**

Process of faith; stages in faith development; faith experiences related to person, family, and community, fundamental values clarifications; revisions of life; communal prayer.

431/531 Evangelization and Hispanic Culture (2)**Evangelización 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 offered in the Diocese of Venice through the direction of the School for Pastoral Ministry of that diocese. (10299 SW Peace River Street (941) 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.

The purpose of the **M.A. in Pastoral Theology** degree program is to provide focused theological reflection on the cultural contexts and social realities currently challenging the ministries of the Christian churches. The degree is designed especially for the laity in the Roman Catholic Church who will assume greater responsibility for the teaching and healing of the church.

- To explore an understanding of the lay ministerial heritage for the community of faith
- To integrate theological reflection with the cultural context of south Florida
- To take advantage of formation in lay ministry
- To gain opportunities for growth in personal and spiritual maturity
- To design, implement, and evaluate/assess supervised ministerial activities

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 Chair of the Department of Theology and Philosophy.

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 Chair of the Department of Theology & Philosophy.

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 area 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 RPM 500 Issues in Contemporary Church Ministry, and RPM 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, Dalmadge, Garcia, Hervitz, Hudack, Lash, Lennon, Morrell, Nickerson, Payne, Rarick, Sharland, Tejada, Teng, Tyler, Winter, Wong.

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 strong sense of ethics and social responsibility.

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.

GRADUATE PROGRAMS

ADMISSION REQUIREMENTS

Admission to graduate programs requires a bachelor's degree from a regionally accredited college or university (or a listed international institution) and the Graduate Management Admission Test (GMAT).

Generally, admission is granted only to those with a high promise of success in graduate business study. An applicant may show high promise by previous schooling and testing, which results in a minimum total of:

950 points based upon the formula:

200 x undergraduate GPA
plus GMAT score,

OR

1000 points based upon the formula:

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

The above *formulae* 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.

Provisional admission to the School of Business may be granted by the Associate Dean for Students. A student may apply for consideration for provisional admission who: (1) has not met the admissions requirements but holds a baccalaureate degree from a regionally accredited college or university with a cumulative GPA of at least 3.0 on a four point-scale, or a master's degree from a regionally accredited college or university; or (2) does meet the admission requirements but is awaiting an official GMAT score report. Applicants for provisional admission must submit an application, the application fee, and proof of a bachelor's or master's degree from a regionally accredited college or university. Provisional status is valid for only one semester, and students admitted provisionally may take no more than six credit hours during that semester (nine credits for international students), including prerequisite courses. Provisionally admitted students must meet all admission requirements before being allowed to register for a second semester. Provisional admission should not be presumed since the decision depends in part on the number of such students already admitted.

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.**

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.

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. Specific program goals include:

1. Ensure 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. Improve essential business skills including communications, research, quantitative analysis, teamwork, and use of information technology.
4. Provide an opportunity to study the firm in a holistic, integrated, cross-functional fashion.
5. Instill a strong sense of global awareness.
6. Instill an entrepreneurial attitude.
7. Instill a strong sense of ethics and social responsibility.

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.

ACADEMIC PROGRAM

The MBA degree program consists of 36 semester hours of course work (39 for the International Business specialization) 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 specialization chosen from among the following: Accounting, Finance, Health Services Administration, International Business, Management, Management Information Systems or Marketing.

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

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.

Prerequisite and Preparatory Courses

MBA students must have taken the following undergraduate courses, obtaining a grade of "C" or better in each.

- 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 preparatory courses in the School of Business, as listed below.* 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.

BUS	500	Basics of Precalculus (1.5 credit hours) in place of 3 hours of algebra or precalculus
BUS	501	Introductory Probability and Statistics (1.5 credit hours) in place of 3 hrs. of statistics
BUS	502	Essentials of Macroeconomics (1.5 credit hours) in place of 3 hrs. of macroeconomics
BUS	503	Essentials of Microeconomics (1.5 credit hours) in place of 3 hrs. of microeconomics
BUS	504	Essentials of Finance (1.5 credit hours) in place of 3 hrs. of finance
BUS	505A	Fundamentals of Management and Organizational Behavior (1.5 credit hours) in place of 3 hrs. of introductory management
BUS	505B	Fundamentals of Operations Management (1.5 credit hours) in place of 3 hrs. of introductory operations management
BUS	506	Marketing Essentials (1.5 credit hours) in place of 3 hrs. of introductory marketing
BUS	510	Computer Applications for Business (3.0 credit hours) in place of 3 hrs. of introductory computer skills
BUS	562	Principles of Accounting (3.0 credit hours) in place of 3 hrs. of financial accounting and 3 hrs. of managerial accounting

*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 specialization) 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 Specializations:

Accounting — The required core 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 required core 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 required core 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 required core 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 required core 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 required core courses plus one of the following two tracks, each consisting of 9 semester hours and one recommended elective:

Systems Track

MIS	618	Electronic Commerce Technologies
MIS	619	System Technology and Telecommunication
MIS	679	Information Security
MIS	631	System Analysis and Design (recommended elective)

Applications Track

MIS	631	System Analysis and Design
MIS	632	System Construction and Implementation
MIS	672	Knowledge Management Systems
MIS	618	Electronic Commerce Technologies (recommended elective)
or		
MIS	619	System Technology and Telecommunications (recommended elective)

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 specialization. Those who do not may choose any three specialization courses for which they have met the prerequisites and earn a General MBA.

MASTER OF SCIENCE IN ELECTRONIC COMMERCE (MSEC)

This program is designed to prepare individuals to assume project leadership or technical support roles related to Electronic Commerce. Students completing this program will attain competence in the following three areas:

Business skills in the Internet environment

- Management Strategy
- Determination of appropriate product
- Goals of promotion
- Pricing strategies
- Keys to distribution

Technical skills related to Internet projects

- Systems development skills
- Database capabilities
- Telecommunication systems knowledge
- Electronic Commerce related technology

General knowledge of business processes

Students pursuing a graduate degree in Electronic Commerce could be technical people who want to expand into Internet operations or business people seeking to acquire the technical skills needed to succeed in this arena. They could also be individuals with unrelated degrees and careers who are seeking to join the expanding market for people with this desirable combination of Internet-related skills.

It should be understood that the MS in E-Commerce 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.

ACADEMIC PROGRAM

The MSEC degree program consists of 36 semester hours of course work:

EC	605	Business to Business Exchanges and E-Markets
EC	617	Information Systems
EC	618	Electronic Commerce Technologies
EC	619	Telecommunications and Networks
EC	620	Direct Marketing
EC	631	System Analysis and Design
EC	632	System Construction and Implementation

EC	641	Internet Marketing Management
EC	646	Marketing in a Dynamic Environment
EC	672	Knowledge Management Systems
EC	679	Information Security
EC	695	E-Commerce Strategy and Management

This program is designed to allow a student to complete the degree in three or six semesters. Students choosing to enroll in the full-time program will enroll in four courses per term during the fall, spring and summer terms, and therefore should not be employed on a full time basis while enrolled in the program. Students who work full time should enroll in no more than two courses each term.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Science in Electronic Commerce candidates must:

1. Be fully accepted into the program;
2. Complete at least 36 semester hours of required courses with a grade point average of 3.0 (B) or greater;
3. 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.
4. Repeat, and obtain a grade of at least "C," in 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.
5. 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.

Prerequisite Courses

MSEC students must have taken the following undergraduate courses, obtaining a grade of "C" or better.

- 6 credit hours of Introductory Accounting (or equivalent)
- 3 credit hours of Management (or equivalent)
- 3 credit hours of Marketing (or equivalent)
- 3 credit hours of computer applications (or equivalent)

These courses may be taken at any accredited institution or waived by CLEP testing. They may also

be taken as survey courses (no graduate credit earned) in the School of Business by taking BUS 562, BUS 505A, BUS 506, and BUS 510, respectively. 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.

DUAL DEGREES — MASTER OF BUSINESS ADMINISTRATION/MASTER OF SCIENCE IN ELECTRONIC COMMERCE

Students who wish to obtain both degrees should consult with their academic advisor. Students in this program must complete the requirements for both degrees prior to graduation. The number of credits required for this dual degree program is dependent upon the specialization chosen for the Master of Business Administration.

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.

Preparatory Course Descriptions Prefix: BUS

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. (Credit is not applicable to a graduate degree.)

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.)

Graduate Course Descriptions Prefix: MBA

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 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. Prerequisite: 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.

617 Technology and Information Systems (3)

This course examines the role of information systems in supporting a wide range of organizational functions. Areas to be explored include the use of information systems to support administrative operations, to support decision making and to support overall strategic initiatives and corporate philosophies. This course is oriented toward the general business student, not the technical specialist. The course will provide a managerial perspective on the use, design, and evaluation of information systems. Prerequisite: BUS 510 or equivalent. Same as EC 617.

620 Direct Marketing (3)

This course will provide an integrated framework of Direct Marketing with emphasis on integrating direct marketing into the overall marketing mix, database marketing, strategic business planning, importance of the offer, selecting and selling merchandise, business-to-business direct marketing, fundraising, mailing lists, retail direct marketing, magazines, newspapers, electronic and interactive media, co-ops, telemarketing, production, lead generation, direct marketing math, idea development, and research. Prerequisite: MBA 646. Same as EC620

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: BUS 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: MBA 505B or consent of instructor.

641 Internet Marketing Management (3)

This course deals with the adjustments to marketing strategy needed to enter and remain competitive in the Internet environment. It focuses on the managerial decision making involved in four primary areas: communication, selling, providing content, and providing a network function. Specifically, this course will examine issues such as Internet tools and technology, website development, product and pricing strategies distribution and direct marketing, marketing communications, and relationship marketing strategies. Prerequisite: MBA 646. Same as EC 641.

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: BUS 506 or equivalent. Same as EC 646.

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: BUS 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: BUS 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 and state of competition and competitive strategy 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: BUS 505A.

683 Leadership and Strategy Implementation (3)

Effective leadership in implementing strategy within organizations requires the ability to initiate and influence change, perhaps even radical transformation. This in turn requires understanding the dynamics of organizational learning and change, as well as the nature of collective action in organizations. This understanding will be pursued by using different theories and models to examine organizational processes, culture, knowledge, politics, ethics, and their relationship to each other and to the organization's external environment. Personal career development within this framework will also be discussed. Prerequisites: MBA 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 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 Descriptions

Management Information Systems

Prefix: MIS

618 Electronic Commerce Technologies (3)

This course provides students with a foundation on conducting commercial activities through electronic means. The business aspect of electronic commerce such as the e-business models and online monetary transactions will be the primary focus. The skills required for implementing a selected system solution will be emphasized. These skills include the use of markup, host, and scripting languages. Prerequisite: MBA 617. Same as EC 618.

619 Systems Technology and Telecommunications (3)

An in-depth examination of the operational issues related to information systems technology, telecommunications facilities, and computer networks. Topics will include system design and operation, networks, operating systems, distributed systems, and the Internet. Prerequisite: MBA 617. Same as EC 619.

631 System Analysis and Design (3)

This course examines how business problems are discovered and the process used to design technology solutions to those problems. Through case studies and a team-based term project, students analyze business problems or strategic opportunities and develop a business case for their solution. Teams then design the database, required processes, and the user interface. The result is a consultant's report detailing costs, benefits, system requirements, and system specifications. The technical artifacts produced at the various design stages should be sufficient for implementation. Prerequisite: Admitted to the MBA/MSEC or consent of instructor. Same as EC 631

632 System Construction and Implementation (3)

This course completes the system development process begun in System Analysis and Design. Teams take the design document and construct and implement the solution for the client. Students will program the software modules, implement the database model, test and document the application, and devise a training scheme for the client. Prerequisite: MIS 618, MIS 631. Same as EC 632

672 Knowledge Management Systems (3)

The purpose of this course is to provide a survey of different approaches to knowledge management and technologies that can provide support to the different stages in knowledge management. Students will deploy appropriate technologies to build a knowledge management system for a selected knowledge intensive process. At the end of the course, students should have developed a good understanding of the domain of knowledge management, current organizational efforts, and the type of technologies that can support Knowledge Management processes. Prerequisite: MIS 618, MIS 631. Same as EC 672

679 Information Security (3)

This is an advanced technical and managerial examination of information security issues related to organizations. The theory and practice of enterprise wide

security issues pertaining to computer, networks, and communication will be the focus. Technical, organizational, and management issues as well as hardware, software, policies, and best practices of information security will be covered. Part of the course will involve the development of an enterprise wide security architecture. Upon successful completion of the course, students should have developed a good understanding of the domain of security management, current organizational efforts, the technologies that support security management in a modern organization and the strategic role of information security in electronic commerce and an information society. Prerequisite: MIS 618, MIS 619 or consent of instructor. Same as EC 679.

Graduate Course Descriptions

Accounting Prefix: MPA

660 Professional Accounting and Auditing Issues (3)

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 (3)

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 (3)

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.

Graduate Course Descriptions

Electronic Commerce: Prefix: EC

605 Business-to Business Exchanges and E-markets (3)

This course will help the student identify the building blocks for success in setting up a successful Business-to-Business (B2B) exchange. An integration of E-logistics and E-Supply Chain Management within the overall E-marketing mix, strategic E-business planning and the importance of business-to-business exchanges will be the major foci of this course. Prerequisite: EC 646.

617 Technology and Information Systems (3)

This course examines the role of information systems in supporting a wide range of organizational functions. Areas to be explored include the use of information systems to support administrative operations, to support decision making and to support overall strategic initiatives and corporate philosophies. This course is oriented toward the general business student, not the technical specialist. The course will provide a managerial perspective on the use, design, and evaluation of information systems. Prerequisite: BUS 510 or equivalent. Same as MBA 617.

618 Electronic Commerce Technologies (3)

This course provides students with a foundation on conducting commercial activities through electronic means. The business aspect of electronic commerce such as the e-business models and online monetary transactions will be the primary focus. The skills required for implementing a selected system solution will be emphasized. These skills include the use of markup, host, and scripting languages. Prerequisite: EC 617. Same as MIS 618.

619 Systems Technology and Telecommunications (3)

An in-depth examination of the operational issues related to information systems technology, telecommunications facilities, and computer networks. Topics will include system design and operation, networks, operating systems, distributed systems, and the Internet. Prerequisite: EC 617. Same as MIS 619.

620 Direct Marketing (3)

This course will provide an integrated framework of Direct Marketing with emphasis on integrating direct marketing into the overall marketing mix, database marketing, strategic business planning, importance of the offer, selecting and selling merchandise, business-to-business direct marketing, fundraising, mailing lists, retail direct marketing, magazines, newspapers, electronic and interactive media, co-ops, telemarketing,

production, lead generation, direct marketing math, idea development, and research. Prerequisite: EC 646. Same as MBA 620.

631 System Analysis and Design (3)

This course examines how business problems are discovered and the process used to design technology solutions to those problems. Through case studies and a team-based term project, students analyze business problems or strategic opportunities and develop a business case for their solution. Teams then design the database, required processes, and the user interface. The result is a consultant's report detailing costs, benefits, system requirements, and system specifications. The technical artifacts produced at the various design stages should be sufficient for implementation. Prerequisite: Admitted to the MBA/MSEC or consent of instructor. Same as MIS 631

632 System Construction and Implementation (3)

This course completes the system development process begun in System Analysis and Design. Teams take the design document and construct and implement the solution for the client. Students will program the software modules, implement the database model, test and document the application, and devise a training scheme for the client. Prerequisite: EC 618, EC 631. Same as MIS 632

641 Internet Marketing Management (3)

This course deals with the adjustments to marketing strategy needed to enter and remain competitive in the Internet environment. It focuses on the managerial decision making involved in four primary areas: communication, selling, providing content, and providing a network function. Specifically, this course will examine issues such as Internet tools and technology, website development, product and pricing strategies distribution and direct marketing, marketing communications, and relationship marketing strategies. Prerequisite: EC 646. Same as MBA 641.

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: BUS 506 or equivalent. Same as MBA 646.

672 Knowledge Management Systems (3)

The purpose of this course is to provide a survey of different approaches to knowledge management and technologies that can provide support to the different stages in knowledge management. Students will deploy appropriate technologies to build a knowledge management system for a selected knowledge intensive process. At the end of the course, students should have developed a good understanding of the domain of knowledge management, current organizational efforts, and the type of technologies that can support Knowledge Management processes. Prerequisite: EC 618, EC 631. Same as MIS 672.

679 Information Security (3)

This is an advanced technical and managerial examination of information security issues related to organizations. The theory and practice of enterprise wide security issues pertaining to computer, networks, and communication will be the focus. Technical, organizational, and management issues as well as hardware, software, policies, and best practices of information security will be covered. Part of the course will in-

volve the development of an enterprise wide security architecture. Upon successful completion of the course, students should have developed a good understanding of the domain of security management, current organizational efforts, the technologies that support security management in a modern organization and the strategic role of information security in electronic commerce and an information society. Prerequisite: EC 618, EC 619, or consent of instructor. Same as MIS 679.

695 E-Commerce Strategy and Management (3)

This is the capstone course designed to be completed in the student's final semester of study. Each student will survey the current technology of a local company, identifying the corporation's stakeholders, and develop an internal marketing/business plan to leverage the use of the Internet in conducting E-business with all the firm's stakeholders. The student will then develop an implementation plan, along with costs and benefits, to present to corporate management. The course will be taught using resources from both the MBA and MIS areas. Prerequisite: Final Semester.

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: Booth, Brandford, Buria, Choate, Conde, Daniels, Dezek, DiBello, Doran, Duffy, Eeltink, Enger, Esnard, Evans, Farrell, Fernandez, Fisher, Flora, Gaffney, Gillig, Giordano, Gray A., Gray P., Harlin, Harris-Looby, Hatcher, Houghton, Hubschman, King, Lacey, Lasky, Lenaghan, Levine, Luterbach, Maldonado, Manner, Marinaccio, McArdle, McCrink, Murphy, Paneque, Papier P., Papier V., Pelaez, Perkins, Pittman, Powell, Rendulic, Rice, Roberts, Rodriguez, Romain, Roseman, Rosenblatt, Siena, Solli, Sperry, Stallions, Superfisky, Supran, Tate-Blake, Tootle, Tulloss, Tureen, Vaughn, Veshinski, Weitman, Wolman, Yeatts.

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 develop 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 the main campus in Miami Shores and at a variety of off-campus sites throughout Florida. 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 18 areas of specialization:

- Educational Leadership
- Educational Technology Applications
- Elementary Education
- Elementary Education/ESOL
- Exceptional Student Education
- Guidance and Counseling
- Higher Education Administration
- Human Resources Development and Administration (HRDA)
- HRDA-Leadership of Not-for-profit organizations
- Marital, Couple, Family Counseling & Therapy
- Marital, Couple, Family Counseling & Therapy and Mental Health Counseling
- Mental Health Counseling
- Montessori Elementary Education
- Montessori Early Childhood Education
- PreK/Primary Education
- PreK/Primary Education/ESOL
- Reading
- Rehabilitation Counseling
- Technology and TESOL

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/ESOL, Exceptional Student Education with Specialization in Emotionally Handicapped/ESOL, Exceptional Student Education with Specialization in Varying Exceptionalities/ESOL, Guidance and Counseling, PreK/Primary Education/ESOL 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 with or without notification in this catalog.

GENERAL REQUIREMENTS FOR FULL ADMISSION

- Applicant's statement of purpose and goals
- 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 recent letters of professional recommendation for graduate study.
- Florida Teacher's Certification or eligibility for certification only when enrolling in a state-approved certification program, as determined by specific programs.
- Successful completion of the CLAST/General Knowledge Test, when enrolling in a state approved certification program

PROVISIONAL ADMISSION

- Provisional acceptance may vary by program.
- For teacher certification programs, if the undergraduate cumulative grade point average is between a 2.5 and a 2.99, the student may be admitted provisionally. Full acceptance into a graduate teacher certification program is contingent upon a minimum GPA of 3.0 in graduate studies during the provisional admission period.
- Applicants who have been provisionally accepted must complete all outstanding admission requirements before they will be permitted to register beyond the credit limit. That limit is 9 credits for all programs *except* HRDA, Elementary Education/ESOL, and ESE, for which the limit is 12 credits; and 6 credits for Elementary Education.

TEMPORARY ADMISSION

Applicants who have not completed the application process may be permitted to take nine graduate credits 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/ESOL; and 6 credits for Elementary Education. Any of the courses taken under Temporary Status may be applied to a degree program with advisor's approval only after the student is fully accepted and only if he/she applies to a particular program.

Students under this status will not be allowed to register for courses beyond the credit limitation.

NON-DEGREE AND GUEST STUDENTS

The normal limit is 9-12 credits, as above. Exceptions will be considered by the Dean's office.

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 (except Montessori).
- 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.
- All requirements for Florida certification, including passing subject area specialization subtests of the Florida Teacher Certification Exam must be achieved before the University recommends the student for master's level certification, if enrolled in a state-approved program.
- Successful completion of an Accomplished Practices Portfolio (or equivalent) for state-approved programs.

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 less than a 3.0 and/or 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. Not maintaining good standing (3.0) may result in probationary action. During the probation, students must meet requirements to be in good standing.

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.

*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, Educational Leadership, Elementary Education, Exceptional

Student Education, Guidance and Counseling, Higher Education Administration, Human Resources Development and Administration, HRDA-Leadership of Not-for-profit Organizations, Marital, Couple, Family Counseling & Therapy, Marital, Couple, Family Counseling & Therapy and Mental Health Counseling (dual), Mental Health Counseling, Montessori Elementary and Early Childhood Education, Rehabilitation Counseling, PreK/Primary Education and Reading must take EDU 601, Methodology of Research (3 s.h.), ordinarily within the first six to twelve (6-12) semester hours of their program.

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:

Curriculum and Instruction
 Educational Leadership
 Educational Technology Applications
 Exceptional Student Education
 Guidance and Counseling
 Marital, Couple, Family Counseling & Therapy
 Marital, Couple, Family Counseling & Therapy
 and Mental Health Counseling
 Mental Health Counseling
 Montessori Elementary Education
 Montessori Early Childhood Education
 Reading
 Rehabilitation Counseling
 Technology and TESOL

GENERAL REQUIREMENTS FOR FULL ADMISSION

- Applicant's statement of purpose and goals
- 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.
- Master's degree from a regionally accredited college or university
- Undergraduate cumulative grade point average of 3.00 (B) or higher.

- Graduate grade point average of 3.0 (B) or higher (A=4.0)
- Acceptable and recent score on the Miller Analogies Test or Graduate Record Examination.
- Successful completion of the CLAST/General Knowledge Test, as appropriate.
- Two recent letters of professional recommendation for graduate study.
- Florida Professional Teacher Certification or eligibility for certification only when enrolling in a state-approved certification program.

PROVISIONAL ADMISSION

- Provisional acceptance may vary by program.
- For teacher certification programs, if the undergraduate cumulative grade point average is between a 2.5 and a 2.99, the student may be admitted provisionally. Full acceptance into a graduate teacher certification program is contingent upon a minimum GPA of 3.0 in graduate studies during the provisional admission period.
- Applicants who have been provisionally accepted must complete all outstanding admission requirements before they will be permitted to register beyond the credit limit. That limit is 9 credits for all programs *except* ESE, for which the limit is 12 credits.

TEMPORARY ADMISSION

Applicants who have not completed the application process may be permitted to take nine graduate credits 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 ESE. Any of the courses taken under Temporary Status may be applied to a degree program with advisor's approval only after the student is fully accepted and only if he/she applies to a particular program.

Students under this status will not be allowed to register for courses beyond the credit limitation.

NON-DEGREE AND GUEST STUDENTS

The normal limit is 9-12 credits, as above. Exceptions will be considered by the Dean's office.

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 (except Montessori and Reading).
- 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. Not maintaining good standing (3.0) may result in probationary action. During the probation, students must meet requirements to be in good standing.

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.

*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.

DOCTORAL PROGRAMS

The Adrian Dominican School of Education offers three doctoral degrees: the Ph.D. in Leadership and Education (with five areas of specialization), the Ph.D. in Counseling, and the Ed.D. in Educational Leadership. Please see the doctoral sections for detailed information on each.

GENERAL REQUIREMENTS FOR FULL ADMISSION

- A completed application.
- Master's or higher degree from a regionally accredited college or university.

- Graduate grade point average 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 five years preceding application. The intraquartile range of GRE scores of successful applicants over five recent years is 1220-1560. [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 or program director and the Doctoral Review Council.]
- Three recent letters of professional recommendation for doctoral study.
- An interview with two faculty members in the program.

PROVISIONAL ADMISSION

- Applicants who have been provisionally accepted must complete all outstanding admission requirements before they will be permitted to register beyond the credit limit. That limit is six credits for all doctoral programs.

TEMPORARY ADMISSION

Applicants may be permitted to take two doctoral courses (6 credits) on the basis of 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 Educational Technology specialization and for the Ph.D. in Counseling.

PROGRAM DESCRIPTIONS

COUNSELING PROGRAM

MISSION AND GOALS

The mission of the Counseling Program 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 Program seeks 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

Program. Situated in South Florida, the Barry University Counseling Program serves the educational needs of students from North, Central, and South America, Cuba, Jamaica, Hispanola, and other Caribbean Islands. The Barry Family Enrichment Center, the on-site counseling clinic of the Barry University Counseling Program, provides a clinical training center for students in the Counseling Program as well as providing clinical services and outreach to the surrounding diverse community. The common goals for professional growth and development of the Counseling Program and the specific goals of each of the specialization within the Counseling Program 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.

Marital, Couple, Family Counseling & Therapy Specialization Goals

1. To understand the history and development of marital, couple, and family counseling/therapy as a specialization within the counseling profession;
2. To appreciate the specific role and function of the marital, couple, 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 marital, couple, 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 marital, couple, and family counseling/therapy;
6. To facilitate students' development of marital, couple, 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 marital, couple, 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.

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

Marital, Couple, Family Counseling & Therapy (24 s.h.)

Marital, Couple, Family Counseling & Therapy provides the course work necessary for meeting state licensure academic 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. & 3 cr. elective)

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

One (1) additional 3 credit elective is required.

Dual Specialization in Marital, Couple, Family Counseling & Therapy and Mental Health Counseling/Therapy (27 s.h.)

The dual specialization in marital, couple, family counseling & therapy 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
Marital, Couple, Family Counseling & Therapy	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 licensure/certification requirements for a given specialty will be endorsed for 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 Miami Shores 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. Course times may differ in Orlando.

SPECIAL ADMISSION REQUIREMENT

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

ADDITIONAL GRADUATION REQUIREMENTS

- Passing of comprehensive examinations and the completion of a scholarly paper.
- Prior to graduation, Guidance and Counseling Specialization students are required to have passed the Basic Skills, Professional Knowledge and Subject Area tests of the Florida Teacher Certification Exam (FTCE) and to obtain a Florida Professional Educator's Certificate. Guidance and Counseling students must also present evidence that they have completed 3 semester hours of teacher education in each of the following: reading/literacy, classroom management, and ESOL.

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 referral sources, e.g. court and community agencies.
- 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 judgment. 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**Guidance and Counseling (15 s.h.)**

Guidance and Counseling meets the academic requirements for certification as a school counselor in Florida.

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

Marital, Couple, Family Counseling & Therapy (24 s.h.)

Marital, Couple, Family Counseling & Therapy provides the course work necessary for meeting state licensure academic 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. & 3 cr. Elective)

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

One (1) additional 3 credit elective is required.

Dual Specialization in Marital, Couple, Family Counseling & Therapy and Mental Health Counseling (27 s.h.)

The dual specialization in Marital, Couple, Family Counseling & Therapy 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
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
Marital, Couple, Family Counseling & Therapy	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 licensure/certification requirements for a given specialty will be endorsed for 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 Miami Shores 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. Course times may differ on the Orlando campus.

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 accepted as applicable towards the requirements

for an Ed.S. in a particular counseling specialization. Accepted courses must be comparable to the Ed.S. specialization curriculum.

ADDITIONAL GRADUATION REQUIREMENTS

- Passing of comprehensive examinations and the completion of a scholarly paper.
- Prior to graduation, Guidance and Counseling Specialization students are required to have passed the Basic Skills, Professional Knowledge and Subject Area tests of the Florida Teacher Certification Exam (FTCE) and to obtain a Florida Professional Educator's Certificate. Guidance and Counseling students must also present evidence that they have completed 3 semester hours of teacher education in each of the following: reading/literacy, classroom management and ESOL.

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 referral sources, e.g. court and community agencies.
- 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 judgment. 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.

Ph.D. Program

DOCTOR OF PHILOSOPHY IN COUNSELING

MISSION STATEMENT

The Counseling Program faculty is strongly committed to the integration of theory, research, practice, and service throughout the program. We further encourage holistic viewpoints and intervention approaches that allow for appropriate attention to overarching ecological factors. Accordingly, program goals include graduating students with expert knowledge regarding counseling theory, practice, a high level of competency in the provision of professional services, and who have the skills necessary to evaluate research relevant to the profession. The Counseling Program is dedicated to the preparation of professional counselors who are educated and responsive to issues of diversity and to

the uniqueness of individuals, families and communities.

The Doctoral Program prepares students for academic and clinical practice settings. For graduates seeking employment in education, government, or private sector, the doctoral competencies in counseling, research, teaching, supervision, and consultation form a basis for effective performance in these settings. There is also a strong emphasis on the understanding of normal lifespan development, as well as ways persons may respond to challenges in those areas. Therefore, the program emphasizes mental health wellness and strength-based interventions rather than pathology.

Further, the Doctoral Program is devoted to the understanding of diverse cultural practices and examines critically the social practices, institutions, helping agencies and other social sites where disenfranchised and marginalized groups struggle for greater control over their futures.

STATEMENT OF CULTURAL VALUES

The doctoral 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 to the field of Counseling in a principled, compassionate and caring way.

The program is characterized by:

- Cooperation rather than competition
- Development rather than judgment of others
- And highly intellectual achievement without elitism

The program values:

- The free exploration of ideas within a structure of responsible activity
- Intellectual achievement and respect for intellectual property rights
- And the encouragement and assistance of colleagues

ADMISSIONS 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) in all three areas: Verbal, Quantitative, and Analytical; scores must be from a test date within five years preceding application. The interquartile range

of GRE score of successful applicants over five recent years is 1220-1560. [Scores of another similarly rigorous entrance exam (e.g., Graduate Management Admission Test, Law School Admission Test, and the 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

Admission requirements may be modified based on socioeconomic status, commitment to work in low-income neighborhoods, evidence of community or volunteer work, family educational background, first generation in college, overcoming hardships, and/or personal interviews. Students who have limited academic credentials may be required to take master's level courses that will not be applied towards the doctoral degree.

This program can accommodate only a limited number of students; therefore, there is a possibility of being denied admission even when all criteria are met. The Department of Counseling reserves the right to refuse student entrance or terminate a student after admission to the doctoral program, if in the judgment of the faculty the student demonstrates unacceptable personal fitness to work in the counseling field with children, youth, and/or adults.

A two-step admission process is used for screening applicants:

1. Faculty members will review the application materials,
2. The Doctoral Review Council approves or disapproves the application and makes its recommendation to the Dean of the School of Education.

ADDITIONAL ADMISSIONS REQUIREMENTS

Students will work with faculty with diverse theoretical orientations. Thus, rather than receiving training in only one theoretical orientation, students are exposed to a diverse base of knowledge, and are encouraged to formulate, and articulate clearly, their own counseling approach. At the time of doctoral study application, students must 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 the Barry University policies. Up to twelve (12) credits from a Barry University specialist degree program may be applied toward the

Ph.D. program. The expected coursework completed by doctoral applicants follow. Students without these prerequisites *may be* admitted into the doctoral program *with deficiencies*. A student admitted with deficiencies must meet with his/her doctoral advisor and outline the plan to take the prerequisite coursework before beginning doctoral level coursework.

- Psychopathology: Diagnosis and Treatment in Counseling
- Legal and Ethical Issues in Counseling
- Research Methodology
- Treatment of Substance Abuse in Counseling
- Human Growth and Development
- Psychological Measurements
- Social and Cultural Issues in Counseling
- Human Sexuality
- Individual Counseling Procedures
- Career Development and Life Work Planning
- Group Counseling Procedures
- Family Therapy
- Counseling Theories and Intervention
- Marriage and Family Systems
- Marital Therapy
- Issues in Marriage and Family
- Personality Theories
- Counseling Practicum (400 hours)
- Counseling Internship (600 hours)

REQUIRED COURSEWORK: DOCTORAL PROGRAM

CSL	729	Counseling for Change
CSL	735	Advanced Consultation in Counseling
CSL	758	Advanced Clinical Techniques
CSL	761	Advanced Multicultural Issues in Counseling
CSL	763	Advanced Family Systems Theory
CSL	765	Advanced Professional Issues in Counseling
CSL	767	Advanced Clinical Family Therapy
CSL	768	Advanced Appraisal Techniques
CSL	784	Counseling Supervision
CSL	786	Practicum in Clinical Supervision
CSL	796	Dissertation Seminar
CSL	797	Dissertation
CSL	798	Seminar in Counseling
CSL	799	Advanced Internship
HSE	703	Philosophy of Science & Theory Development
HSE	705	Qualitative Methods
HSE	707	Quantitative Methods of Inquiry
HSE	706	Advanced Qualitative Methods,
	or	
HSE	708	Advanced quantitative Methods

TEMPORARY ADMISSION

Applicants may be permitted to take three doctoral courses (9 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 Counseling Program Coordinator.

FOREIGN STUDENT APPLICANTS

Students for whom English is not their native language are required to submit an official score for the **Test of English as a Foreign Language (TOEFL)** of 500 or above, and a score on the test of **Spoken English**.

DEGREE REQUIREMENTS

The doctoral degree requires that students complete a minimum of 54 post-master's as noted in the published curriculum. After completion of the six dissertations credits, students must continually register for one to three (1-3) credits per semester until they have finished the dissertation and met all the requirements for the degree.

The department maintains a Family Enrichment Center with facilities for supervised counseling and supervision-of-supervision. Four rooms (one of which is a play therapy room) are available. Three of the rooms are set up for live viewing through closed circuit television with telephones and microphone-speakers for live supervision of counseling and live supervision-of-supervision.

Other requirements for the Ph.D. in Counseling include:

Plan of Study - The Published curriculum must be completed to satisfy the pre-dissertation academic requirements. The faculty advisor and the Program Chair or Doctoral Program Coordinator must approve modification of the curriculum.

Residency - Two semesters 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 coursework and other requirements have been

satisfied, admission to candidacy status allows a candidate to formally begin the dissertation.

Research proposal and oral defense of said 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 field of Counseling.

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 (8) calendar years beginning with the date the student first registers as a student for the Ph.D. in Counseling.

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. Counseling doctoral applicants must have a master's degree in Counseling, or in a closely related field, to be admitted to the Ph.D. program. To complete the Ph.D. in 54 credits, students must have minimum of a 63-credit masters degree in Marital, Couple and Family Counseling and Therapy. Students matriculating in Counseling will be exposed to basic concepts and techniques in clinical intervention and treatment, research and clinical supervision, and may apply these concepts and practices to employment in health and human service organizations, academic institutions, private practices, community mental health facilities, schools, addiction programs, and business settings where professional counselors are employed.

Students are required to complete a dissertation that demonstrates originality, creativity and scholarship in the field of Counseling. Students who complete all the requirements for the Ph.D. degree will be properly equipped to lead and promote purposeful change in organizations, groups and individuals.

Following the completion of the Ph.D. degree in Counseling, students will have acquired the ability to:

1. Analyze and synthesize the knowledge and understanding of the process dimensions of leadership.
2. Apply the theories and concepts of leadership to the practical aspects associated with Counseling
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 in Counseling
6. Continue to renew and extend one's understandings and competencies acquired in Counseling.

CURRICULUM AND INSTRUCTION PROGRAM (PreK-12)

MISSION

The mission of the Curriculum and Instruction Program at Barry University is to provide PreK-12 teachers or program planners with a foundation in human growth and development along with the necessary concepts, skills, and attitudes to effectively adapt and adjust instructional and assessment strategies to meet students' differing needs and to be reflective about their teaching practices. Students completing this program are prepared to meet the Educator Accomplished Practices at one of the Preprofessional, Professional, or Accomplished competency levels.

Specialist in Education in Curriculum and Instruction

The Ed.S. degree program in Curriculum and Instruction with a focus on teaching and learning is a 33 credit-hour program designed for individuals who already possess a Master's degree. The purpose of this program is to enable the classroom teacher (PreK-12) to gain a deeper understanding of the complex nature between teaching and learning through an advanced analysis of human growth and development in relation to the current social and physical milieu.

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.

Core Courses:

Required Courses (21 s.h.):

EDU	658	Becoming An Accomplished Teacher
EDU	603B	Trends and Current Issues in Teaching and Learning
EDU	617	Evaluation
EDU	624	Instructional Design and Evaluation
EDU	735	Advanced Curriculum Theory and Planning
ESE	535	Procedures and Curriculum for Students with Gifts and Talents
ESE	690	Curriculum Design in Exceptional Student Education

Research (3 s.h.):

EDU	708	Directed Research
-----	-----	-------------------

Elective Courses (9 s.h.):

Early Childhood /Elementary Focus

EDU	571	Psycho-Social Foundations in Early Childhood Education
EDU	572	Early Childhood Programs and Practices
EDU	595B	Advanced Curriculum and Assessment
EDU	605B	Practicum in Curriculum and Instruction
EDU	606B	Advanced Practicum in Curriculum and Instruction
EDU	609	Advanced Practicum in PreK/Primary Curriculum and Instruction
EDU	628A	Issues in Curriculum in Early Childhood

Gifted Education Focus

ESE	518	Educating Special Gifted Populations
ESE	522	Guidance and Counseling of Gifted Students
ESE	523	Nature and Needs of the Gifted
ESE	534	Theory and Development of Creativity

Reading and Secondary Focus

EDU	584	Reading Diagnosis
EDU	590	Corrective Reading
EDU	604B	Teaching Vocabulary and Reading Comprehension for the Elementary Teacher
EDU	604D	Teaching Vocabulary and Reading Comprehension for the Secondary Subject Area Teacher
EDU	607	Beginning Reading in the Primary Years
EDU	611B	Reading and Thinking Skills for the Elementary Teacher
EDU	611D	Reading and Thinking Skills for the Secondary Subject Area Teacher
EDU	612	Teaching Reading to Secondary, College, and Adult Students
EDU	718	Developmental Reading

Montessori Focus

EDM	603	Montessori and Child Development
EDM	640	Montessori Early Childhood Curriculum
EDM	641	Montessori Elementary Curriculum

ESOL Focus

TSL	506	Applied Linguistics
TSL	509	Cross Cultural Communication and Understanding
TSL	511	ESOL Curriculum and Materials Development
TSL	517	Testing and Evaluation of ESOL
TSL	576	Methods of Teaching Limited English Proficient (LEP) Students (K-12)

Additional Electives

EDU	711	Clinical Supervision
ECT	690	Special Topics

Total Credits 33**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 necessary to perform 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 is a 36-semester hour program for educators and trainers who use computers/technologies in their disciplines and/or train individuals to use computers/technologies. The programs prepare educators to integrate computer/technologies into the teaching and learning process. 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, 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 that 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.

Master's and Educational Specialist Degrees – Program Options and Specializations and Certificates**EDUCATIONAL TECHNOLOGY APPLICATIONS (36 s.h.) WITH SELECTED AREAS OF SUB-SPECIALTY**

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

COURSE REQUIREMENTS FOR PROGRAM OPTIONS AND SPECIALIZATIONS**EDUCATIONAL TECHNOLOGY APPLICATIONS (36 s.h.)****Required courses for Master's and Educational Specialist Degrees (24 s.h.)**

ECT	505	Introduction to Computers/Technologies in Education
ECT	534	Integrating Software for Educational Applications
ECT	565	Multimedia Applications in Education
ECT	607	Design and Evaluations of Instructional Systems
ECT	639	Management of Instructional Technology
ECT	641	Implementing Technology-Based Instruction
ECT	642	Educational Theory and 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 (6 or 9 s.h.)

The elective technology courses must reflect the focus of the program and interests of the student. Refer to the listing of courses and descriptions at the end of the Adrian Dominican School of Education section of this catalog.

EDUCATIONAL TECHNOLOGY APPLICATIONS (36 s.h.)**Teaching and Learning with Technology (M.S., Ed.S.)****Required Courses for Master's and Educational Specialists Degrees (24 s.h.)**

ECT	505	Introduction to Computers/Technologies in Education
ECT	534	Integrating Software for Educational Applications
ECT	565	Multimedia Applications in Education
ECT	607	Design an Evaluation of Instructional Systems
ECT	639	Computer Technology Applications for Education
ECT	641	Implementing Technology-Based Instruction
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 courses must reflect the focus of the program and meet the needs and interests of the student. Refer to the listing of courses and descriptions at the end of the Adrian Dominican School of Education section in this catalog.

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

Select two courses 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

Certificate in Teaching and Learning with Technology**Five Required Courses and one elective for Certificate (18 s.h.)****Required courses for Certificate (12 s.h.)**

ECT	641	Implementing Technology-Based Instruction
ECT	642	Educational Theory and Instructional Technology
ECT	653	Telecommunications in Education
ECT	710	Practicum in Educational Technology

Select one from the following (3 s.h.)

ECT	680	Computer/Technology Applications in Elementary Education
ECT	687	Computer/Technology Applications in Administration

ECT	688	Computer/Technology Applications in Adult Education
ECT	689	Computer/Technology Applications in Teaching ESOL

Elective Courses (3 s.h.)

The elective technology courses must reflect the focus of the program and interests of the student. Refer to the listing of courses and descriptions at the end of the Adrian Dominican School of Education section in this catalog.

TECHNOLOGY AND TESOL

This program is designed for certified teachers who are seeking a graduate degree in Technology Applications with TESOL (Teaching English to Speakers of Other Languages). Completion of the program will provide participants with a graduate degree in technology as well as an ESOL endorsement.

MISSION

The mission of this degree program is to meet the specific needs of teachers who desire to use technology effectively in the teaching of English as a second language. It is a combined degree inclusive of the missions of the Educational Computing and Technology program and the ESOL program. The mission of the Educational Computing and Technology program 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. The purpose of the ESOL program is to enable students to meet the needs of second language learners across all disciplines.

PURPOSE AND OUTCOMES

The programmatic outcome of this degree is holistic and integrated inquiry, scholarly discourse, and integration of linguistic diversity and technology into the teaching and learning process. Thus, through the technology-enhanced instruction, students are motivated, are provided opportunities for problem solving and contextual learning, may proceed at their own pace of learning, are taught and assessed at differentiated levels, and are guided and supported by a teacher. Technologically enhanced learning integrated into the curriculum has a multitude of possibilities including, but not limited to, allowing students to hear their pronunciation, allowing them to see words in context and use visuals illustrating words, and be exposed to self-paced differentiated branching through technology integrated instruction. Each course

is three (3) semester hours. The program is not designed for initial certification by the Florida Department of Education since neither technology nor ESOL is an area of initial certification.

Following the completion of the Master of Science Degree or Education Specialist Degree in Technology and TESOL, graduates will have acquired the ability to:

1. demonstrate knowledge of theories and strategies for teaching LEP students in all areas including technology-enhanced teaching and learning environments
2. evaluate computer-based technologies and other curricular materials to support the instructional process for ESOL students
3. demonstrate a sound understanding of the nature and operation of technology systems
4. plan and design effective learning environments and experiences supported by technology
5. implement curriculum plans that include methods and strategies for applying technology to maximize student learning including those who are Limited English Proficient
6. apply technology to facilitate a variety of effective assessment and evaluation strategies
7. use technology to enhance their productivity and professional practice
8. understand the social, ethical, legal, and human issues surrounding the use of technology and the field of ESOL in PK-12 schools and apply the understanding in practice
9. demonstrate competence in the uses and benefits of computers and related technologies in the teaching of English as a second language
10. demonstrate competence in the «Florida Performance Standards for Teachers of English for Speakers of Other Languages»

PROGRAM OUTLINE

All courses are required. Courses are offered in a cycle format. A comprehensive examination is required for the degree.

Technology and TESOL Master of Science Degree (36 credits)

ECT	505	Introduction to Computers/Technologies in Education
ECT	607	Design and Evaluation of Instructional Systems

ECT	641	Implementing Technology Based Instruction
ECT	653	Telecommunications in Education
ECT	689	Computer/Technology Applications in Teaching ESOL
ECT	690	Special Topics: Using Multimedia Tools in the Classroom
EDU	601	Methodology of Research
TSL	506	Applied Linguistics
TSL	509	Curriculum and Material Development
TSL	517	Testing and Evaluation in ESOL
TSL	576	Methods of Teaching ESOL

Technology and TESOL Specialist in Education Degree (39 credits)

ECT	505	Introduction to Computers/Technologies in Education
ECT	607	Design and Evaluation of Instructional Systems
ECT	641	Implementing Technology Based Instruction
ECT	653	Telecommunications in Education
ECT	689	Computer/Technology Applications in Teaching ESOL
ECT	690	Special Topics: Using Multimedia Tools in the Classroom
ECT	710	Practicum
EDU	708	Directed Research
TSL	506	Applied Linguistics
TSL	509	Curriculum and Material Development
TSL	517	Testing and Evaluation in ESOL
TSL	576	Methods of Teaching ESOL

Ph.D. Program

The Educational Technology specialization in the Ph.D. in Leadership and Instruction builds on Barry's strong tradition of Master's and Specialist programs in educational computing and technology. Graduates will be prepared to assume many different leadership roles in the evolution and implementation of technology in a variety of educational settings. Successful candidates will contribute to the advancement of knowledge in instructional technology.

For information on the Educational Technology 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; and

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 eight 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	624	Instructional Design and Evaluation
EDU	637	The Principalship
EDU	674	School Law
EDU	675	School Finance
EDU	676	School Personnel Administration
EDU	699	Internship in Educational Leadership
ECT	687	Administrative Application of Technology

Electives – (6 s.h.)

Students may select 6 credits of electives with the **approval of the program advisor**. Possible electives include:

EDU	623	School and Community Relations
EDU	656	The Reflective Educator

PROGRAM OPTIONS

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

1. Certificate Master's Option: 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 Option of the Educational Leadership Program (36 credits).

2. Non-certificate Master's Option: Students seeking a Master's degree who do not desire Florida State Certification may enter the Non-certificate Master's Option (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 Option: Students possessing a Master's degree and who are seeking a Florida State Certificate may enter the Certification Option of the Educational Leadership Program (30 credits).
4. Modified Core (Certificate Option): Students who possess a Master's degree and who possess a significant number of graduate educational leadership credits may enroll in the Modified Core Option for certification. The program advisor and the student mutually design a plan of study.
5. Florida Catholic Schools Option: Students interested in taking courses to satisfy the Florida Catholic Conference Educational Leadership requirements may enroll in this option or in the International Catholic Educational Leadership Option. The program advisor and the student mutually design a plan of study.
6. National Catholic Educational Leadership Option: This option 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 Option develops a plan of study to complete a Master's degree in Educational Leadership.
7. International Student Option: There is a special option 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.
- 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 options 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 eight domains and the Florida Principal Competencies: Each course is three (3) semester hours:

EDU	614	Educational Leadership I
EDU	615	Educational Leadership II
EDU	624	Instructional Design and Evaluation
EDU	637	The Principalship
EDU	674	School Law
EDU	675	School Finance
EDU	676	School Personnel Administration
EDU	699	Internship in Educational Leadership
EDU	708	Directed Research
ECT	687	Administrative Application of Technology

Electives (6 s.h.)

Students may select 6 credits of electives with the **approval of the program advisor**. Possible electives include:

EDU	623	School and Community Relations
EDU	656	The Reflective Educator

PROGRAM OPTIONS

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

1. Certificate Ed.S. Option: 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 option (36 credits).
2. Non-certificate Ed.S. Option: Students seeking an Educational Specialist degree who do not desire Florida State Certification may enter this option (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, see the Ed.D. section.

ELEMENTARY EDUCATION PROGRAMS

Master of Science in Elementary Education

This degree program is a 30-semester-hour graduate program leading to the Master of Science degree. The program is designed for teachers who hold Florida certification in Education. 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. This program is not intended for those seeking initial certification.

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, the “add on” certification courses result 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,
2. Plan, implement, and access curriculum and instructional improvements at the elementary classroom level,
3. Integrate the five National Board Core Propositions throughout their teaching,
4. Enhance understanding of and commitment to the education profession, and
5. Develop a reflective approach towards teaching, learning and assessment.

ADDITIONAL ADMISSION REQUIREMENTS

- Submission of an Admission Essay to the Program Director.
- Attendance at a required Advising Orientation during their first semester.
- Proof of teaching certification.

PROGRAM OUTLINE

Required courses are identified as Core Courses. Elective courses are chosen by the student with advisor approval. An Accomplished Practice Portfolio is required at the PreProfessional or Professional level

Core Courses (12 s.h. required)

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

Sample Elective Courses (18 s.h. - select seven courses)

ECT	680	Computer Applications in Elementary Education
EDU	568B	Reading in the Content Area
EDU	571	Psycho-Social Foundations in Early Childhood Education
EDU	572	Early Childhood Programs and Practices (PreK-3)
EDU	590	Corrective Reading
EDU	604	Teaching Vocabulary and Comprehension Skills
EDU	623	School and Community Relations
EDU	656	The Reflective Educator
EDU	658	Becoming an Accomplished Teacher
EDU	664	Educational Applications of Cognitive Neuroscience
EDU	674	School Law
EDU	725	Grant Writing for Curriculum Resources
ESE	527	Classroom Management for Children with Emotional Handicaps
ESE	528	Instructional Strategies for Students with Emotional Handicaps
ESE	690	Curriculum Design in Exceptional Student Education

Note: All elective courses must have an advisor-approved plan submitted. Refer to the listing of courses and descriptions at the end of the Adrian Dominican School of Education section in this catalog for additional electives.

ADDITIONAL GRADUATION REQUIREMENTS:

- Passing comprehensive examination
- Demonstrate competency in the Florida Accomplished Practices

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

This program is designed for students who have completed a bachelor’s degree in a major other than education and now desire initial elementary education certification with infused English for Speakers of Other Languages (ESOL) Endorsement. The program requires completion of 57 graduate semester hours. Courses are 3 semester credits; EDU 599 is 6 credits. All candidates must pass the CLAST (College Level

Aptitude Skills Test), or equivalent, or the PPST (Pre-Professional Skills Test), as part of the requirements for full admission into the Elementary Education/ESOL program. Most courses have a field-based component to be completed outside of regular class meeting times. Proof of fingerprint security clearance must be provided.

Core Courses

EDU	567	Foundations of Reading Instruction
EDU	625	Psychological Foundations of Education
EDU	626	Philosophy of Education
TSL	509	Cross Cultural Communication and Understanding

The above four courses must be taken as prerequisites for full acceptance into the program along with the additional admission requirements noted below.

Certification Courses

EDU	5xx	Integrating Fine Arts in the Elementary Classroom
EDU	514	Classroom Management
EDU	551	Problem Solving in Elementary School Mathematics
EDU	552	Critical Thinking in Elementary School Science and Social Studies
EDU	554	Literature for the Elementary School Classroom
EDU	568B	Reading in the Content Areas for the Elementary School Teacher
EDU	584	Reading Diagnosis
EDU	595B	Advanced Curriculum and Assessment
EDU	599	Teaching Internship
SES	524	Teaching Health and Physical Education in the Elementary School
TSL	506	Applied Linguistics

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	605B	Action Research Practicum in Curriculum and Instruction

Students must have taken the Florida Teacher Certification Exam (FTCE) before beginning EDU 599. EDU 599 is a **program requirement**. Successful scores on all the components of the Florida Teacher Certification Exam are required to complete the program. A comprehensive examination is also required for the M.S. degree. The completed program, as presented above, meets the M.S. degree requirements for the professional Elementary

Education certification with infused English for Speakers of Other Languages (ESOL) endorsement. The program is approved by the Florida Department of Education. Changes in certification requirements may be required without notification in this catalog.

ADDITIONAL REQUIREMENTS FOR FULL PROGRAM ADMISSION

- Submission of an Admissions Essay to the Program Director
- Submission of an Initial Accomplished Practices Portfolio
- Attendance at required Advisory Orientations during their first semester
- Passing scores on the CLAST or on equivalent exam
- Completion of Core courses with a 3.0 GPA or better
- Completion of the Subject Matter Content Standards Survey
- Copy of fingerprint security clearance

ADDITIONAL LICENSURE/CERTIFICATION INFORMATION

Only students who have completed all requirements for the Elementary Educational/ESOL program will be ESOL endorsed for certification or employment in schools. The student has the sole responsibility to comply with the requirements for certification and to keep current with changes in certification requirements.

ADDITIONAL GRADUATION REQUIREMENTS

- Students must pass both the Subject Matter and Professional Education components of the FTCE.
- Students must demonstrate competency with the Florida Accomplished Practices, at the Pre-professional level.
- Students must pass a comprehensive examination.
- Students must complete a Subject Matter Content Standards Survey.

EXCEPTIONAL STUDENT EDUCATION PROGRAMS

Master of Science in Exceptional Student Education

The M.S. degree program in Exceptional Student Education is a 36-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. Master's degrees are offered in the areas of Emotionally Handicapped, Mentally Handicapped/Specific Learning Disabilities, Varying Exceptionalities and Gifted Education. Completion of the M.S. Degree in EH and VE leads to state certification in Special Education with an ESOL endorsement.

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 and plan instruction for students who are speakers of other languages and are from diverse backgrounds with exceptionalities.
9. Use appropriate strategies for students of diverse backgrounds with exceptionalities.
10. 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 examination is required for the M.S. degree.

ESOL ENDORSEMENT PROGRAMS

EMOTIONALLY HANDICAPPED (EH) and VARYING EXCEPTIONALITIES (VE) SPECIALIZATIONS

Special Requisites:

Teachers not eligible for a Florida Professional Certificate or students working toward temporary certification are considered to be in the initial certification option. To ensure that teachers of the exceptional student are certifiable in special education, they are required to complete five elementary education courses at Barry University, as well as the methods courses designated in the Exceptional Student Education Program/Specialization. The five courses are as follows:

EDU	535	The Teaching of Language Arts
EDU	551	Problem Solving in Elementary School Mathematics
EDU	567	Foundations of Reading Instruction
EDU	568	Reading in the Content Areas
EDU	584	Reading Diagnosis

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

Required Basic Course

EDU	601	Methodology of Research
-----	-----	-------------------------

Emotionally Handicapped Specialization with ESOL

Required Specialization 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 Students with Exceptionalities
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 Children with Exceptionalities
ESE	583	Educational Assessment of Students with Exceptionalities
ESE	680	ESOL Strategies for Exceptional Student Education Teachers
ESE	699	Practicum in Exceptional Student Education
TSL	506	Applied Linguistics
TSL	509	Cross Cultural Communication and Understanding

Elective Course

ECT	678	Computer/Technology Applications for Exceptional Student Education
-----	-----	--

Varying Exceptionalities Specialization with ESOL

Required Specialization 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 Students with Exceptionalities
ESE	520	Instructional Strategies for Students with Mental Retardation
ESE	524	Instructional Strategies for Students with Learning Disabilities
ESE	528	Instructional Strategies for Students with Emotional Handicaps
EDU	570	Introduction to Children with Exceptionalities
ESE	583	Educational Assessment of Students with Exceptionalities
ESE	680	ESOL Strategies for Exceptional Student Education Teachers
ESE	690	Curriculum Design in Exceptional Student Education
ESE	699	Practicum in Exceptional Student Education
TSL	506	Applied Linguistics
TSL	509	Cross Cultural Communications

Elective Course

ECT	678	Computer/Technology Applications in Exceptional Student Education
-----	-----	---

Additional Specialization Programs:

The Gifted Education Master of Science and the Mentally Handicapped/Specific Learning Disabilities programs are designed specifically for teachers who are already certified in education. Students enrolling in either of these programs must present proof of teaching certificate. These programs do not include the ESOL endorsement, nor do they lead to Florida 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	534	Theory and Development of Creativity
ESE	535	Educational Procedures and Curriculum for Students with Gifts and Talents

Additional Courses/Electives

ESE	583	Educational Assessment of Students with Exceptionalities
EDU	601	Methodology of Research
ECT	678	Computer/Technology Applications in Exceptional Student Education
ESE	699	Practicum in Exceptional Student Education
Elective		
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.

Mentally Handicapped/Specific Learning Disabilities 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	512	Theories and Research in Learning Disabilities
ESE	514	Transition: Teaching Social, Personal and Work Skills to Students with Exceptionalities
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 Children with Exceptionalities
ESE	573	Teaching of Students with Mental Retardation
ESE	583	Educational Assessment of Students with Exceptionalities

Additional Certification Requirements

Students seeking certification are responsible for completing all Florida Professional Education courses and requirements for professional certification.

Student must pass the Florida Teacher Professional and Subject Area Exams and successful completion of an Accomplished Practices Portfolio.

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

To be fully admitted into the Specialist Degree Program, applicants must present the following:

- A Master's degree from an accredited institution in Exceptional Student Education or related area in education or Florida certification in Exceptional Student Education
- Graduate grade point average of 3.0 or higher
- Two letters of professional recommendation for advanced studies
- Statement of purpose and goals
- 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
ESE	675	Seminar for the Specialist in Exceptional Student Education
ECT	678	Computer Applications for Exceptional Student Education
ECT	687	Administrative Applications of Technology

or

EDU	614	Educational Leadership I
EDU	615	Educational Leadership II
or		
EDU	674	School Law
or		
EDU	676	School Personnel Administration
EDU	708	Directed Research

Specialization and/or Elective Courses

Students can select courses from additional EDU or ESE programs as electives.

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 Academic Affairs, Admissions, Financial Aid, Registrar, Student Activities, Residential Life, Adult and Continuing Education) and specific federal, state, and/or local-level funded programs in community colleges and universities. 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.)

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	630	Higher Education and the Law
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.)

ADL	720	History of Education
ADL	730	Sociology of Education
ADL	739	Ethical Issues in Leadership
CSL	629	Social and Cultural Issues in Counseling
ECT	688	Computer Technology Applications for Adult Education
EDU	587	Student Services Work in Higher Education
EDU	622	Leadership Skill and Change
EDU	623	School and Community Relations
HED	637	Seminar in Current Issues in Higher Education
HED	649	Internship in Higher Education
HRD	645	Communication in Human Resource Development
HRD	648	Work Group Behavior in Organizations
HRD	653	Career Development and Life Work Planning

- HRN 603 Organizational Theories in Not For Profit Organizations
- HRN 606 Volunteers/Personnel in Not For Profit Organizations

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. Its purpose is to provide 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 recommended prior to 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 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 organizations. The specialization provides the basis for sophisticated leadership and administrative knowledge necessary in a rapidly changing social milieu.

The specialization is designed for those people who, either as employees or volunteers, are or desire to be in leadership positions. This specialization is an opportunity for graduates to develop skills in collaboration with boards, working with governmental agencies, developing the potential of volunteer members and understandings in the federal regulations and laws pertaining to not-for-profit organizations. A special feature of this specialization is the opportunity for leaders of 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 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 organization effectively.
2. Clarify and evaluate a not-for-profit organization in light of its mission statement.
3. Develop, implement and evaluate a plan of leadership action for a not-for-profit 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 Option (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 Option (18 s.h. required)

EDU	601	Methodology of Research
HRD	640	Dynamics of Change
HRD	645	Communication in Human Resource Development
HRN	603	Organizational Theories: NFP Org
HRN	606	Volunteer/Personnel in NFP Org
HRN	609	Stewardship and Development
HRN	633	Administrative Technology Applications for NFP Org
or		
ECT	688	Computer/Technology Applications for Adult Education
HRN	648	Leadership and Administration Practicum
or		

HRD	678	HRDA Practicum: Directed Research
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.

Elective Courses (18 s.h.; select 6 courses)

HRD	629	Legal Issues in HRD
HRD	647	Introduction to Instructional Design
HRD	667	Presentation Principles, Methods
HRD	659	Adult Learning and Motivation
HRN	629	Boards/Councils Empowerment
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 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 (PreK/3) Education is a 37-40 semester-hour program. The purpose of the graduate Montessori Early Childhood program is to educate teachers with the professional competencies to implement the Montessori approach in the early childhood classroom.

The Master of Science in Montessori with a specialization in Elementary Education is a 36-39 semester-hour program. The purpose of the graduate Montessori Elementary Education program is to educate teachers with the professional competencies to implement the Montessori approach in the elementary classroom.

Following completion of the Master of Science Degree in Montessori with a specialization in Early Childhood Education or a specialization in Elementary Education, graduates will have acquired the ability to:

1. Identify the learning needs of each early childhood or elementary student.

2. Integrate the knowledge, understanding, skills and values necessary to meet individual and group developmental needs.
3. Analyze data from classroom observation to improve effectiveness of instruction.
4. Design, organize, and implement a developmentally appropriate program for the early childhood age group or the elementary age group in accordance with the Montessori philosophy.
5. Interpret student and classroom observable data to administrators, parents, and the community.

PROGRAM OUTLINE

Required courses are identified; elective courses are chosen by the student with advisor approval.

Core Courses (12 s.h.)

EDM	600*	Introduction to Montessori Education
EDU	601	Methodology of Research
EDM	603	Montessori and Child Development
EDM	649	Management for Montessori Teachers

*Waived for students with previous Montessori training.

Specialization in Early Childhood Education (40 s.h.)

Required Courses (25 s.h.)

EDU	567	Foundations of Reading Instruction
EDU	593	Child Study Skills (PreK/3)
EDM	601	Montessori Methods and Materials I
EDM	602	Montessori Methods and Materials II
EDM	607	Humanities in the Montessori Early Childhood Classroom
EDM	626	Sciences in the Montessori Early Childhood Classroom
EDM	656	Practicum I
EDM	657	Practicum II

Electives (3 s.h.)

ECT	505	Introduction to Computers/Technologies in Education
EDU	509	Multicultural Primary Education (PreK/3)
EDU	515	Guiding Primary Learning (PreK/3)
EDU	548	Literature for Young Children
EDU	570	Introduction to Exceptional Children

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 is 42 to 46-semester hour programs beyond the master's degree. They are designed for educators who have completed a master's degree in any field in education. Two fields of specialization are available: early childhood (PreK/3)

education and elementary education. Specific courses have been incorporated to deepen and broaden the student's educational perspective and to prepare the practitioner to conduct a higher level of research beyond the master's level.

The program meets certification requirements prescribed by the American Montessori Society (AMS) and the Montessori Accreditation Council for Teacher Education (MACTE). Two semesters of practicum are required. Each practicum consists of supervised student teaching and a written practicum project report.

The programs include 39 semester hours of required courses and 6 semester hours of elective courses. Students in the early childhood (PreK/3) option are required to take EDM 641, Montessori Elementary Curriculum, which gives an overview of the elementary curriculum. Students in the elementary option 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 PreK/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. A student may obtain an M.S. degree in PreK/Primary Education as follows:

1. Certificate Master's Option with ESOL endorsement (51 credits).
2. Non-certificate Master's Option for students who wish to develop highly accomplished teaching practices (33 credits). An endorsement for gifted ESE may also be obtained in this option for teachers holding state certification.
3. Non-certificate Master's Option for students with an undergraduate degree working in the field of Early Childhood and who wish to develop leadership and administrative skills (33 credits).

Master of Science in PreK/Primary Education

NON-CERTIFIABLE PROGRAM

The Master of Science degree in PreK/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 PreK/Primary education and have aspirations for being a lead teacher, or for persons with experience teaching PreK/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; and
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:

ECT	505	Introduction to Computers/Technologies in Education
EDU	515	Guiding PreK/Primary Learning
EDU	536	Strategies for PreK/Primary Instruction
EDU	572	Early Childhood Programs and Practices
EDU	601	Methodology of Research (required)

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

Option I: Highly Accomplished Teaching Practices

EDU	539	Early Childhood Programs, Curriculum and Instruction
EDU	544	Problem Solving in PreK/Primary Mathematics
EDU	547	Explorations and Investigations in PreK/Primary Science
EDU	548	Literature for Young Children
EDU	607	Beginning Reading for the Primary Years
EDU	625P	Psychological Foundations of Education (PreK/3)
HRD	646	Dynamics of Change and Planning
TSL	509	Cross Cultural Communication and Understanding

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

Option II: Supervising and Administering In Early Childhood Settings

EDU	534	Child-Home Study Education
EDU	623P	School and Community Relations (PreK/3)
EDU	632	Administration of Early Childhood Programs
ESE	655	Issues in Educating the Preschool Special Education 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 PreK/Primary Curriculum and Instruction
EDU	609	Advanced Practicum in PreK/Primary Curriculum and Instruction

Note: Courses accepted in lieu of any of the above must be approved by the advisor.

ADDITIONAL GRADUATION REQUIREMENTS

- Evaluation forms for Practicum EDU 608 and EDU 609 must be filed with the advisor.
- Students must pass a comprehensive examination.
- Students must pass all components of the FTCE.
- Students must demonstrate competency with the Florida Accomplished Practices

PreK/Primary Education/ESOL Program

INITIAL CERTIFICATION

This program option is designed for students who have completed a bachelor's degree in a major outside of the education field and now want initial PreK/Primary education certification with infused English for Speakers of Other Languages (ESOL) Endorsement. The program requires completion of 51 credits. All candidates must pass the CLAST (College Level Aptitude Skills Test), or equivalent, or the PPST (Preprofessional Skills Test), as part of the requirements for full admission into the Program.

EDU	515	Guiding PreK/Primary Learning
EDU	535P	Early Childhood Language Arts
EDU	536	Strategies for PreK/Primary Instruction
EDU	543	Research and Current Trends in PreK/Primary Health Education
EDU	544	Problem Solving in PreK/Primary Mathematics
EDU	547	Explorations and Investigations in PreK/Primary Science
EDU	548	Literature for Young Children
EDU	570P	Introduction to Children with Exceptionalities (PreK/3)
EDU	584	Reading Diagnosis
EDU	593	Child Study Skills
EDU	599P	Teaching Internship (PreK/3)
EDU	601	Methodology of Research
EDU	607	Beginning Reading for the Primary Years
EDU	625P	Psychological Foundations of Education (PreK/3)
TSL	506	Applied Linguistics
TSL	509	Cross Cultural Communication and Understanding

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.

ADDITIONAL GRADUATION REQUIREMENTS

- Students must pass a comprehensive examination.
- Students must pass all components of the FTCE examination.

- Students must demonstrate competency with the Florida Accomplished Practices.

PROFESSIONAL DEVELOPMENT COURSES FOR STUDENTS WITH AN ELEMENTARY EDUCATION DEGREE

- Two courses for the Kindergarten certificate are offered:

EDU	571	Psycho-Social Foundations in Early Childhood Education
EDU	572	Early Childhood Programs and Practices (PRE-K/3)
- Five Courses are available for the add-on PreKindergarten endorsement. See advisor for Master's level or Specialist level courses.

READING PROGRAMS

Master of Science in Reading

The Master of Science Degree (M.S.) in Reading is a 33-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 to help all students become lifelong readers. The Reading program is approved by the Florida State Department of Education and leads to Florida certification in Reading K-12. It is a state approved program requiring a teacher's certificate prior to full admission. Graduates will have acquired the ability to:

1. apply knowledge gained and strategies learned to classroom teaching and to literacy instruction.
2. demonstrate skill in teaching appropriate strategies for successful learning and reading.
3. integrate reading skills, strategies and concepts into the entire curriculum.
4. plan, develop, and implement literacy programs in the school and community.

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 (6 s.h.)

EDU	554	Literature for the Elementary Classroom
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.

SPECIAL GRADUATION REQUIREMENTS

- Students must have completed a course in children's or adolescent literature (undergraduate or graduate), a course in classroom management and a course in human growth and development.
- The reading subject area test of the Florida Teacher Certification Examination (FTCE) must be passed prior to the student's graduation unless the student is already certified in reading.
- Students must demonstrate competency in each of the 12 Accomplished Practices and submit an Accomplished Practices Portfolio.
- Students must pass the comprehensive examination

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.

SPECIAL GRADUATION REQUIREMENTS

- Students must have completed a course in children's or adolescent literature (undergraduate or graduate), a course in classroom management and a course in human growth and development. The reading subject area test of the Florida Teacher Certification Examination (FTCE) must be passed prior to the student's graduation unless the student is already certified in reading.
- Students may demonstrate competency in each of the 12 Accomplished Practices and submit an Accomplished Practices Portfolio.

DOCTORAL PROGRAMS

DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION; DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

STATEMENT OF CULTURAL VALUES

The Doctoral 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 judgment 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.

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 five years preceding application. The intraquartile range of GRE scores of successful applicants over five recent years is 1220-1560. [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 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 Ed.D. or Ph.D. degree from a Barry University specialist degree program.

DEGREE REQUIREMENTS

The doctoral degree requires that students complete a minimum of 54 post-master's credits which are acceptable to the faculty advisor and the Doctoral Review Council.

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 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 (8) calendar years beginning with the date the student first registers as a student for the doctoral program.

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.

DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION

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

The doctoral program requires completion of a minimum of 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.

The Ph.D. in Leadership and Education requires that students complete a minimum of 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	6 credits
TOTAL	54 credits

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. Students in the leadership specialization focus on policy development, human resources development, program planning and evaluation, and leadership theory. 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 field of education, specifically the community college system or university, as well as in government agencies, or organizations that are closely related to the higher education terrain. This specialization prepares candidates to positively contribute to areas such as research, policy development, law, history of education, and the teaching/learning process. Through a diversified curriculum, candidates will be exposed to leadership theories, dynamics of change, and the integration of a cybernetics framework and be prepared to work toward a research platform and teaching agenda that complement the higher education context.

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.

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.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Doctor of Education (Ed.D.) degree in Educational Leadership prepares women and men working in all levels of the educational enterprise to apply leading-edge research, leadership principles and technology to improve education, and ultimately, student learning in schools.

The doctoral program requires completion of a minimum of 54 credits beyond the masters' degree. The credit distribution is as follows:

Leadership Core	27 credits
Area of Specialization Core	12 credits
Research	9 credits
Dissertation	6 credits
TOTAL	54 credits

For those seeking Florida state certification in Educational Leadership, a modified core option may be completed. 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 Ed.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.

Following completion of the Ed.D. DEGREE in EDUCATIONAL LEADERSHIP graduates will have acquired the ability to:

1. master a comprehensive body of knowledge related to the subject matter field of educational leadership, including the 19 Florida Principal Competencies and the Florida Educational Leadership Exam competencies.
2. demonstrate knowledge and competence in utilizing analytical skills of disciplined inquiry and the leadership skills of disciplined inquiry and the leadership skills associated with the leadership and management of schools.
3. delineate a code of professional ethics and demonstrate knowledge and application of technologies used in administration, leadership, and teaching-learning.
4. demonstrate knowledge of policy and practice through the conduct of systematic inquiry in a defined arena of educational leadership, the development of research strategy based upon a clear understanding of current practice and professional standards, and the application of cultural and contextual variables to the unique institutional setting the inquiry is to occur.

Doctoral 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 Legal Issues in Leadership (3)

Explores the issues of 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.

720 History of Education (3)

This course provides a holistic approach and comprehensive "map" of education – from its rudimentary elements in the Fertile Crescent, to medieval societies, to the cybernetics revolution of our present day. Emphasis is given to the historiography of education in several contexts.

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.

730 Sociology of Education (3)

This course examines the school and university systems as well as other educational organizations, from a social and cultural perspective. Issues related to social, economic, and demographic changes are emphasized.

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. 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.

739 Ethical Issues in Leadership

This course provides ethical frameworks and components in leadership experiences in both education systems and public service organizations. It provides opportunities to interpret, apply, and evaluate theoretical frameworks, resources for choices, and impacts of decisions.

745 Organizational Change (3)

Explores organizational theories and development from a leadership perspective with a focus on change within organizations, groups, and individuals.

760 The Reflective Leader: Vision and Strategies (3)

This course is designed to promote and enrich a student's personal and professional quest to integrate being reflective and being an educational leader. It seeks to inspire and guide a journey of discovery into the application of reflective practice in the leadership of educational institutions. A dialogue based on the contemporary situation and issues in education will yield deepened understandings of leadership theories and applications, organizational climate and real life in various educational arenas. This dialogue will provide a framework for students to formulate a personal vision and to generate practical strategies for actualizing his vision in education and re-establishing healthy and successful workplaces.

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 (1-3)

Enrollment is required each fall and spring semester after the completion of ADL 798 and 799 until the dissertation is successfully defended. Prerequisite: ADL 799. CR/NC only.

**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. Critically examines the existing research base in relationship to effective change processes in counseling, and marital, couple and family counseling and therapy.

735 Advanced Consultation in Counseling (3)

This course will examine the theories and processes that influence human and organizational development through consultation in counseling and human service settings. The phases of the consultation process, including: entry, collaborative diagnosis, process and implementation, and disengagement will be studied in depth.

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.

761 Advanced Multicultural Issues in Counseling (3)

This advanced course will expose the student to the current theories and research for counseling culturally different clients. Exploration of cultural biases in the existing theories and current research is encouraged throughout this experience. Students will actively participate in experiential approaches designed to develop a higher skill base when working and treating individuals from different cultural/ethnic backgrounds. This course is designed to maximize their effectiveness through the identification of differences and similarities of multicultural populations. Prerequisite: CSL 629.

763 Advanced Family Systems Theory (3)

The focus of this course will be on the advanced systemic principles that overarch marital and couples counseling. This advanced focus will build on principles of cybernetic/systemic and narrative/postmodern approaches, systemic thinking and cultural issues and will investigate in depth the application of these principles to marital and couples counseling. Included in this course will be in-depth analysis and study of General Systems Theory, comparison between modernist traditional systemic approaches and newer postmodern therapies and the rationale for their application in working with couples/families. In addition, current topics of chaos theory, catastrophe theory, linear and nonlinear systems, emergence in systems and self-organization will be covered. Prerequisites: CSL 687 Marriage and Family Systems, CSL 729 Counseling for Change.

765 Advanced Professional Issues in Counseling (3)

This course will involve exploration into the central professional, legal and ethical issues surrounding contemporary counseling including marriage and family therapy. The importance of advocacy for the counseling profession including client advocacy for diverse

populations such as gay men and lesbians, people of color, people with disabilities, and women will be analyzed. Broader counseling issues including guild issues and how to use the legislative process to better serve clients will be investigated. Ethical ways to foster a professional identity in counseling students and supervisees including encouraging them to be active in professional counseling organizations will be considered. The importance and the process of obtaining and maintaining CACREP accreditation will be explored and evaluated. Prerequisite: CSL 600

767 Advanced Clinical Family Therapy (3)

This course will address the development of advanced level skills and techniques in the practice of family counseling/therapy. Multiple systemic models for practice in a complex, multi-cultural society will be explored. Diverse and emerging contexts for clinical practice will be studied. These contexts include home, school and community-based settings, detention facilities, and health-care settings. Models and techniques from both the modernist and postmodernist traditions will be studied. Prerequisites: CSL 680 Family Therapy, CLS 687 Marriage and Family Systems, CSL 688 Marital Therapy, CSL 689 Issues in Marriage and Family or the equivalent with permission from advisor.

768 Advanced Appraisal Techniques (3)

The course meetings will consist of a 2-hour classroom meeting per week with a 1-hour lab meeting per week. This course will provide a synthesis of comprehensive case data and report writing in educational, vocational and general counseling. Commonly used assessment instruments/procedures, measurement and statistical concepts, test interpretation and report writing will be addressed. These clinical appraisal techniques will be addressed from the traditional wellness and strength-based Counseling point of view. Clinical assessment will be approached from an overarching ecological framework, recognizing contextual variables in testing, interpretation, report writing and treatment planning. Prerequisite: EDU 621.

784 Counseling Supervision (3)

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 Program, and provide leadership in planning and administering Counseling Program. 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.

Dissertation

796 Dissertation Seminar (3)

Assesses researchable questions in counseling, resulting in a dissertation proposal. Prerequisite: Successful completion of coursework and doctoral comprehensive examination.

797 Dissertation (3)

Culminates the research of the doctoral program, methods of inquiry must be appropriate to the problem being investigated. Prerequisite: CSL 796.

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)

Requires completion of 600 hours of field experience in a counseling setting that provides significant opportunities to do marital, couple, and family counseling/therapy. 300 hours must consist of direct clinical contact with clients. 180 hours must include marital, couple, and family counseling/therapy with the following categories of cases: Unmarried dyads, married couples, separating and divorcing couples, and family groups, including children. Students must receive one hour of clinical supervision for every 15 hours of direct clinical contact. The remaining 300 hours of internship can consist of activities related to the practice of counseling, including case preparation and discussion, supervision, treatment planning and note-writing, treatment team meetings, etc. 30 of the related hours must include professional development activities, such as attendance at the American Counseling Association's Annual Conference. Students are expected to demonstrate an advanced level of knowledge and skills in the practice of counseling with special attention to the practice of couple, marital, and family counseling/therapy.

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).

Doctoral 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.

726 Educational Evaluation (3)

Examines program assessment and organizational outcomes with an emphasis on terminology, models, standards, practices, and common problems associated with evaluation.

730 Theories and the Use of Theories (3)

Engages students in learning experiences to examine the empirical and practical uses of theories as a means of effective leadership.

735 Advanced Curriculum Theory and Planning (3)

Examines curriculum designs to identify and determine an optimum set of educational objectives for students' settings, and the subject matter and advantageous learning experiences which best accomplish these objectives. Students will be required to identify ways they will evaluate the curriculum if the objectives are to be realized.

750 Leadership Exploration and Expression (3)

Explores leadership communications essentials - evaluating research articles, writing academic pieces including abstracts and literature reviews, and enhancing effective public speaking and presentation skills.

794 Practicum (3)

Links the administration and leadership core courses with practice. Students are required to demonstrate administrative leadership in a site selected through an agreement with the professor and under the guidance of a school site administrator and 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 familiar 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 community 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.

**Doctoral 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 I 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 practice implications. In depth analysis distinguishes this course from first qualitative course. Prerequisite: HSE 705.

707 Quantitative Methods of Inquiry (3)

Examines advanced competencies to conceptualize, design, execute, analyze, report and publish quantitative research that delivers new and useful knowledge. Balances its presentations of research theory and computer-based tools with applications to real world problems. Prerequisite: HSE 703.

708 Advanced Quantitative Inquiry (3)

Builds on principles of measurement, design and sampling presented in HSE 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. Emphasis on a variety of common statistical procedures, the assumptions underlying each, and the criteria for selecting them. Prerequisite: HSE 707.

712 Interdisciplinary Theory in the Human Sciences (3)

(Elective) A critique of prevalent theories utilized in the human sciences and their implications for practice and inquiry.

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

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—
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 respon-

sibilities 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 functioning.

691 Personality Theories (3)

Surveys various cognitive, psychodynamic, behavioral, humanistic, existential, and family systems theories of personality development and change. Focuses on critical analysis of theoretical models of personality, development of one's own model of change, and exploration of individual differences in behavior.

694 Counseling Practicum (3-6)

Requires 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— Educational Computing and Technology Program Prefix: ECT

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

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 edu-

cational 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. Prerequisites: ECT 604 and ECT 605.

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 Maintaining Instructional Technology Systems (3)

Covers the theory of systems control, processes, and operating 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. Prerequisite: 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 new methods of formative and summative evaluation of instructional systems and cost-analysis. This course gives prominence to formative evaluation which is at the heart of all instructional design, but is especially important in technology-based instruction. Prerequisite: 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.

662 Database Systems (3)

This introductory course provides a theoretical and conceptual overview of database applications. Students will analyze how database systems are utilized in K-12 and other learning organizations. In addition, students will gain practical experience by designing and developing a database system with a world wide web interface. Prerequisite: ECT 534.

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.

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.

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 approach to literacy development including listening, speaking, reading, creative writing, grammar, sentence analysis, the history of language and research skills.

607 Humanities in the Montessori Early Childhood Classroom (3)

Includes the teaching of the 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

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 PreK/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)

Provides knowledge, skills, and dispositions to effectively manage classrooms. Provides teachers with a repertoire of strategies, competencies, and attitudes necessary to effectively work with all aspects of classroom management. Includes legal issues pertaining to management, ethics and professional behavior, and school safety. ESOL strategies are infused. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

515 Guiding PreK/Primary Learning (3)

This course focuses on the elements of child guidance and classroom management skills incorporating cooperative learning strategies. An overview of philosophical orientations are reviewed in order to develop an understanding of the interrelations of school and community and the formulation of a workable school philosophy based on accepted standards. Issues of school safety, law and ethics are addressed within the content of appropriately, managing a classroom.

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 PreK/Primary Education (3)

Includes issues and practices to promote family and community involvement.

535 The Teaching of Language Arts (3)

This course 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.

535P Early Childhood Language Arts (3)

This course uses an interdisciplinary approach to the teaching of language arts. Methods for interrelating the language arts and social studies are studied and participation in a parent involvement project is required.

536 Strategies for PreK/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 PreK/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 PreK/Primary Mathematics (3)

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

547 Primary (PreK-3) Science & Social Studies (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)

Provides knowledge, skills, and dispositions to effectively establish mathematical foundations for students. Provides methods and instructional strategies for teaching elementary school mathematics. Examines NCTM Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to mathematical teaching and learning. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

552 Critical Thinking in Elementary School Science and Social Studies (3)

Provides knowledge, skills, and dispositions to effectively establish science and social studies foundations for students. Provides methods and instructional strategies for teaching elementary school science and social studies. Emphasis is on developing critical thinking skills in these areas and integrating content. Examines NSTA and NCSS Standards, the Florida

Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to science and social studies teaching and learning. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

554 Literature for the Elementary Classroom (3)

Addresses current trends and issues in children's literature for the elementary student. Focuses on literature genres and how to embed literature into the curriculum to support content areas and students with cultural and linguistic differences. Provides ways to develop positive dispositions towards reading and varied literature. Examines the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to language arts and reading. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

555 Integrating Fine Arts in the Elementary Classroom (3)

Philosophy, curriculum, and methods pertinent to the development of creative expression in music and the visual arts for students in grades K-6. This course approaches the actual classroom situation from the standpoint of the elementary teacher and provides practice in formulating aims, preparing lesson plans and materials, demonstrating processes, integration of multicultural perspectives and evaluating works in the fine arts. Field experiences are a required component. Course goals and objectives are specific to benchmarks and standards of the Florida Sunshine State Standards, Florida Subject Matter Content Standards, Florida Performance Standards for Teachers of ESOL, and National Elementary Education Standards (ACEI). Required for certification in grades K-6. Prerequisite: Admission to Graduate Elementary Education Program.

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)

Provides knowledge, skills, and dispositions to effectively establish social studies foundations for students. Provides methods and instructional strategies for teaching elementary school social studies. Emphasis is on unit development and integrating content. Examines NCSS Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to social studies teaching and learning. Field Experience required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

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 Children with Exceptionalities (3)

Presents an overview of the physical, mental, emotional, and social exceptionalities in children and their educational and social implications.

570P Introduction to Children with Exceptionalities (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 (PreK/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)

Provides knowledge, skills, and dispositions to effectively establish science foundations for students. Provides methods and instructional strategies for teaching elementary school science. Emphasize is on developing critical thinking skills and hands-on science methodology. Examines NSTA Standards, the Florida Sunshine State Standards, Subject Matter Content, and ESOL strategies as related to science teaching and learning. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

595 Advanced Curriculum and Assessment (3)

A PreK/Primary

B Elementary

C Middle School

D High School

Presents the basic principles of development, implementation, and assessment of students' work. Emphasis is given to the historical and philosophical development of assessment practices as applied to P-12 grades, the emergency of performance-based authentic assessments, and the issues involved in the importance, development, organization, evaluation,

and implementation of traditional and authentic assessments. Discusses how schools are assessed and rated based on FCAT and the relationship of the FCAT to the Florida Sunshine State Standards. Identifies appropriate ESOL assessment strategies. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher 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 a minimum of 10 weeks full-time school-site teaching experiences under the supervision of a certified teacher and University personnel. The student teacher will be required to synthesize and apply theory acquired in course work to realistic classroom situations. Prerequisites: FTCE; 3.00 GPA. A grade for this course is contingent upon passing both components of the FTCE Subject Matter and Professional Education exams.

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: 3.00 GPA; be eligible for Middle/Secondary Education temporary certification.

599P Teaching Internship (PreK/3) (6)

Provides the graduate intern PreK/3 teacher with a minimum of 10 weeks full-time school-site teaching experiences under the supervision of a certified teacher and University personnel. The student teacher will be required to synthesize and apply theory acquired in course work to realistic classroom situations. Prerequisites: FTCE; 3.00 GPA. A grade for this course is contingent upon passing both components of the FTCE Subject Matter and Professional Education exams.

599S Teaching Internship (ESE) (6)

Provides the graduate intern Exceptional Student Education teacher with school-site teaching experience under the supervision of a certified teacher and University personnel. Prerequisites: 3.00 GPA; must be eligible for K-12 Exceptional Student Education 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 PreK/
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 PreK/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 PreK/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 Action Research Practicum in Curriculum
and Instruction (3)**
B Elementary
C Middle School
D Secondary School

Advances the concepts, ideas, and learnings gained in curriculum and instruction. Serves as a capstone course which results in an applied action research project in classroom settings. Field Experience required. Prerequisite: Fully admitted to Barry University's Graduate programs and completion of EDU 601 Methodology of Research.

**606 Advanced Practicum in Curriculum and
Instruction (3)**
B Elementary
C Middle School
D Secondary School

Applies knowledge and skills about 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 PreK/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 PreK/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 PreK/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 PreK/3 school and community relations.

624 Instructional Design and Evaluation (3)

Surveys the field of curriculum theory and organizational frameworks for current practices in curriculum development and evaluation and exploration of curriculum revision and change.

625 Psychological Foundations of Education (3)

Surveys the principles of psychology as applied to educational settings. Examines human development, learning and motivation, diversity issues, including ESOL attributes, impacting teaching and learning strategies, and the learning environment. Field experiences required. Prerequisite: Applied to Barry University's Graduate programs or teacher certification.

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 historical, philosophical, and sociological underpinnings of education. Provides a framework that sets the foundation of educational thought by becoming familiar with the interrelations of schooling, community, and legal issues impacting American educational systems. The issues surrounding the education of children with cultural and linguistic differences are also highlighted. Field experiences required. Prerequisite: Applied to Barry University's Graduate programs or teacher certification.

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)

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 Educator: Vision and Strategies (3)

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.

658 Becoming An Accomplished Teacher

This course serves as an introduction towards understanding what accomplished teachers know and are able to do as generated by national and state directions through exposure to the National Board for Professional Teaching Standards (NBPTS) and Florida's Professional Accomplished Practices. The focus of the course familiarizes students with how to examine their own teaching practices and the influences they have on students learning. Performance based documentation, artifact selection, reflective writing, and technology are highlighted.

664 Educational Application of Cognitive Neuroscience (3)

Relates cognitive, social, moral, and psycho-social theories of human development to research findings in brain science. Assesses implications for teaching and learning during the PreK through early adult years. Identifies critical periods and windows of opportunity for specific types of learning with an emphasis on developmental stages, brain plasticity, and strategies for effective teacher/student interactions during the different developmental periods. Explains how learning changes the brain. Analyzes existing educational practices and explores ways to use brain research to reshape classroom teaching practices, enhance growth in cognitive and emotional intelligence, and more effectively promote intellectual, moral, and social development in students.

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.

676 School Personnel Administration

This course is designed to introduce students to the field of school personnel administration by providing an in-depth look at those topics the student will utilize within a school setting. This course encourages reflective thinking that will assist the student in making ethically sound decisions in the planning, recruitment, selection, retention, evaluation and termination processes within the school environment.

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. Supervised field experience.

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. Field activity.

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. Supervised field experience.

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. Supervised field experience.

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. Supervised field experience.

527 Classroom Management for Children with Emotional Handicaps (3)

Compares various classroom management techniques and specific situations within the 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. Supervised field experience.

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. Field activity.

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. Field activity.

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 PREK 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. Supervised field experience.

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. Field activity.

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.

630 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.

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 lim-

ited 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, teamwork, 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 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 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 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. Field experience is required.

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. Field Experience is required.

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 and Surgery)

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

Doreen C. Parkhurst, M.D., FACEP, Program Director, Physician Assistant Program

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

Faculty: Brill, Buchman, Culver, Evans, Feinman, Fien, Hays, Helopoulos, Johnson, Losito, Maynard, Merrill, Moore, Nelson, O'Connor, Parkhurst, Pemsingh, Prior, Sesodia, Shaw, Siegel, Smith, Southerland

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. The Master of Science in Anatomy program was added in 2000 as the School's first nonclinical degree curriculum. In addition to the noted programs, 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. Students also have the opportunity to earn Masters degrees in Biomedical Sciences and in Business Administration through cooperative efforts with the Schools of Natural and Health Sciences and Business, respectively.

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

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 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;
- 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 Medicine and Surgery Program. A student may be dismissed from the School of Graduate Medical Sciences for noncompliance with any of the technical standards noted below. 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 also 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 and Surgery 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?

D.P.M./M.B.A. Dual Degree Option

Academically qualified students entering the podiatric medical program may have the option of obtaining a dual Master of Business Administration (M.B.A.) degree from Barry University's D. Inez Andreas School of Business. If accepted into the dual degree program, and in addition to the podiatric medical curriculum, eligible students must complete 24 semester hours of required graduate business concentration courses and 6 hours of graduate medical science business electives to qualify for the general M.B.A. degree. The academic completion requirements for the M.B.A. degree are listed in the School of Business section of this catalog. Immediately upon acceptance to the podiatric medical program, students must indicate their interest in obtaining the dual degree. MBA candidates may have to take up to eighteen semester hours of prerequisite courses, depending on previous academic preparation, delivered in two three-week modules preceding the beginning of each of the first two academic years. A list of these 500-level courses, graded on a credit/no credit basis, can be found in the MBA section of this catalog, under "prerequisites." Transcripts will be assessed by the School of Business to determine which, if any, prerequisites need be taken.

Students wishing to be considered for this option must have a minimum undergraduate grade point average (GPA) of 3.25 on a 4.0 scale and must have earned a score of 400 or higher in the Graduate Management Admission Test (GMAT). If a student has attended multiple undergraduate institutions, the minimum 3.25 GPA applies to the last 30 semester hours or credits completed by the student. Applicants must complete their baccalaureate degree at a regionally accredited or internationally recognized institution in order to be admitted to the MBA program. An unofficial transcript will be accepted for admission, but applicants must present an official transcript indicating awarding of the undergraduate degree prior to the end of the initial semester. Registration for this option requires permission from the Dean.

The following is a representative sample of the prerequisite and core MBA courses that may be required, in addition to the podiatric medical curriculum, to complete the dual degree option:

Special Summer

Business Prerequisites
(if required) (up to 9 semester hours)

FIRST YEAR:

Fall

MBA 682 - Competitive Environment & Strategy Formulation (3)

Spring

MBA 617 - Technology & Information Systems (3)

SECOND YEAR:

Summer

MBA 660 - Managerial Accounting (3)

Special Summer

Business Prerequisites
(if required) (up to 9 semester hours)

Fall

MBA 621 - Managerial Finance (3)

Spring

MBA 681 - Economics for Strategic Decisions (3)

THIRD YEAR:

Summer

(No MBA Course)

Fall

MBA 646 - Marketing in a Dynamic Environment (3)

Spring

MBA 603 - International Business (3)

FOURTH YEAR:

Summer

(No MBA Course)

Fall

(No MBA Course)

Spring

MBA 683 - Leadership & Implementation (3)

In the podiatric medical curriculum, GMS 507 - Basic Research Methodology (3) and GMS 825 - Practice Management (3), will serve as electives to complete the program requirements.

The Deans of the Schools of Business and Graduate Medical Sciences will determine student eligibility to enroll for the additional degree. Podiatric medical students who fail to maintain a 3.0 GPA in either podiatric medicine or business courses and students who earn a "D" or "F" grade in any course will be dropped from the program. Under no circumstances will students on probation or in the five-year program be allowed to continue with the M.B.A. degree option. The Deans' decision to remove a student from the dual degree program may not be contested by the student.

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). The Admissions Committee may, at its discretion, consider scores from the Graduate Record Examination (GRE)

or other standardized graduate level admissions tests, although the MCAT is preferred.

Foreign students must submit scores of the Test of English as a Foreign Language (TOEFL). Generally, a minimum TOEFL score of 600 is required for admission.

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 and Surgery 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 a student's 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 or Associate Academic 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 or Associate Academic 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." Students withdrawing from Gross Anatomy (GMS 590) will not be permitted to continue in subsequent semesters until Gross Anatomy is satisfactorily completed. 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 Office of the Registrar. 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 Office of the Registrar 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 or Associate Academic 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 or Associate Academic 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 Office of the Registrar. The Office of the Registrar 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.

Student Health

Every student must secure and retain health insurance coverage at all times while registered in the School of Graduate Medical Sciences. Prior to entry into Third Year courses, every student must provide to Student Health Services proof of:

- Physical examination (statement of good health)
- Measles, mumps, and rubella (MMR) vaccination and booster (or adequate titer)
- Tetanus, pertussis, and diphtheria vaccination and a tetanus/diphtheria booster within the past 10 years
- Hepatitis B vaccination series or waiver
- Varicella immunity (chickenpox) by titer, or evidence of vaccination
- PPD screening for tuberculosis (or chest x-ray if PPD positive)
- Proof of health insurance coverage effective in the state of Florida

Each student must update their PPD status every 12 months, or more frequently if required by a clinical site to which the student is assigned. Students should maintain a personal pocket file of current immunization status and CPR certification that may be easily accessed, if requested while participating in hospital ward visits and/or clinical rotations.

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

Promotion of academic integrity and ethical professional behavior are among the goals of the School of Graduate Medical Sciences. Cheating or plagiarism will not be tolerated within the School of Graduate Medical Sciences. A student who gives or receives information or assistance during a testing session or examination will automatically fail and earn 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)

Advanced Standing

Candidates for advanced standing may transfer to the SGMS from another school of podiatric medicine after the first or second year of study. Legitimate candidates must be in good academic standing in the previously attended school of podiatric medicine with a cumulative grade point average of at least 3.00 with no failing grades, except when the course has been successfully repeated. An application, appropriate academic records (official undergraduate and graduate transcripts, MCAT scores) and a letter from the Academic Dean and/or Dean of Student Affairs must be provided. Based on the candidate's qualifications, the SGMS Admissions Committee may require additional credentials. Junior and Senior year courses must be completed in SGMS.

Students who have completed graduate-level courses in institutions of other health professions (for example allopathic or osteopathic medical schools) and/or in accredited graduate programs may obtain credit for courses in the Podiatric Medicine and

Surgery Program by two mechanisms: by transfer and by examination. All requests for advanced standing must be made through the Associate Academic Dean and must be supported by course syllabi and official transcripts of grades. Such requests must be made in the first two weeks of the first semester of study in SGMS or, for first year, first semester courses, prior to the start of classes. Junior and Senior year courses must be completed in SGMS.

Students who have taken courses outside of the SGMS Podiatric Medicine and Surgery Program may qualify for credit in the analogous SGMS course. However, curricula, course requirements, and grading policies may vary greatly among courses taught by different instructors in different departments or different institutions. As a result, a passing grade in a course completed in another department or at another institution does not automatically entitle the student to receive credit for the same subject in the SGMS.

To obtain transfer credit in place of successfully completing a SGMS course, a student must:

- submit a request for transfer credit in writing to the Associate Academic Dean and
- document that he/she obtained a grade of B or higher in an equivalent course. The Associate Academic Dean will consult with the relevant course instructor(s) to determine the equivalence of the completed course based on syllabi and other resources (for example, information obtained from the instructor or department).

To obtain credit by challenge in a SGMS course, a student must:

- submit a request for credit by challenge in writing to the Associate Academic Dean;
- document that he/she obtained a grade of C or higher in an equivalent course. The Associate Academic Dean will consult with the relevant course instructor(s) to determine the equivalence of the completed course based on syllabi and other resources (for example, information obtained from the instructor or department); and
- successfully complete a comprehensive examination administered by the instructor of the SGMS course. Comprehensive exams must be completed by the student no later than the end of the first week of the semester in which the course in question is taught.

Students who take the comprehensive examination and obtain a score of 80.00% or higher will receive the full credit for the course. A grade of “CR” will be registered on the student record.

A student who completes the comprehensive examination with a grade of less than 80.00% must take the SGMS course in its entirety and fulfill all requirements for completion of that course.

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 or Associate Academic Dean. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Dean or Associate Academic 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.

GRADING SCALE AND EXAMINATION POLICY

The official grading policy of SGMS (exclusive of clinical rotations/externships) is as follows:

A	90%-100%
B	80%- 89.99%
C	70%- 79.99%
D	66%- 69.99%
F	below 66%

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

A grade of credit (CR) or no credit (NC) may be assigned to a course if specified in the course syllabus and approved by the Dean or Associate Academic Dean. In such cases, the requirements for achieving a CR grade will be stated in the syllabus.

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 in the course syllabus 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.; these requirements, however, must be specified in the course syllabus.

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 an 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 when two unresolved D grades already exist on his/her transcript from previous semesters.

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 for readmission until one year has lapsed. The Office of the Registrar must have the approval of the Dean of the SGMS 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 during the course of their podiatric medical studies 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 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. 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 greater.
- 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) been an active participant in and/or have been present at a minimum of one Grand Round during the fourth year. **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 APPEALS AND GRIEVANCE

Students have the right to appeal any grade which they feel was inappropriately assigned. Students will be allowed a maximum of 10 business days after the grade for a quiz or examination is made available to challenge that grade with the course instructor, unless otherwise specified in the course syllabus. If informal discussions with the faculty member do not resolve the appeal, the student must present, within 15 business days of receipt of the grade in question, an appeal in writing to the Associate Academic Dean of SGMS, who will respond within 5 business days. If the response of the Associate Academic Dean does not satisfy the student, the student may appeal in writing, within 2 business days of receipt of the Associate Academic Dean's response, to the Dean of SGMS. The Dean will respond within 5 business days of receipt of the appeal. The decision of the Dean regarding the appeal is final. Students who do not challenge or appeal a particular grade within the appropriate time periods as described waive all future rights to appeal/challenge of that grade. 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, 175 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 or Associate Academic 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	507	Basic Research Methodology	2
GMS	525	Introduction to Podiatric Medicine	2
GMS	527	Biochemistry I	3
GMS	550	Histology and Cell Biology w/lab	5
GMS	590	Gross Anatomy w/lab	6

Spring

GMS	528	Biochemistry II/Nutrition	3
GMS	547	Neuroanatomy w/lab	3
GMS	549	Medical Psychiatry	1
GMS	553	Biomedical Ethics	1
GMS	595A	Physiology I	4
GMS	625	Applied Lower Extremity Anatomy w/lab	4

SECOND YEAR

semester
hours

Summer

GMS	557	Conceptual Lower Extremity Anatomy	3
GMS	595B	Physiology w/lab	2
GMS	610	Clinical Neurology	2
GMS	623	Medical Microbiology I	2
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 w/lab	4
GMS	620	Medical Pharmacology	3
GMS	624	Medical Microbiology II w/lab	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	2
GMS	634L	Podiatric Medicine II Lab	1
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	711L	Radiology Lab	1
GMS	712	Clinical Orientation and Skills Workshop	1
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	3

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
GMS	722	Cadaver Surgery Lab	1

FOURTH YEAR

semester
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	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

* Elective

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.)

Doreen C. Parkhurst, M.D., FACEP, Program and Medical Director

Charles Culver, M.D., Ph.D., Associate Program Director and Director of Didactic Studies

Keith Moore, PA-C, J.D., Director of Clinical Education

Theresa Johnson, PA-C, M.S., Associate Program Administrator

Chris Helopoulos, PA-C, M.S., Associate Director of Clinical Education

Richard Fien, M.D., FACC, Assistant Professor, Physical Diagnosis

Jules R. Ross, M.D., Community Medical Liaison

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.

The Mission

The Barry University PA Program is dedicated to producing ethical, caring, and competent Physician Assistants. Barry University PA students will spend part of their training working in underserved and disadvantaged communities, with an emphasis on primary care. Another aim of the Program is to produce graduates who have sufficient knowledge of scientific research design and statistics to read and intelligently interpret the medical literature.

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 Objectives

To accomplish its purpose, and in keeping with the mission of Barry University, the Physician Assistant Program has established the following objectives:

- graduates will have a competent foundation and broad knowledge of basic medical science;
- graduates will be able to obtain an accurate patient database, integrate the information elicited, formulate treatment plans for common problems, and communicate effectively with patients, supervising physicians and other health care providers;
- graduates will have a sufficient knowledge of research design and statistics to be able to read, interpret, and comprehend the medical literature;
- within the constraints of the present health care system, graduates will be prepared to function morally, legally and ethically in fulfilling their role in assisting physicians with patient care;
- graduates will have experience in primary care settings and in medically underserved communities;
- technology will be used extensively to improve instruction, to develop faculty, student, and staff technological self-efficacy, to manage evaluation data, and to facilitate the administration of the program;
- graduates will have an understanding of the legal limitations of practice, the separate and common roles of medical, nursing, and other members of

the health care delivery community, and community factors that have an impact on the local, state and national population's health status;

- graduates will have heightened awareness of culturally sensitive issues in PA medical practice.

Educational Philosophy

The vast information available in medicine can never be mastered by any one person. However, it is each practitioner's responsibility to learn as much as possible each day in order to develop the widest fund of knowledge possible. The Program encourages its students to read and to learn as much as possible in a lifelong learning experience.

Course syllabi and lecture materials are meant to help the student obtain a broad overview of the identified topics. However, neither tests or examinations for licensure, nor the patients whom a student may see in a clinical rotation, can exhaustively cover the content of any given area in medicine. Therefore, it is incumbent upon the student to study beyond the syllabus and course materials and to develop intellectually to the highest capabilities possible.

Risks and Dangers of Medical Practice

Practicing medicine places a practitioner at greater risk than is normally encountered in the course of daily life. There is a risk of contagion of diseases such as tuberculosis, HIV/AIDS, hepatitis; there is a risk of death from these diseases.

There is a risk of being victimized by violent behavior since some patients behave in a violent fashion, particularly when they are under the influence of substances, or suffer from psychotic disease or delirium.

Practicing medicine requires a devotion to humanity, a vocation to serve all people in need, a humility to endure insult, attack and risk, a conscientious effort to avoid risk and confrontation and a selflessness which is not often asked of people in most other professions.

The PA Program offers its students an awareness of methods of universal precautions, of avoiding contagion, and of avoiding harm in cases of violent behavior. However, the student must realize that some risk is inherent in the practice of medicine and cannot be predicted and, on rare occasions, cannot be prevented.

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 professional skills, attitudes, and behavior. The faculty recognizes its responsibility to society to matriculate and graduate the best possible Physician Assistant. Thus, admission to the Physician Assistant Program is offered to those who present the highest qualifications for successful completion of Physician Assistant studies. The technical standards presented below are prerequisite for admission, continued enrollment, and graduation from the Barry University School of Graduate Medical Sciences (SGMS). All courses in the Physician Assistant Program curriculum are required. Students in the PA program have the option of selecting either Medical Spanish or Medical Creole as their required language course.

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 another person'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 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 also 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 (with the exception of Medical Spanish, which is conducted in English and Spanish and Medical Creole, which is conducted in English and Creole). Adequate communication skills in the English language are therefore requisite.

Motor Coordination or Function

Candidates should have sufficient motor function to elicit information from patients through palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be capable of learning to perform 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

Empathy, integrity, concerns for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and educational processes. Candidates must possess the emotional maturity and mental health

required to utilize intellectual abilities, exercise good judgment, complete promptly all responsibilities attendant to the diagnosis and care of patients, and to develop appropriate, sensitive and effective therapeutic relationships with patients. Candidates must be able to tolerate physically taxing workloads and diverse clinical and social settings. They must be able to function effectively when stressed, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients.

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. Candidates will be evaluated not only by 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

The successful candidate for admission to the Physician Assistant Program, will have:

- a baccalaureate degree from an accredited college or university; it is highly recommended that the undergraduate grade point average, especially in science, be 3.0 or higher;
- completed two courses (six semester hours total) in general biology or zoology and at least six additional 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 general chemistry and three semester hours in either organic chemistry or biochemistry;
- taken the (GRE) Graduate Record Examination ; a combined verbal plus quantitative score of 1000 or more is highly recommended; the (MCAT) Medical College Admissions Tests may not be substituted for the GRE;
- submitted a complete dossier of official college transcripts and three letters or forms of evaluation or recommendation, preferably including one or two from academicians and one or two from clinicians or supervisors who have observed the applicant's work in a health-care setting.
- evidence of prior experience in health care.

A personal interview is required and extended only at the invitation of the Admissions Committee. The Committee strongly recommends that all documentation be complete prior to the interview.

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. Candidates are evaluated in the context of the applicant pool for the year in which

they seek to matriculate. Therefore, the admission process for the PA program is highly competitive. Individuals selected for admission must exhibit the necessary interpersonal skills, physical, psychological, and behavioral capacities to satisfactorily fulfill the rigorous requirements of the program.

APPLICATION PROCEDURE

All applicants to the Barry University Physician Assistant Program must apply through the Central Application Service for Physician Assistants (CASPA). Applicants may begin the application process by visiting the CASPA web site at www.caspaonline.org.

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 1-800-695-2279 (toll-free) or (305) 899-3130.

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 student's 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. Almost always, admission to any course depends upon the student having satisfactorily completed *all* courses given in the prior semester. Any student pre-registered for a course who fails prior-semester prerequisite courses 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 Office of the Registrar. 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 Office of the Registrar should this occur. At the request of the Business Office, official transcripts will not be released to a student (or requested institutions) if the student has an outstanding balance (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 or Associate Academic 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 or Associate Academic 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 Office of the Registrar. The Office of the Registrar 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.

Student Health

Each student must provide to Student Health Services by July 15th, prior to matriculation into the program and prior to participation in the fall pre-term physical diagnosis course, proof of:

- Physical examination (statement of good health)
- Basic cardiac life support certification
- MMR x2 (or adequate titer)
- Tetanus/diphtheria series and a booster within the past 10 years
- Hepatitis B vaccination series or waiver
- Varicella immunity (chickenpox) by titer, or evidence of receipt of immunization

PPD screening for tuberculosis (or chest x-ray if PPD positive)

Proof of health insurance coverage effective in the state of Florida

Each student must update their PPD status every 12 months, or more frequently if required by a clinical site to which the student is assigned. Students should maintain a personal pocket file of current immunization status and CPR certification that may be easily accessed, if requested while participating in hospital ward visits and/or clinical rotations.

Didactic Students

All didactic year students are strongly urged to own or have daily access to a computer. The program provides students with suggested specifications, which should include Internet access and daily e-mail service. The program plans to make all syllabi, course materials, evaluation forms and even testing available to students online. Students who do not wish to download and print the materials may obtain them at a nominal cost. Developing computer skills is critical to the success of students in the program and in practice.

Clinical Students

All clinical year students must have a hand held computer using the Palm Operating System, for which they will be given software programs enabling them to track their patients and procedures. The Program can provide students with the required specifications for the hand-held computer.

Student Work Policy

The PA Program is very demanding and requires student attendance many evenings during the didactic year as well as the potential for scheduling nights and weekends during clinical rotations. All attendance is mandatory. This would make it very difficult for a student to work while matriculating in the program. Outside employment is strongly discouraged but remains at the discretion of the student.

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 thereof) 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 administered in the evenings or on weekends due to space limitations.

Attendance at all clinical rotations and end of rotation activities is mandatory (see Clinical Rotations). No student will be permitted to arrive late or leave the clinical site without the permission of the clinical preceptor and/or clinical faculty. Requests for absences from a clinical rotation should be presented at least two weeks prior to the requested dates of the absence. It is the responsibility of the student to find someone willing to “cover” for him/her during the absence if the preceptor requests such coverage. Last minute requests are disfavored and 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 by the School of Graduate Medical Sciences. A student who gives or receives information or assistance during a testing session, examination, quiz, take-home quiz or assignment will automatically receive an F grade and 0% on the quiz, test or assignment. The same consequence will apply on any proven case of plagiarism. Further, the individual(s) will be referred to the Program Director for appropriate disciplinary action. Any student referred to the Program Director for substantiated 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.

Ethical Behavior and Honorable Conduct

Only the highest ethical and moral behavior should be evidenced by physicians and physician assistants. Behavior which is not of this caliber reflects poorly on the profession. Every student should aspire to the highest ethical standards daily. In the event there is an incident in which a student's integrity is questioned and is found lacking (such as breach of the dishonesty policy or patient confidentiality), the student will be re-evaluated for suitability in the PA profession and may be dismissed from the program.

Advanced Standing and Transfer Policy

Candidates for advanced standing may transfer to the SGMS from another Masters degree-granting physician assistant program. Legitimate candidates must be in good academic standing in the previously attended program with a cumulative grade point average of at least 3.00 with no failing grades, except when the course has been successfully repeated. An application, appropriate academic records (official undergraduate and graduate transcripts, GRE scores) and a letter from the Program Director must be provided. Based on the candidate's qualifications, the SGMS Physician Assistant Program Admissions Committee may reject or accept the application or require additional credentials. All PA Rotation courses must be completed in SGMS.

Students who have completed graduate-level courses in other institutions and/or in accredited graduate programs may obtain credit for courses in the Physician Assistant Program by two mechanisms: by transfer and by examination. All requests for advanced standing must be made through the Associate Academic Dean of SGMS and must be supported by course syllabi and official transcripts of grades. Such requests must be made in the first two weeks of the first semester of study in SGMS or, for first year, first semester courses, prior to the start of classes.

Students who have taken courses outside of the SGMS Physician Assistant Program may qualify for credit in the analogous SGMS course. However, curricula, course requirements, and grading policies may vary greatly among courses taught by different instructors in different departments or different institutions. As a result, a passing grade in a course completed in another department or at another institution does not automatically entitle the student to receive credit for the same subject in the SGMS.

To obtain transfer credit in place of successfully completing a SGMS course, a student must:

- submit a request for transfer credit in writing to the Associate Academic Dean and
- document that he/she obtained a grade of B or higher in an equivalent course. The Associate Academic Dean will consult first with the Physician Assistant Program Director [for Program approval] and then with the relevant course instructor(s) to determine the equivalence of the completed course based on syllabi and other resources (for example, information obtained from the instructor or department).

To obtain credit by challenge in a SGMS course, a student must:

- submit a request for credit by challenge in writing to the Associate Academic Dean;

- document that he/she obtained a grade of C or higher in an equivalent course. The Associate Academic Dean will consult first with the Physician Assistant Program Director [for Program approval] and then with the relevant course instructor(s) to determine the equivalence of the completed course based on syllabi and other resources (for example, information obtained from the instructor or department); and
- successfully complete a comprehensive examination administered by the instructor of the SGMS course. Comprehensive exams must be completed by the student no later than the end of the first week of the semester in which the course in question is taught.

Students who take the comprehensive examination and obtain a score of 80.00% or higher will receive the full credit for the course. A grade of “CR” will be registered on the student record.

A student who completes the comprehensive examination with a grade of less than 80.00% must take the SGMS course in its entirety and fulfill all requirements for completion of that course.

Financial Aid

Loan, scholarship and other financial aid information is available through the Office of Financial Aid. It is the student’s responsibility to seek out that information.

The PA Program awards the following scholarships:

The Dean’s Scholarship of \$2500 to students achieving the highest didactic year grade point averages;

The Dean’s Award is given at Convocation to the class valedictorian;

The President’s Award is given at Convocation in recognition of outstanding service, academic and clinical achievement;

The Catherine Margaret Parkhurst Memorial Scholarship of \$250 to assist a student who demonstrates compassion and sensitivity;

The Dr. Drew Feinerman Memorial Scholarship of \$1000 to a student who has demonstrated leadership capability and who is committed to community service;

The Carolyn Parkhurst Rosser Award of \$250 to a student who demonstrates strength of moral and ethical character; and,

The Edith M. Keppler Memorial Scholarship of \$500 to an outstanding student;

The Vernon A & Virginia M. Culver Memorial Scholarship of \$250 to excellence in research analysis;

The Emanuel Fien Memorial Scholarship for \$500 for outstanding performance in physical diagnosis;

The PA Program Scholarship Endowment is being established. When it reaches its threshold amount, it will begin to fund regular scholarships to PA students.

Academic Advisement

Every student matriculating into 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, which are:

1. to be aware of the educational objectives of the institution and meet them;
2. to comprehend the institutional criteria for evaluating student progress in all academic programs;
3. to fulfill the institutional standards for academic success and continuance in programs for graduation. Students should note that 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.

GRADING SCALE AND EXAMINATION POLICY

The official grading policy of the SGMS is as follows:

A	90%-100%
B	80%- 89.99%
C	70%- 79.99%
D	66%- 69.99%
F	65% 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 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 extension of a student's education beyond 29 months.

Probation will be rescinded 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 in the initial didactic (classroom) year, 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 Office of the Registrar 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 receive 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.

Alternate Course of Study

On occasion, it may be necessary for a student to follow an alternate track of study as a transition

between the didactic and clinical year. When this situation arises, the structure of an alternate course of study will be at the discretion of the Program Director upon recommendation by the program faculty.

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 and applied medical science courses, clinical rotations (inclusive of exit examinations), 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 and the university.
- 4) been recommended by the faculty to the Board of Trustees for graduation. This recommendation will be based upon the above criteria. In addition, there will be a written objective assessment by the program of the learner toward the end of their program. It will be a comprehensive review intended to document the learner's integration of the knowledge, skills and attitudes necessary for professional practice. The review will be compiled by the student's advisor, based upon didactic year transcript, clinical year evaluations, the student's performance on the program-based mock board review examination and the student's performance on the last End of Rotation testing of the physical exam.

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.

Note: Students who have satisfactorily completed all program requirements are eligible to sit for the Physician Assistant National Certifying Examination.

ACADEMIC APPEALS AND GRIEVANCE

Students have the right to appeal any grade which they believe was inappropriately assigned. Students will be allowed a maximum of 10 business days after the grade for a quiz or examination is made available to challenge that grade with the course instructor, unless otherwise specified in the course syllabus. If informal discussions with the faculty member do not resolve the appeal, the student must present, within 15 business days of receipt of the grade in question, an appeal in writing to the PA Program Didactic Director, who will respond within 5 business days.

If the response of the Didactic Director does not satisfy the student, the student may appeal within 2 business days of receipt of the Didactic Director's response to the PA Program Director, who in turn will respond within 5 business days. If the response of the Program Director does not satisfy the student, the student may appeal within 2 business days of receipt of the Program Director's response to the Associate Academic Dean of SGMS, who in turn will respond within 5 business days. If the response of the Associate Academic Dean does not satisfy the student, the student may appeal in writing, within 2 business days of receipt of the Associate Academic Dean's response, to the Dean of SGMS. The Dean will respond within 5 business days of receipt of the appeal. The decision of the Dean regarding the appeal is final. Students who do not challenge or appeal a particular grade within the appropriate time periods as described waive all future rights to appeal/challenge of that grade. Non-academic 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 29 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 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 120 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 29 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 Pre-Term

GMS	540	Introduction to Physical Exam	2
		Intercultural Communication Seminar (18 hours) and medical terminology will be incorporated into the Physical Diagnosis course in the pre-term or Fall semester (TBA)	

Fall

GMS	507P	Research Methodology	2
GMS	530A	The Physician Assistant Role in Modern Health Care I	1
GMS	585	Physiology/Neuroanatomy	4
GMS	580	Clinical Microbiology and Infectious Diseases	2
GMS	590P	Gross Anatomy	6
GMS	605C	Physical Diagnosis I	3
GMS	621A	Clinical Pharmacology	1

Service Learning Projects will be integrated into existing courses

Spring

GMS	535	Human Behavior and Psychiatry	3
GMS	552	Medical Spanish	
GMS	542	or Medical Creole**	2
GMS	602	Medical Pathophysiology I	6
GMS	605D	Physical Diagnosis II	4
GMS	621B	Clinical Pharmacology II	2
GMS	640P	Surgical Principles	2
GMS	701	Obstetrics/Gynecology/ Pediatrics/Geriatrics	3

Service Learning Projects will be integrated into existing courses

Summer

GMS	537	Public Health Issues: Health Promotion and Disease Prevention	1
GMS	554	Medical Spanish II	
GMS	544	or Medical Creole II**	2
GMS	603	Medical Pathophysiology II	3
GMS	649P	General Radiology	3
GMS	705B	Emergency & Traumatology I	2
GMS	727	Clinical Orientation (PA)	1
GMS	665	Independent Study*	1-3
GMS	530B	Physician Assistant Role in Modern Health Care II	1
GMS	605E	Physical Diagnosis III	3
GMS	621C	Clinical Pharmacology III	2

Service Learning Projects will be integrated into existing courses

- * An elective may be taken in any first year semester
- ** Students without fluency may select either Medical Creole or Medical Spanish as their required language course. In either case, students who register for part I of a language course must also register for part II of the same language course. Students already fluent in one language will be assigned to the other.

SECOND YEAR

There will be eight six-week rotations. Configuration of time spent in each TBA; areas of rotation include Emergency Medicine, Family Practice/Primary Care, Internal Medicine, Obstetrics/

Gynecology, Pediatrics, Psychiatry, Surgery, Orthopedics, and an Elective rotation.

Following each rotation there will be End of Rotation Exercises at Barry University.

Fall, Spring & Summer*		semester hours
GMS	740A PA Rotation I	6
GMS	741A PA Rotation II	6
GMS	742A PA Rotation III	6
GMS	743A PA Rotation IV	6
GMS	744A PA Rotation V	6
GMS	745A PA Rotation VI	6
GMS	746A PA Rotation VII	6
GMS	747A PA Rotation VIII	6

* Any student in the PA program who experiences a delay in progression in didactic education or clinical training should consult with the Director of Clinical Education. The structure and rotation course numbers for such students are set at the discretion of the Director of Clinical Education and the Program Director, and may be based on previously published information.

THIRD YEAR

semester hours

Fall

GMS	553A/B	Biomedical Ethics/Health Care Delivery	2
GMS	731	Clinical Epidemiology and Evidence-Based Medicine	1
GMS	806P	Library Research Paper	1
GMS	875P	Research	6
GMS	638	Thanatology	1
GMS	665	Independent Study 1-3*	

*An elective may be taken in the advanced didactic semester.

PA CLINICAL ROTATIONS

Participation in the clinical rotations is contingent upon successful completion of all the course work in the first year curriculum. Satisfactory completion is determined by a student's adherence to the academic policies and procedures and by academic good standing (all described in previous sections).

Treating patients in clinical settings is a privilege. Attendance is mandatory. For each occurrence of unexcused absence, the student's grade for that rotation will be reduced 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, in the absence of the Clinical Coordinator, the Director of Clinical Education or his/her designee. Four or more unexcused absences from any clinical rotation will result in failure

of that rotation. Depending on the circumstances, students may be required to make up part or all of the time lost on rotation due to absence. 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 consultation style jackets and tailored slacks, shirt and tie for men; white consultation style jackets and tailored slacks or skirts (knee length) and collared blouse for women. Appropriate footwear is required for all students (no open toe shoes or sandals).

Any student who is removed from a clinical or hospital rotation due to improper dress code, behavior, or other violation of the Clinical Year Manual may be placed on probation. Reoccurrence of the violation may result in remedial action by the Program Director, up to and including failure of the rotation necessitating repetition, delay in progression of training 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 evaluated.

At the completion of each clinical rotation, the student should demonstrate progression and increased capability in:

- a. eliciting and documenting an appropriate patient history;
- b. performing and documenting an appropriate physical examination;
- c. identifying, understanding and applying therapeutic regimens for disorders/diseases that are intrinsic to the area of clinical specialty;
- d. comprehending and applying the principles of peri-operative care (where pertinent);
- e. understanding and applying basic surgical techniques (where pertinent);
- f. recognizing complications related to medical procedures and applying therapeutic principles toward prevention and management of complications;
- g. the evaluation and management of problems in obstetrics, gynecology, pediatrics, and geriatrics, and applying the appropriate therapeutic regime;
- h. assessing the level of acuity of medical problems (primary, secondary and tertiary) and offering the appropriate therapeutic regime or referral;
- i. functioning in the team approach to health care and work within the physician assistant role in providing comprehensive, primary health care of the patient.

Curriculum Enhancement

The Barry University Physician Assistant Program received a grant award from HRSA Bureau of Health Professions for the "BU Cross-Cultural Primary Care PA Training Project" (2001-2004). The impact of the project will be to add service learning projects to the curriculum as well as additional course work in cultural diversity. New rotations are being developed in medically underserved communities and students will be given travel stipends for many of those rotations. The program will also develop a high level of computer literacy and sophistication as a result of the grant.

MASTER OF SCIENCE IN ANATOMY PROGRAM

MASTER OF SCIENCE (M.S.)

Chester A. Evans, D.P.M., F.A.C.A.S., Associate Vice President and Dean

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

Ramjeet S. Pemsingh, Chair, Basic Medical Sciences

THE PROGRAM

The Master of Science in Anatomy is a nonclinical, academic degree awarded through the School of Graduate Medical Sciences. The program of study includes both didactic course work and original research. It is expected that a student will expend a minimum of two academic years of study in a full-time capacity to complete this degree.

Purpose Statement

The purpose of the Master of Science in Anatomy is to provide students with a high quality education in an environment that is conducive to both teaching and research. Students are exposed to broad-based knowledge in the Anatomical Sciences. Graduates may elect to use their Master of Science degree as a terminal degree or continue their education at another institution. A Master of Science degree may be applied to careers such as teaching (in junior colleges or small four-year colleges) and research (research assistants).

Program Goals

To accomplish its purpose, the Master of Science in Anatomy Program will provide training so that students will be:

- knowledgeable in the anatomical sciences as a result of didactic course work and applied research.
- capable of filling a shortage of gross anatomists in the teaching profession.
- competent in modern research procedures using light, transmission and scanning electron microscopy as well as histochemistry, autoradiography and other state-of-the-art research techniques.
- prepared to function morally and ethically in the context of research and academic environments.

ADMISSION REQUIREMENTS

Admission is generally offered only to candidates deemed to possess a high potential for success in graduate medical academics and research. Students generally matriculate at the beginning of the Fall semester. Ideally, credentials should be received in the Office of Admissions by April 15 of the previous academic year.

In order to be considered for admission to the University, a first-time graduate student:

- must have a bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 or greater on a scale of 4.0 especially in the last two years of study.
- must take and achieve a combined score of 1000 or higher in the verbal and quantitative tests in the Graduate Record Examination (GRE).
- must have a background in the sciences, including upper-level courses in Biology, Chemistry, Physics, and Mathematics.
- must complete the Barry University Graduate Application form and provide a dossier of official college transcripts as well as a minimum of three letters of recommendation from faculty in the major department of the applicant's undergraduate studies. Applicants may submit an assessment form from the department head on behalf of the department in which the applicant has studied, or letters from employers or supervisors if the applicant has recently been employed in a scientific field.
- must participate in a personal interview which is arranged by invitation of the Admissions Committee.

Applicants whose native language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL). The minimum acceptable TOEFL score is 600. Applicants should make arrangements to take the test at least three to six months before the semester opening date.

APPLICATION PROCEDURE

The completed application form, letters of recommendation, official GRE test results, official transcripts from all undergraduate institutions attended, and official TOEFL results (if applicable) should be sent to:

Office of Admissions
Master of Science Program in Anatomy
Barry University
11300 N.E. 2nd Ave
Miami Shores, FL 33161

The admissions committee for the program will review all applications. Acceptable candidates will be invited to visit the campus for a personal interview. A formal letter of acceptance or rejection will be forwarded to the candidate within two weeks of the interview. Candidates will have four weeks to accept or decline the offer. If the offer is accepted, candidates will post a deposit of \$500.00 with their acceptance letter.

ADMINISTRATIVE POLICIES AND PROCEDURES

Registration

All students must complete the appropriate registration forms at the beginning of each semester. Students must consult with and obtain from their faculty advisors appropriate approval (i.e., signature) on the registration form BEFORE it is submitted to the Registrar and Student Account Services. Students who fail to complete registration requirements, including appropriate financial arrangements with Student Account Services, within 10 working days of the first day of each semester will NOT be permitted to attend classes or laboratories, nor will they be permitted to take examinations or participate in other School activities. The SGMS may notify scholarship programs, lenders, and all other appropriate parties should the student fail to register in a timely manner.

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 advisors and the Associate Academic Dean.

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 or Associate Academic 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." Students withdrawing from Gross Anatomy (GMS 590) will not be permitted to continue in subsequent semesters until Gross Anatomy is satisfactorily completed. Any student who fails a course will automatically be dropped from a subsequent course that requires the first as a prerequisite. A student who withdraws from a class after the withdrawal deadline will receive an F grade. Advisor's and Dean's approval and signature are required in any case.

Tuition Waivers/Assistantships

Each student accepted to this program will receive a tuition waiver. Those students who successfully complete the first didactic year will be offered stipends in their second year in return for services as graduate teaching assistants. In most circumstances, students will need two academic years at Barry University to complete the Master of Science in Anatomy degree.

Research Rotations/Research Techniques Seminar

Grades of credit, "CR", or no credit, "NC", will be recorded for the Research Rotations and Research Techniques Seminar courses. All "NC" grades must be resolved and replaced by "CR" for successful completion of the program, as specified in the Grading Policy.

Registration for Thesis Research

A student may enroll for a maximum of 3 credit hours of Thesis Research during the first semester in which research has begun. If the designated research is completed and approved by the student advisory committee in the semester registered, then the student will receive a credit, "CR, grade. If the research is not completed and approved by the advisory committee, then the student will receive an incomplete-in-progress, "IP", grade at the end of the semester. A "CR" grade will replace all "IP" designations only after: (1) the thesis is successfully defended by the student before the student's examination committee, (2) the committee approves the thesis and awards it a passing grade. Every effort will be made to design the student program so that it can be completed within two years. The student advisory committee will monitor progress.

Thesis

Three bound copies of the student's thesis must be prepared at the student's expense. Two copies of the

thesis will be placed in the Barry University Library and the remaining copy will be submitted to the Chair of Basic Medical Sciences for archiving in the School of Graduate Medical Sciences library.

Transfer Students

A minimum residency of two semesters at Barry University is required. A student applying for transfer to this program must have taken courses in a medical or osteopathic medical school. Only grades of "A" or "B" in graduate level courses which correlate to the Master of Science in Anatomy curriculum [500 level and higher] will be considered for transfer. In addition, coursework must have been completed within three calendar years of application. All original research must be done at Barry University.

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 to other institutions) if the students have outstanding balances (i.e., a "hold" will be placed on transcripts/grades).

Incomplete 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 that is deficient. The course instructor must inform the Dean or Associate Academic Dean in writing 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 or Associate Academic 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 grades and/or transcripts of a student who has an outstanding balance owed to the University, as indicated by the Office of Student Account Services. No grades and/or 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, laboratories, seminars, 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.

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. Individual(s)

suspected of cheating or plagiarism 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)

Advanced Standing

Candidates for advanced standing may transfer to the SGMS from another school of medicine. Students who were previously accepted into SGMS need not apply. Legitimate candidates must be in good academic standing in the previously attended school of medicine with a cumulative grade point average of at least 3.00 with no failing grades, except when the course has been successfully repeated. An application, appropriate academic records (official undergraduate and graduate transcripts, MCAT scores) and a letter from the Academic Dean and/or Dean of Student Affairs must be provided. Based on the candidate’s qualifications, the SGMS Admissions Committee may require additional credentials.

Students who have completed graduate-level courses in institutions of other health professions (for example, allopathic or osteopathic medical schools) may obtain credit for courses toward the Master of Science in Anatomy by two mechanisms: by transfer and by examination. All requests for advanced standing must be made through the Associate Academic Dean and must be supported by course syllabi and official transcripts of grades. Such requests must be made in the first two weeks of the first semester of study in SGMS or, for first year, first semester courses, prior to the start of classes. All thesis-related research courses must be completed in SGMS.

Students who have taken courses outside of the SGMS may qualify for credit in the analogous SGMS course. However, curricula, course requirements, and grading policies may vary greatly among courses taught by different instructors in different departments or different institutions. As a result, a passing grade in a course completed in another department or at another institution does not automatically entitle the student to receive credit for the same subject in the SGMS.

To obtain transfer credit in place of successfully completing a SGMS course, a student must:

- submit a request for transfer credit in writing to the Associate Academic Dean and
- document that he/she obtained a grade of B or higher in an equivalent course within the past three years. The Associate Academic Dean will consult with the relevant course instructor(s) to determine the equivalence of the completed

course based on syllabi and other resources (for example, information obtained from the instructor or department).

To obtain credit by challenge in a SGMS course, a student must:

- submit a request for credit by challenge in writing to the Associate Academic Dean;
- document that he/she obtained a grade of C or higher in an equivalent course. The Associate Academic Dean will consult with the relevant course instructor(s) to determine the equivalence of the completed course based on syllabi and other resources (for example, information obtained from the instructor or department); and
- successfully complete a comprehensive examination administered by the instructor of the SGMS course. Comprehensive exams must be completed by the student no later than the end of the first week of the semester in which the course in question is taught.

Students who take the comprehensive examination and obtain a score of 80.00% or higher will receive the full credit for the course. A grade of “CR” will be registered on the student record.

A student who completes the comprehensive examination with a grade of less than 80.00% must take the SGMS course in its entirety and fulfill all requirements for completion of that course.

Financial Aid

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

Academic Advising

The Dean or Associate Academic Dean assigns to every student matriculating at SGMS an academic advisor. Full-time faculty members assume academic advising responsibilities. Advising assignments may be changed by the Dean or Associate Academic Dean at the request of the student or faculty member. The responsibilities of SGMS students relevant to advisement 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.

Graduate Committees

Each student in the Master of Science in Anatomy Program will have an Advisory Committee and an Examination Committee.

The student’s Advisory Committee shall be made up of the student’s principal advisor and two other members whose research interests are compatible with that of the student. This committee shall meet with the student at least once per semester to monitor the student’s progress as well as to advise the student of courses to be taken and direction of the research. The student’s principal advisor shall file a progress report with the Chair of the Basic Medical Sciences following each meeting.

The Examination Committee shall be made up of the student’s Advisory Committee plus one additional member who is knowledgeable in the thesis topic. This person may be faculty in the Basic Medical Sciences, Clinical Medical Sciences, or may be from outside the School of Graduate Medical Sciences and Barry University. The Chair of Basic Medical Sciences or the designee of the Chair shall conduct the oral thesis defense examination.

GRADES AND GRADING POLICY

The following grades may be recorded for a course:

A	90% - 100%
B	80% - 89.99%
C	70% - 79.99%
F	below 70%
I	Incomplete (changes to F if work is not completed by the end of Wednesday of the first week of the next semester)
IP	In progress (for Master of Science Research Thesis course only)
CR	Credit (completes course requirements, no grade points)
NC	No credit (does not complete course requirements, no grade points)
W	Withdrew from course before the SGMS withdrawal deadline.

Satisfactory completion of all courses, including rotations, seminars, and thesis research is necessary for the student to graduate. Students must maintain a grade point average (GPA) of 3.00 or higher, with no more than 8 credits of “C” grades. Should a student achieve “C” grades in excess of 8 credits, a grade of

“F” or “NC” in any course, or achieve a cumulative GPA less than 3.00, the student’s Advisory Committee, course instructor(s), and the Associate Academic Dean will meet to determine if the student shall be permitted to continue in the program. Additionally, the student may submit a written appeal to the Associate Academic Dean at this time. If the student is permitted to continue, he/she will be required to repeat the course(s) and achieve a minimum grade of “B”. A grade of “C”, “F”, or “W” in a repeated course will result in immediate dismissal from the program. In all instances, the decision of the Associate Academic Dean is final. Students repeating a course in any of the circumstances cited above may be required to repeat all or part of the course at the discretion of the course instructor. Tuition waivers will not be offered for repeated courses.

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, attitude, professional behavior, examinations, quizzes, laboratory assignments, etc.

A test may be administered outside the scheduled examination time 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 an F grade being assigned to the examination.

Academic Good Standing

A student is considered to be in good standing academically when the student maintains a semester GPA of at least 2.00 and a cumulative GPA of at least 3.00, having no unresolved F grades, and having 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. Unsatisfactory resolution of an F grade or withdrawal from any course that is repeated will lead to automatic suspension from the University. Repeated courses will usually result in extending the length of a student’s education.

Academic Probation – Suspension

A student in the Master of Science in Anatomy 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.

Students not in good standing will be periodically reviewed by the student’s Advisory Committee to determine eligibility to remain in the program. The Associate Academic Dean of the SGMS may require a student on probation to register for a limited course load, resulting in extension of the student’s education.

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 grades.

A student in the Master of Science in Anatomy 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 grade in any semester, regardless of GPA.

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 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 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 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.

Graduation Requirements

To graduate, candidates for Master of Science in Anatomy degree must:

- satisfactorily complete the program of study;
- have attained a grade point average of 3.00 or higher on a 4.00 scale, with no more than eight (8) credits of C grades and no outstanding grades of “F”, “NC”, “I”, or “IP”;
- successfully prepare a thesis based on original research conducted at Barry University;
- satisfactorily complete an oral examination on the thesis research by the student’s examination

committee The committee may either accept the thesis as pass, reject the thesis as unsatisfactory (fail) or defer judgment on the thesis until further work is provided.

ACADEMIC APPEALS AND GRIEVANCE

Students have the right to appeal any grade which they feel was inappropriately assigned. Students will be allowed a maximum of 10 business days after the grade for a quiz or examination is made available to challenge that grade with the course instructor, unless otherwise specified in the course syllabus. If informal discussions with the faculty member do not resolve the appeal, the student must present, within 15 business days of receipt of the grade in question, an appeal in writing to the Associate Academic Dean of SGMS, who will respond within 5 business days. If the response of the Associate Academic Dean does not satisfy the student, the student may appeal in writing, within 2 business days of receipt of the Associate Academic Dean's response, to the Dean of SGMS. The Dean will respond within 5 business days of receipt of the appeal. The decision of the Dean regarding the appeal is final. Students who do not challenge or appeal a particular grade within the appropriate time periods as described waive all future rights to appeal/challenge of that grade. Nonacademic grievance and appeal procedures are outlined in the Barry University Student Handbook.

ACADEMIC CURRICULUM

A minimum of 45 credit hours must be completed before a student can be awarded the Master of Science in Anatomy degree. A research thesis (6 credits) must be completed and the remaining credits will be made up of course work in the Core Curriculum and Electives. All Core Curriculum courses must be completed during the first year of the program. Electives will be selected based on the Student's Advisory Committee recommendation. The curriculum is continuously reviewed and is therefore subject to change.

Core Curriculum

GMS	507X Basic Research	
	Methodology	2 credits
GMS	547X Neuroanatomy w/lab	3 credits
GMS	550X Histology and Cell Biology	
	w/lab	5 credits
GMS	553X Biomedical Ethics	1 credit
GMS	590X General Gross Anatomy	
	w/lab	6 credits
GMS	625X Lower Extremity Anatomy	
	w/lab	4 credits

GMS	642 Human Developmental	
	Anatomy	3 credits
GMS	654 Research Techniques	
	Seminar	1 credit per semester
GMS	616 Research	
	Rotations	1 credit per semester
GMS	674 Master of Science Thesis	
	Research	6 credits minimum

Electives

GMS	600X, 601X Pathology I w/lab,	
	Pathology II	4,2 credits
GMS	527X, 528X Biochemistry I,II	3,3 credits
GMS	620X Pharmacology	4 credits
GMS	595X, 595Y Physiology I,	
	Physiology II w/lab	4,2 credits
GMS	610X Clinical Neurology	2 credits
GMS	623X, 624X Medical Microbiology I,	
	Medical Microbiology II	
	w/lab	2,5 credits
GMS	697 Special Topics	1-3 credits

Sample Program of Study

First Year

Fall Term	credits
General Gross Anatomy w/lab	6
Histology and Cell Biology w/lab	5
Basic Research Methodology	2
Research Techniques Seminar	1
Research Rotations	1

Spring Term

Neuroanatomy w/lab	3
Lower Extremity Anatomy w/lab	4
Biomedical Ethics	1
Research Techniques Seminar	1
Research Rotations	1
Electives	4

Summer Term

Human Developmental Anatomy	3
Research Techniques Seminar	1
Electives	4
Thesis Research	3

Second Year

Fall Term

Research Techniques Seminar	1
Electives	7
Master of Science Thesis Research	3

Spring Term

Research Techniques Seminar	1
Electives	7
Master of Science Thesis Research	3

Summer Term

Research Techniques Seminar	1
Electives	2
Master of Science Thesis Research	3

School of Graduate Medical Sciences

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. (Podiatric Medicine Students)

507P 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. (Physician Assistant Students)

507X 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. (Anatomy Students)

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. (Podiatric Medicine Students)

527X 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. (Anatomy Students)

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. (Podiatric Medicine Students)

528X 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. (Anatomy Students)

530 The Physician Assistant Role in Modern Health Care (2)

Introduction to the role of Physician Assistants (PAs) in health care delivery. Examines the historical development of PAs as associates to family physicians and internists, as well as evolving PA roles as medical generalists, primary care health providers, and PA specialty and subspecialty practice. Distinguishes the shared and distinct roles of physicians, nurses and other members of the health care team. Various aspects of PA professional life, including legal, legislative, regulatory, prescriptive and reimbursement issues, are also addressed. Given in two semesters, fall and summer.

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 Public Health Issues: Health Promotion and Disease Prevention (1)

An introduction to public health issues of concern to the physician assistant, emphasizing the role of the PA as a health educator.

540, 605C, 605D, 605E Introduction to the Physical Exam and Physical Diagnosis I, II, III (2,3,4,3)

Introduction to and development of techniques in the common and basic components of physical and laboratory examinations, techniques of interviewing and history taking, and the care of the patient in all fields of medicine. Also includes EKG and laboratory medicine. Lecture and lab.

542, 544 Medical Creole, Medical Creole II (2,2)

Conversational Creole with an emphasis on its use in the clinical setting. Frequent role-playing exercises in which students interview “patients” about their medical symptoms and histories. No prerequisite knowledge of Creole required. Focus is also upon diversity and cultural issues.

547 Neuroanatomy w/lab (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. (Podiatric Medicine Students)

547X Neuroanatomy w/lab (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. (Anatomy Students)

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 and Cell Biology w/lab (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. (Podiatric Medicine Students)

550X Histology and Cell Biology w/lab (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. (Anatomy Students)

552, 554 Medical Spanish, Medical Spanish II (2,2)

Conversational Spanish with an emphasis on its use in the clinical setting. Frequent role-playing exercises in which students interview "patients" about their medical symptoms and histories. No prerequisite knowledge of Spanish required. Focus is also upon diversity and cultural issues.

553 Biomedical Ethics (1)

An introduction to bioethics relevant to podiatric medical practice: valid consent, confidentiality and privacy, issues in death and dying, and the podiatric code of ethics. (Podiatric Medicine Students)

553X Biomedical Ethics (1)

An introduction to bioethics relevant to podiatric medical practice: valid consent, confidentiality and privacy, issues in death and dying, and the podiatric code of ethics. (Anatomy Students)

553A/B Biomedical Ethics/Health Care Delivery (2)

Selected topics in bioethics relevant to Physician Assistant practice: valid consent, the definition of death, euthanasia and physician-assisted suicide, advance directives, neonatology, and an intensive examination of the PA code of ethics.

557, 625 Conceptual Lower Extremity Anatomy, Applied Lower Extremity Anatomy w/lab (4,3)

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 for GMS 625; GMS 625 for GMS 557.

580 Clinical Microbiology and Infectious Diseases (2)

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 (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 w/lab (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. (Podiatric Medicine Students)

590P Gross Anatomy w/lab (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. (Physician Assistant Students)

590X Gross Anatomy w/lab (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. (Anatomy Students)

595 A,B Physiology I, II w/lab (4,2)

Comprehensive study of systems physiology including musculoskeletal system, neuronal, endocrine, cardiovascular, respiratory, digestion, excretion, and

fluid/electrolyte balance. Lecture and lab. Prerequisites for GMS 595A: GMS 550 and GMS 527. Prerequisite or Corequisite for GMS 595B: GMS 547 and 528. GMS 595A is a prerequisite for GMS 595B. Same as BMS 595. (Podiatric Medicine Students)

595 X, Y Physiology I, II w/lab (4,2)

Comprehensive study of systems physiology including musculoskeletal system, neuronal, endocrine, cardiovascular, respiratory, digestion, excretion, and fluid/electrolyte balance. Lecture and lab. Prerequisites for GMS 595A: GMS 550 and GMS 527. Prerequisite or Corequisite for GMS 595B: GMS 547 and 528. GMS 595A is a prerequisite for GMS 595B. Same as BMS 595. (Anatomy Students)

600, 601 Pathology I w/lab, 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. (Podiatric Medicine Students)

600X, 601X Pathology I w/lab, 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. (Anatomy Students)

602 Medical Pathophysiology I (6)

Introduction to pathological processes in the human physiology. Topics include cardiovascular, pulmonary, neurological, and musculoskeletal pathophysiology. Diseases will be described in the context of deviations from the norm, and pathogenesis as well as clinical manifestations. Evaluation, treatment and prevention will be addressed.

603 Medical Pathophysiology II (3)

Continuation of topics in medical pathophysiology, including dermatology, rheumatology, gastroenterology, endocrinology, otolaryngology, nephrology, urology and gynecology. Prerequisites/corequisites: GMS 602 Medical Pathophysiology I.

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 and Surgery Program)

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. (Podiatric Medicine Students)

610X 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. (Anatomy)

616 Research Rotations (1 per semester)

Introduction to practical scientific research. Students are mentored in scientific method, techniques, and presentation of research findings by undertaking an aspect of the mentor's research project.

620 Pharmacology (3)

Course encompasses basic pharmacological principles and classes of drugs. Same as BMS 620. Prerequisites: GMS 527, 528, and 595. (Podiatric Medicine Students)

620X Pharmacology (3)

Course encompasses basic pharmacological principles and classes of drugs. Same as BMS 620. Prerequisites: GMS 527, 528, and 595. (Anatomy Students)

621 Clinical Pharmacology (5)

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 w/lab (2,5)

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. (Podiatric Medicine Students)

623X, 624X Medical Microbiology I, II w/lab (2,5)

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. (Anatomy Students)

625X Applied Lower Extremity Anatomy w/lab (4,3)

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 for GMS 625; GMS 625 for GMS 557. (Anatomy Students)

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 (2)

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.

634L Podiatric Medicine II Lab (1)

This course prepares students for the technical skills associated with medical and surgical podiatric care. The course is presented in a workshop format with a short lecture followed by practical demonstration and individual practice sessions to learn the particular skill. Sample technical skills include, but are not limited to, handling and use of instrumentation, injections, venipuncture, starting intravenous lines, suturing and hand ties, casting, and bandaging. Additionally,

podiatric palliative practices such as the nail procedures, removal of corns, calluses, padding and strapping are emphasized.

638 Thanatology (1)

Seminar course in end of life issues including resuscitation, living wills, DNRs, hospice.

640 Surgical Principles (2)

Introduces the student to the evaluation and management of 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 included. Prerequisite: GMS 590. (Podiatric Medicine Students)

640P Surgical Principles (2)

Introduces the student to the evaluation and management of 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 included. Prerequisite: GMS 590. (Physician Assistant Students)

642 Human Developmental Anatomy (3)

Introduces student to structural development of the human embryo. Lectures, discussions, and student presentations will be included. No laboratory. Prerequisites: GMS 550, GMS 590.

644 Dermatology (2)

Introduction to general dermatoses especially those affecting feet and lower extremities. Prerequisite: GMS 550.

649 General Radiology (3)

Radiation physics, image production, and safety are covered. Evaluation of radiographic changes as they relate to systemic and local pathology. Prerequisite: GMS 590. (Podiatric Medicine Students)

649P General Radiology (3)

Radiation physics, image production, and safety are covered. Evaluation of radiographic changes as they relate to systemic and local pathology. Prerequisite: GMS 590. (Physician Assistant Students)

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.

**654 Research Techniques Seminar
(1 per semester)**

Provides a theoretical understanding of techniques that may be encountered in the research laboratory. Topics to be presented by faculty and students may include histochemical staining, immunohistochemistry, electrophoresis, nucleic acid and protein blot analyses, polymerase chain reactions, in situ hybridization techniques, cell and tissue culture, gene expression from recombinant vectors, monoclonal antibody production, enzyme-linked immunosorbent assays, radiologic and non-radiologic detection of cellular components, and others.

665, 765 Independent Study (1-3)

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

**674 Master of Science Thesis Research
(6 minimum)**

Scientific research study performed by the student. Must be approved by the student's Thesis Advisory Committee.

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

Research under guidance of faculty advisor.

697 Special Topics (1-3)

Analysis and discussion of contemporary topics. Evaluation of recently published research literature. Seminars and discussions with invited speakers.

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/
Geriatrics (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. (Podiatric Medicine Students)

705B Emergency & Traumatology I (3)

Emergency medicine principles (Physician Assistant Students).

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.

711L Radiology Lab (1)

Provides students with practical opportunities to apply knowledge and understanding acquired in General Radiology and Podiatric Radiology courses to the actual reading of the films or images. Each class section is divided into small groups which work at stations with a radiological view box. Emphasis is on the hands-on reading of chest films, foot and ankle x-rays, bone scans, MRI, and CT scans. Additionally, students review and practice photochemistry of developing plain films and x-ray positioning techniques. Prerequisites: GMS 649, 711.

**712 Clinical Orientation and Skills
Workshop (1)**

Prepares students for diverse aspects of clinical care, patient interactions, hospital, and/or clinic protocols. Infectious disease, sterile technique, universal precautions, biomedical hazards, immunization policy, instrumentation, and School rules and clinical regulations will be discussed. Demonstrations and workshops in practical skills may be presented. Prerequisite: GMS 634L.

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. Lower extremity manifestations of systemic disease, differential diagnoses, and conservative management are emphasized. Prerequisite: GMS 634 for GMS 715; GMS 715 for GMS 716.

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 627.

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.

722 Cadaver Surgery Laboratory (1)

This course offers the student "hands-on" learning experiences in an array of basic surgical procedures. The course complements and reinforces the surgical principals learned in the Podiatric Surgery I and II courses, giving the student practical experience in the performance of many common podiatric procedures and techniques. Indications and contraindications for specific surgical procedures and standards of care are also reviewed. Prerequisites/corequisites: GMS 713, 714.

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 (PA) (1)

Students are oriented to numerous aspects of clinical care, patient interactions and hospital, clinic and operating room protocols. Lecture, discussion, demonstration, lab and workshop presentations are used to deliver the course content. Participants also complete ACLS and PALS certification courses.

731 Clinical Epidemiology and Evidence-Based Medicine (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.

*Effective through August 28, 2001. Students experiencing a delay in progression in training should discuss clinical rotation course numbers and grades with the Director of Clinical Education.

740A-747A, PA Rotations I-VIII*

Students attend and participate in clinical practices under the supervision of adjunct clinical faculty. Each clinical rotation will represent a block of six weeks duration. Each rotation is followed by end of rotation activities designed to assess the student's progress in cognitive, behavioral and professional areas of clinical practice. Required rotations are designated in emergency medicine, family practice/primary care, internal medicine, obstetrics-gynecology, pediatrics, psychiatry and surgery-orthopedics. Due to the nature of the patient populations in Florida, students should anticipate seeing substantial numbers of elderly patients, particularly within the context of internal medicine, family practice and/or primary care assignments. The elective rotation may be taken in an area of primary care or specialty practice, subject to the approval of the Clinical Coordinator in consultation with the Director of Clinical Education. Additional details are specified in the Clinical Year Manual for the pertinent clinical training cycle.

*Effective September 1, 2001.

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. (Podiatric Medicine Students)

806P Library Research Paper (1)

This paper is required for senior students and serves to develop skills in literature review and presentation. (Physician Assistant Students)

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)(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 postgraduate 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. (Podiatric Medicine Students)

875P 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. (Physician Assistant Students)

SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

G. Jean Cerra, Ph.D., Dean

Faculty: Butcher, Cerra, Cramer, Cremades, Gibson, Hicks, Ludwig, Mier, Rosenberg, Samuel, Shapiro, Workman

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 School of Human Performance and Leisure Sciences is housed within the contemporary Health and Sports Center. This facility accommodates 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 and Exercise Psychology

Sport Management, M.S.

Sport Management, M.S./M.B.A. Dual Degree with Andreas School of Business

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 nine (9) 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 Department Chair. 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/Continuous Registration

A maximum of seven (7) years is allowed for completing all degree requirements. Candidates for graduate degrees must be continuously enrolled during the regular academic year in a minimum of 2 credits per term. SES 729 satisfies this requirement if not enrolled in regular coursework applicable towards the degree. A candidate must be enrolled in at least 2 graduate credit hours during the term of expected graduation.

Advising:

Students pursuing graduate courses will be assigned an advisor by the Director of Graduate Programs.

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 Athletic Training and Biomechanics specialization programs are required to complete a written thesis. Students in the M.S. in Movement Science Sport and Exercise Psychology specialization have the option of completing an intensive internship or submitting a written thesis. Students in the M.S. in Movement Science Exercise Science specialization select either the clinical track, which culminates in an internship, or the research track, which culminates in a thesis.

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 three (3) bound copies of the approved master's thesis/project report, one to remain in the department, one for the thesis advisor, and one 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 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.

Comprehensive Examinations:

All students in internship programs are expected to pass a comprehensive oral and/or written examination prior to being approved for the internship. Students completing a written thesis must successfully defend a thesis proposal prior to enrolling in SES 689, Thesis.

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 six credit hours of 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 Chair.

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

Gayle J. Workman, Ph.D., Department Chair

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

Sport and Exercise Psychology 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

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 the A.T. specialization.

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, exercise science, and sport and exercise psychology. 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; Optional: Sport and Exercise Psychology)	6
	Or		
SES	679	Internship/Project (Exercise Science Clinical Track; Optional: Sport and Exercise Psychology)	

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 director and/or department chair may be requested by the Program Director 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 director.

Five-Year B.S. to M.S. Option

Students may opt for the M.S. degree program in Movement Science specializing in Athletic Training while completing their undergraduate studies. Students may apply for graduate study at the end of the junior year. To be considered for this program they must have achieved a cumulative GPA of 3.0 or better and have strong faculty recommendations. Information on the five-year M.S. option is available from the academic advisor or the program director for Athletic Training and Movement Science.

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 apply for acceptance to the B.S. to M.S. seamless option. This option requires an additional separate application and acceptance into the athletic training clinical program. Approximately six semesters in athletic training coursework and assigned clinical experiences must be completed.

Students applying as traditional M.S. students are required to:

- achieve a satisfactory undergraduate GPA
- receive a satisfactory GRE score
- apply to take the NATABOC exam
- meet the necessary entrance requirements for acceptance to
- the graduate program in Athletic Training.

Provisional admission due to marginal application credentials 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 NATABOC certification is confirmed, remaining coursework leading to master's degree completion can then be arranged.

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.

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 may be requested by the Program Coordinator prior to admission or obtaining "degree seeking" status. In addition, a student seeking admission to the Biomechanics program must:

- have completed undergraduate courses in anatomy, physiology, kinesiology or biomechanics, physics, basic calculus, and basic computer applications.

- 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.)

Biomechanics Course Requirements (18 credits)

SES	521	Scientific Programming in Movement Science	3
SES	546	Qualitative Analysis in Biomechanics	3
SES	625	Motor Learning and 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
** 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	3
***SES	561L	Advanced Exercise Physiology Lab	1
SES	563	Applied Physiology of Resistance Training	3
SES	590	Gross Anatomy	6
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.

***May be taken with SES 561

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, fifteen credit hours in Exercise Science, and nine credit hours in one of the two Exercise Science tracks: clinical or research. Coursework in the tracks broaden the areas of preparation and include 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 may be requested 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, human anatomy and kinesiology or biomechanics, and human physiology.
- 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	578	ECG Interpretation & Exercise Testing	2
SES	561	Advanced Exercise Physiology	3
SES	561L	Advanced Exercise Physiology Lab	1
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
** Plus a choice of one of the following electives			
SES	541	Cardiac Rehabilitation	3
***SES	541L	Cardiac Rehabilitation Lab	1
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	Motor Learning and 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.

***May be taken with SES 541

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	537	Sport Psychology	3
SES	541	Cardiac Rehabilitation	3
***SES	541L	Cardiac Rehabilitation Lab	1
SES	563	Applied Physiology of Resistance Training	3
SES	621	Ethics and Social Issues in Sport	3
SES	625	Motor Learning and Control	3
SES	626	Mechanical Analysis of Human Performance	3
SES	627	Lab Instrumentation in Biomechanics	3

Degree Total: 36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

***May be taken with SES 541

SPORT AND EXERCISE PSYCHOLOGY SPECIALIZATION

The specialization in Sport and Exercise Psychology combines both theory and practice in preparing students for leadership roles in sport performance enhancement or exercise psychology. Teaching, coaching and research are examples of career fields in which professional opportunities are available. Graduates are also prepared to pursue doctoral study. Degree preparation includes advanced coursework in the sport sciences and in psychology, focusing on the thought processes that ultimately determine the performance of individuals involved in sport and exercise activities. Students acquire the knowledge and skills needed to influence those processes. The program offers extensive opportunities for research and clinical practice in the state-of-the-art Sport and Exercise Psychology Laboratory.

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 may be requested by the Program Coordinator prior to admission or obtaining "degree seeking" status. In addition, a student seeking admission to the Sport and Exercise Psychology program must:

- have completed undergraduate coursework in anatomy, kinesiology or biomechanics, and psychology
- 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.)

Sport and Exercise Psychology Course Requirements (9 credits)

SES	537	Sport Psychology	3
SES	625	Motor Learning and Control	3
SES	664	Motor Development	3

Students select one of the following concentrations to complete the program requirements:

Sport Psychology Concentration Requirements (15 credits)

SES	660	Performance Enhancement	3
PSY	620	Behavior Modification	3
** Plus a choice of two of the following electives:			
SES	533	Sport Marketing Management	3
SES	541	Cardiac Rehabilitation	3
***SES	541L	Cardiac Rehabilitation Lab	1
SES	561	Advanced Exercise Physiology	3
****SES	561L	Advanced Exercise Physiology Lab	1
SES	563	Applied Physiology of Resistance Training	3
SES	621	Ethics and Social Issues in Sport	3
SES	668	Psychophysiology of Human Performance	3
SES	701	Advanced Studies in Statistics	3
Plus a choice one of the following electives:			
PSY	513	Abnormal Psychology	3
PSY	526	Health Psychology	3
PSY	594	Physiology and Treatment of Substance Abuse	3
PSY	639	Introduction to Neuropsychology	3
CSL	652	Individual Counseling Procedures	3
Degree Total:			36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

***May be taken with SES 541

****May be taken with SES 561

Exercise Psychology Concentration Requirements (15 credits)

SES	662	Exercise Psychology	3
PSY	526	Health Psychology	3
** Plus a choice of two of the following electives:			
SES	533	Sport Marketing Management	3
SES	541	Cardiac Rehabilitation	3
***SES	541L	Cardiac Rehabilitation Lab	1
SES	561	Advanced Exercise Physiology	3
****SES	561L	Advanced Exercise Physiology Lab	1
SES	563	Applied Physiology of Resistance Training	3

SES	621	Ethics and Social Issues in Sport	3
SES	668	Psychophysiology of Human Performance	3
SES	701	Advanced Studies in Statistics	3
Plus a choice one of the following electives:			
PSY	513	Abnormal Psychology	3
****SES	561L	Advanced Exercise Physiology Lab	1
PSY	526	Health Psychology	3
PSY	594	Physiology and Treatment of Substance Abuse	3
PSY	639	Introduction to Neuropsychology	3
CSL	652	Individual Counseling procedures	3
Degree Total:			36

** Other Barry graduate level courses may be substituted as electives, subject to approval by the student's Graduate Committee.

***May be taken with SES 541

****May be taken with SES 561

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 coursework 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. 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 may be requested by the Program Coordinator 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	6
		OR	
SES	689	Thesis	3
		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, totaling a minimum of three credit hours and approved by the graduate advisor.

SES	531	Media Relations and Sport OR	3
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

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, totaling a minimum of three credit hours and approved by the graduate advisor.

Select from the following: 3-6

SES	531	Media Relations and Sport OR	3
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	683	Leadership and Strategy Implementation	3
MBA	—	Elective	3

Degree Total: (M.S./M.B.A.) 57

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 (3)

This course provides students the opportunity to study advanced techniques in the analysis of mechanical factors related to human movement. Specific areas of human movement include: sport, aquatics, ergonomics, rehabilitation, disability sport, exercise/fitness, and gait. Students must also complete a comprehensive investigation project. Prerequisite: SES 320 or the equivalent.

521 Scientific Programming in Movement Science (3)

A course of study for graduate movement science students in the study of computer programming for scientific application using Visual Basic and Labview. Emphasis is in mathematical computation and visualization of kinematics and kinetic parameters relevant for the analysis of human movement. Prerequisites: SES 520.

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.

541 Cardiac Rehabilitation (3)

Pathophysiology of cardiopulmonary and metabolic diseases with emphasis on the physiological and technical basis of clinical exercise tolerance tests and exercise prescription, and exercise leadership for the cardiopulmonary, diabetic, obese or elderly patient. Graduate students must complete a comprehensive research paper. 3-hr lecture weekly. Prerequisite: SES 361 or equivalent.

541L Cardiac Rehabilitation Lab (1)

Practical applications to clinical exercise tolerance tests and exercise prescription for the cardiopulmonary, diabetic, obese and elderly patient. Health screening, risk stratification, basic ECG and blood pressure measures, developing and implementing exercise test protocols, and emergency procedures will be emphasized. Graduate students must complete a comprehensive written report based on a cardiac rehabilitation site observation. 2-hr laboratory weekly. Laboratory fee required. Prerequisite: SES 361 or equivalent. Corequisite: SES 541.

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: SES 360 or 361, or equivalent.

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 (3)

Comprehensive analysis of skeletal muscle, metabolic and cardiorespiratory responses to exercise. Topics include performance and adaptations in the athlete, aging, growth and development, and thermoregulation during exercise. Prerequisite: SES 361 or equivalent.

561L Advanced Exercise Physiology Lab (1)

An in-depth experience in research laboratory techniques and measurements that includes oxygen uptake, respiration, body composition, blood lactate and lung volumes. 2-hr laboratory weekly. Laboratory fee required. Prerequisite: SES 361 or equivalent. Must be taken concurrently with SES 561.

563 Applied Physiology of Resistance Training (3)

Study and critical evaluation of strength and conditioning concepts, and the biomechanical and physiological analyses of various sport movements as they apply to strength and power exercises for sport training. Students are prepared to attempt the National Strength and Conditioning Association's certification exam. Students are given opportunities to work with Barry University athletes in strength and conditioning programs. 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 ECG Interpretation and Exercise Testing (2)

An advanced practical experience in ECG 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 Exercise Specialist Certification Examination. 4-hour laboratory weekly.

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.

590 Gross Anatomy (6)

Study designed to expose the student to the macroscopic aspects of human morphology. Cadaver dissections 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.

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 Motor Learning and 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.

660 Performance Enhancement Psychology (3)

A course for graduate movement science students in the advanced study of psychological theories and intervention in motor performance. Prerequisite: SES 537.

662 Exercise Psychology (3)

A course of study for graduate movement science students that examines psychological factors associated with adapting and maintaining an exercise program. Prerequisite: SES 537.

664 Motor Development (3)

This course focuses on the psychomotor development of children, skill learning implications, research, evaluation, and the assessment of motor and perceptual motor development. Prerequisite: SES 625.

668 Psychophysiology of Human Performance (3)

A course for graduate movement science students to examine the theories and applications involving psychophysiological research techniques used to study human behavior. Prerequisite: SES 537.

672 Exercise and Energy Metabolism (3)

In-depth analyses of the biochemical pathways involving 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 _____ (2-4)

Opportunity for further study and research in areas of special interest. Prerequisite: Graduate Committee approval.

729 Continuous Registration (2)

Research in residence or continuous registration. Credit/No Credit

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: Bloom, Creighton, Dick, Gibbs, Hays, Jimenez, Landa-Gonzalez, Laudan, Lin, McFadden, Merched, Mitchell, Montague, Packert, Sanborn, Shaw, Velis, Whiteman.

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 didactic and laboratory 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 all graduates 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, the Master of Science in Health Services Administration for the student who wishes to obtain an administrative position in a health care setting, and the Master of Science in Occupational Therapy for the student who wishes to become an occupational therapist.

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

Dolores M. Gibbs, M.S., C.R.N.A., Assistant Professor
and 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, 222 South Prospect Avenue Suite 304, Park Ridge, IL 60068, (847)692-7050. Graduates upon successful completion of all Program requirements are eligible to sit for the national certifying board examination for nurse anesthetists and are eligible for licensure as an advanced practice professional nurse by the State Boards of Nursing in the state in which the graduate seeks to practice. Upon completion of certification and licensure requirements, graduates attain the professional credentials of Certified Registered Nurse Anesthetist (CRNA) and Advanced Registered Nurse Practitioner (ARNP in Florida or similar terminology used in other states).

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 teleconferencing. 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 July 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 a regionally 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 and Pediatric Advanced Life Support (PALS).

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 a regionally 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 first 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) or 213 on the computer version.

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 five

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 July 1 for admission at the start of the spring semester in January. Applications materials should be requested directly from the Health Sciences Admissions Office by calling (305) 899-3379 or 1-800-756-6000, ext. 3379. 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.

EDUCATIONAL OBJECTIVES

Overall Objectives from the Anesthesiology are reflective of the sequential curriculum within the specialty.

1. Graduates from the program will develop professional competency in the delivery of anesthesia services.
2. Graduates from the program will be able to assess individual needs of clients requiring anesthesia services, utilize comprehensive health assessments, and critically select the appropriate anesthetic management based upon the client's needs and comprehensive health assessment.
3. Graduates will demonstrate mastery of specialized skills in all types of anesthetic situations.
4. Graduates from the program will articulate a personal philosophy of nurse anesthesiology that is consistent with professional ethical standards.

CURRICULUM

The curriculum is reflective of a program of graduate education that provides for intense and analytic exploration of the basic medical sciences, clinical anesthesiology, 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 hours. 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 by calling (305) 899-3230 or 1-800-756-6000, ext. 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

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 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.

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 Practicums I-IV in order to anticipate any special needs for patients in all clinical settings, including post-operative pain and chronic pain management.

650 Anesthesia Seminar I (2, 4)

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 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, (above 500 in each of the following sections, verbal, quantitative, and analytical), minimum MCAT scores of 18, 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 (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 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.

EDUCATIONAL OBJECTIVES

The Master of Science in Biology Program attempts to provide the highest level of quality education to all students. The expected educational goals, outcomes and the overall effectiveness of this program are measured in several ways.

1. The students will learn the didactic and laboratory skills necessary for careers in research.
2. Students will be able to develop and support their own ethical and social decisions in a medical or research environment.
3. Students will utilize critical thinking skills essential for analyzing and interpreting clinical as well as research data.
4. Students will have the lab skills necessary to advance in their profession.

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 required to take BIO 553a, Ethical Foundations; and BIO 675 Research.

GOOD STANDING-PROBATION-SUSPENSION

MS in Biology students with a semester OR cumulative grade point average below 2.50 (calculated utilizing a 0.0 to 4.0 scale) are on academic probation. A student will be suspended if the student is on academic probation for two consecutive semesters or if the student does not achieve a minimal semester GPA of at least 2.0 in any one semester. Students with a cumulative GPA below 3.0 but above 2.5 will be placed on academic warning. Students on academic warning will be given three (3) semesters or one full year, whichever comes first, to earn a 3.0 cumulative GPA. If a student does not earn a 3.0 cumulative GPA in the time allotted, the student will be suspended from the program. Students not in good standing will be periodically reviewed by the graduate admissions committee, to determine eligibility to remain in the program. The Dean will require a student on probation to register for a limited course load.

GRADUATION REQUIREMENTS

Completion of 30 graduate credits, with a minimum grade point average of 3.00 B and 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 required. The research component of the MS in Biology consists of doing a laboratory research project and writing a research paper which will be evaluated by a graduate research defense committee composed of an outside advisor with a graduate degree in field, two biology faculty members with a terminal degree and the program director. 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, statistical analysis and publication preparation. 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 prokaryotic and eukaryotic cells including structures, ultra structure, functions, and metabolism.

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. Prerequisite: BMS 427/527.

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)****476/576 Teaching of Biology in the Secondary School (3)**

Problems confronting teachers of biology in the secondary school; organization of courses, sources of materials, textbooks, methods of teaching. School approval and candidacy in the School of Education.

597 Physiology (3)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion and fluid electrolyte balance. Prerequisite: BIO 527; Corequisite: BIO 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; Corequisite: BMS/BIO 528 and 597.

629 Matriculation Continued (1)

Continued registration.

630 Internship (3-6)

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

632 Endocrinology (3)

Reports, discussions, and lectures on selected topics in endocrinology. To provide an in-depth study of the current topics in endocrinology using library research and Internet resources to elucidate the cellular and molecular endocrine regulating mechanisms in humans. Same as BMS 632.

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 (3-6)

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 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, dental, 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 School of Natural and Health Sciences at Barry University offers special Track I, one-year and two-year programs leading to the MS degree in Biomedical Sciences (MBS). While completion of the program does not guarantee acceptance to medical school, approximately 80% of the program's candidates, over the past 17 years, 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.

The biomedical curriculum is composed of a core of basic science courses some of which also serve as the first year course work of the basic science component in most medical school programs.

Some of the core courses may serve as post-baccalaureate preparation for students who completed a premedical preparation as an undergraduate and who have demonstrated superior academic achievement in their 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.

GENERAL ADMISSION REQUIREMENTS FOR ALL TRACKS

- A Bachelor's degree from a regionally 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. 8 semester hours of Anatomy and Physiology are strongly recommended.
- Applicants for Track I are expected to submit official scores on the Medical College Admission Test or the Dental Admissions Test. Other applicants may submit results from either the MCAT, DAT, VAT, or the Graduate Record Examination (verbal, quantitative and analytical portions).
- Three letters of recommendation (at least two letters from a science professor) or a Health Professions Advisory report are required, as well as a personal statement of educational/professional goals.

SPECIFIC ADMISSION GUIDELINES FOR TRACK I / OPTION I — ONE YEAR PROGRAM

- A. All applicants must 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 totaling 24 or better.
- C. If the applicant's records indicate a deficiency in either category, the candidate may be accepted provisionally to the Track 1 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 1 accelerated program and/or be fully accepted to the Track I-2 year program if he/she does not meet all of the admission requirements as indicated above.

SPECIFIC ADMISSION GUIDELINES FOR TRACK I / OPTION I — TWO YEAR PROGRAM

- A. All applicants must have an undergraduate GPA of 2.75 or better on a 4.0 scale, and MCAT scores totaling 20 or better for acceptance to the Track I-2 year program.
- B. A candidate may be accepted if he/she has already completed a graduate degree and has MCAT scores totaling 20 or better.
- C. If the applicant's records indicate a deficiency in either category, the graduate admissions committee may accept a candidate on a provisional basis to the Track I-2 year program with a stipulation that he/she earns a minimum GPA of 3.0 for 9 sh in the first semester. If the student's GPA falls below 3.0 at the end of the first semester, the student may be required to register for a reduced credit load.

SPECIFIC ADMISSION GUIDELINES FOR TRACK II / OPTION II PROGRAM

- A. All applicants must have an undergraduate GPA of 2.75 or better on a 4.0 scale, and MCAT scores totaling 18 or better for acceptance to the Track II program.
- B. A candidate may be accepted if he/she has already completed a graduate degree and has MCAT scores totaling 18 or better.
- C. If the applicant's records indicate a deficiency in either category, the graduate admissions committee may accept the candidate

provisionally to the Track II program with a stipulation that he/she earns a minimum GPA of 3.0 for 9 sh in the first semester. If the student's GPA falls below 3.0 at the end of the first semester, the student will be reevaluated by the graduate admissions committee (composed of science faculty teaching in the graduate biomedical sciences program) and recommendations may include registering for a reduced credit load or being dropped from the program.

SPECIFIC ADMISSION GUIDELINES FOR TRACK III / OPTION III PROGRAM

- A. All applicants must have an undergraduate GPA of 2.60 or better on a 4.0 scale, and MCAT scores totaling 18 or better, or acceptable GRE scores (above 500 in each section), for acceptance to the Track III program.
- B. A candidate may be accepted if he/she has already completed a graduate degree and has MCAT scores totaling 18 or better.
- C. If the applicant's records indicate a deficiency in either category, the graduate admissions committee may accept the candidate provisionally to the Track III program with a stipulation that he/she earns a minimum GPA of 3.0 for 9 sh in the first semester. If the student's GPA falls below 3.0 at the end of the first semester, the student will be reevaluated by the graduate admissions committee requiring the student to register for a reduced credit load or dropping the student from the program.

The Admissions committee recognizes that undergraduate GPA and performance on standardized tests are not always reliable predictors of student success, thus other credentials such as personal statements, letters of recommendation, extracurricular and volunteer/service activities, patterns in undergraduate records, and overall academic credentials are also of significant importance in making admissions decisions.

- International students and/or students whose first language is not English must submit a minimum score of 550 or a comparable computer exam score of 213 on the Test of English as a Foreign Language (TOEFL).
- Advanced Placement is at the discretion of the Dean. Only course work taken in regionally 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.

Biomedical academic advisors will review the midterm deficiency notices from faculty in the program and remind all provisionally accepted students that if the student's admission provisions are not met they may be asked to leave the program. The graduate admissions committee will meet before the start of the spring and summer semester to review the files of each student that has not met the admission provisions, and recommend to the program director and to the dean of the SNHS, any actions that may be necessary.

Under special circumstances students may be admitted as provisional or non-degree seeking students. A maximum of 6 semester hours 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 semester hours with a 3.0 GPA, an admission to candidacy form must be filed. Graduate students must complete all provisions and/or conditional admission requirements before they begin their third semester of course work. Graduate students in the one-year program must be fully accepted before they begin their second semester of course work. In both cases students will be prevented from registering if they have not fulfilled these requirements.

EDUCATIONAL OBJECTIVES

The Master of Science in Biomedical Sciences Program attempts to provide the highest level of quality education to all students. The expected educational goals, outcomes and the overall effectiveness of this program are measured in several ways.

1. The students will learn the didactic and laboratory skills necessary for medical school or careers in research.
2. Students will be able to develop and support their own ethical and social decisions in a medical or research environment.
3. Students will utilize critical thinking skills essential for analyzing and interpreting clinical as well as research data.

4. Students will have the lab skills necessary to advance in their profession.

CURRICULUM

The program of study is divided into three tracks.

Track I / Option 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 595, Physiology. The remaining hours will be determined in consultation with advisor.

Note: Enrollments in some lecture classes may be larger than others since

Track I – 1 year MBS students may 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 / Option II

Developed for students who are preparing to enter academic, government, medical, or health care fields. 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 / Option III

Designed for students who are currently employed in the health care industry who seek advancement in their chosen field, and those who wish to enter into biomedical fields in industry, or teaching or who are preparing for medical or Ph.D. programs. Students in

the Track III program, would be required to take BMS 501, Biostatistics; BMS 507, Basic Research Methodology (3 sh); BMS 527, 528, Biochemistry I, II; BMS 553a, Ethical Foundations; BMS 553b, Health Care Delivery; BMS 555, Immunology; BMS 675, Research (3-6 sh). The remaining hours will be determined in consultation with an advisor. The research component of Track III consists of doing a laboratory research project and writing a research paper which will be evaluated by a graduate research defense committee composed of an outside advisor with a graduate degree in field, two biology faculty members with a terminal degrees and the program director.

GOOD STANDING-PROBATION-SUSPENSION

Biomedical science students with a semester OR cumulative grade point average below 2.50 (calculated utilizing a 0.0 to 4.0 scale) are on academic probation. A student will be suspended if the student is on academic probation for two consecutive semesters or if the student does not achieve a minimal semester GPA of at least 2.0 in any one semester. Students with a cumulative GPA below 3.0 but above 2.5 will be placed on academic warning. Students on academic warning will be given three (3) semesters or one full year, which ever comes first, to earn a 3.0 cumulative GPA. If a student does not earn a 3.0 cumulative GPA in the time allotted, the student will be suspended from the program. Students not in good standing will be periodically reviewed by the graduate admissions committee to determine eligibility to remain in the program. The Dean will require a student on probation to register for a limited course load.

REPEAT COURSE POLICY

No graduate biomedical science course may be attempted more than twice. Withdrawal after the third week of classes is counted as an attempt. Any exceptions to this policy must be approved by the Dean of SNHS.

Quality points and credits attempted and earned for the second attempt are counted in lieu of those earned for the initial attempt. Though both attempts will remain as part of the student's permanent record, the cumulative grade point average will reflect only the grade earned on the second attempt. No courses in the biomedical sciences curriculum may be taken for a Credit/No Credit grade.

Students required to repeat any course in the biomedical sciences program must repeat the class on campus and follow the guidelines established in the course syllabus with reference to exams, quizzes, papers and attendance.

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 based on their first 30 credits, including all completed and required coursework. The comprehensive exam requires a \$25 non-refundable application fee for first time applicants and a \$100 non-refundable fee for students repeating the exam. A student may only sit for the comprehensive exam a maximum of three times. To be eligible for the comprehensive exam a student must have achieved a minimum 3.0 GPA for 30 semester hours with no more than 8 semester hours of C grades and no D or F grades. Track III students must complete a significant research project and research paper (3-6 sh), as described previously in the curriculum section for Track III.

CANDIDACY

Degree-seeking students must be admitted to candidacy for the degree. Requirements for candidacy are: completion of at least 12 semester hours of graduate study at Barry University with at least 3.0 GPA, recommendation by the faculty, and approval of the program director.

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, statistical analysis and publication preparation. 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. Prerequisite: BMS/BIO 527. (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 (1-2 sh)**

Research for Track I or Track II students under the guidance of a research advisor. Prerequisite: student must have completed a minimum of 27 BMS credits. (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. Must both be taken. Prerequisite for BMS 590L is BMS 590. Same as GMS 590, and SES 590, with separate lab section. (Special fee)

595 Physiology (6)

Comprehensive study of systems physiology including neuronal and musculoskeletal system, circulation, respiration, excretion, digestion, and fluid-electrolyte balance. Lecture and Lab. Prerequisites: BMS 550 and BMS 527; Prerequisite or Corequisite: BMS 547 and BMS 528. Same as 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 and BMS 550; 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/BIO 527; Corequisite: BMS 528, 595 or 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 550, 623. Same as GMS 624.

629 Matriculation Continued (1)

Continued registration.

632 Endocrinology (3)

Reports, discussions, and lectures on selected topics in endocrinology. To provide an in-depth study of the current topics in endocrinology using library research and Internet resources to elucidate the cellular and molecular endocrine regulating mechanisms in humans. Same as BIO 632.

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 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.

675 Research (3-6 s.h.)

Research for Track III students only under the guidance of the Associate Dean and an off-campus research advisor. Prerequisite: Student must have completed a minimum of 27 BMS credits. 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.
- Two letters of recommendation: One from an undergraduate faculty and one from an academic 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 or General Biology
- * 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).

Limited financial support may be available for this program.

The School of Natural and Health Sciences at Barry University offers special Track I, one-year and two-year programs, leading to the MS degree in Biomedical Sciences (MBS). While completion of the program does not guarantee acceptance to medical school, approximately 80% of the program's candidates over the past 17 years 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's accelerated Track after completing the Post-Baccalaureate Program, may take the following courses with the first year podiatric medical students: Biochemistry, Histology and Neuroanatomy.

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)

Alan S. Whiteman, Ph.D., Associate Professor and Program Director

THE IMPACT OF HEALTH CARE EXECUTIVES

While nurses, physical therapists, physicians, medical technologists or other allied health professionals can make a difference on a one-to-one basis with pa-

tients, health care executives make a difference at both the personal and the organizational or systemic level. Health care executives are the health professionals who most directly impact health care delivery.

Among other things, they are responsible for ensuring patient access to treatment, promoting quality, and increasing staff morale on a day-to-day basis. In short, health care executives play an essential and vital role in the success of health care.

CAREER OPPORTUNITIES FOR HEALTH CARE EXECUTIVES

Significant growth is projected for the field of Health Services Administration in the coming years. Greater demand for health care services is predicted because of the increasingly large number of Americans over the age of 50 and the rising level of life expectancy. The demand for health care executives in acute care settings, such as hospitals and ambulatory care services, is expected to remain strong. However, even greater demand for health care executives is projected in large group practices, long term care, home health care, managed care organizations and alternative health care settings.

BARRY'S UNIQUE PROGRAM FOR HEALTH CARE EXECUTIVES

The health professional interested in graduate study in Health Services Administration must choose between pursuing a business degree in which only three or four courses of the entire program involve health administration, or a uniquely designed degree program in which all the courses focus on health administration and are taught by highly regarded faculty who are experienced health care executives. Barry University's unique M.S. in Health Services Administration program is designed to meet the needs of health professionals, and others, in developing and enhancing the requisite knowledge and skills necessary to qualify for such leadership positions amidst the constant changes in health care delivery, managed care, policy regulation and a diversified consumer environment. The program empowers students in the critical evaluation of theoretical and research perspectives in all specialty areas of health administration and the practical application of these insights into their daily professional work.

The program is primarily oriented towards students with at least two years' experience in health care. These are students who have been employed, or who currently employed, in the health professions or health care management, and who wish to participate in a part-time or full-time program.

Each year a limited number of students who have less than two years' health care experience will be accepted into the full-time or part-time program. However, these students will be required to complete two health services internships.

Classes are conveniently scheduled to meet the needs of working health professionals and are taught by experienced health professionals. The working health professional who takes two courses a semester can complete course requirements (39 credit hours) in five semesters while full-time students could conceivably complete course requirements in one year.

EDUCATIONAL OBJECTIVES

A graduate of the Master of Science Program in Health Services Administration at Barry University will have:

1. the knowledge and analytical skills required by the job description of a health services administrator in areas such as health delivery, management, finance, and legal-ethical issues;
2. the attitudes and relational skills required of an effective health services administrator;
3. written and oral presentation skills as specified by job description and functions.

ADMISSION PROCEDURES AND REQUIREMENTS

Admission is open to applicants with a baccalaureate degree from a regionally accredited institution (or listed international institution) with a cumulative grade point average (GPA) of 3.0 (B) or better. Those with a lower GPA may also be considered on a provisional basis if there are compensating factors.

An acceptable Graduate Management Admission Test (GMAT) score or Graduate Record Examination (GRE) score must be submitted. These standardized tests are waived if the applicant possesses a master's degree or higher from a regionally accredited college or university (or listed international institution).

International applicants whose first language is not English or who have not received their undergraduate degree from a regionally accredited American university within the last five years must complete the Test of English as a Foreign Language (TOEFL) with a score of 550 or above on the written test or a comparable score on the computer test.

Two letters of recommendation must be submitted in support of graduate work by the applicant's employer, previous instructor, or professional colleagues. Recommendations must specifically address (1) your potential for becoming an effective health care leader, and (2) examples of leadership potential that you have already exhibited.

A Statement of Purpose must accompany your application. Your statement should focus on three areas: (1) the main reason you are choosing health care leadership as a career choice; (2) the main talents, skills and competencies that you possess that are indicative of your potential as a health care leader; and (3) the reason you are choosing Barry University's program to help you achieve your goal of becoming a health care leader.

Non-degree, non-matriculating students may enroll. To do so, an application form, a transcript from a regionally accredited undergraduate program, indication of a Bachelor's Degree award, and a nonrefundable 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 graduate credits of comparable courses.

Students may enter the program at the start of the fall, spring or summer semesters.

DEGREE REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Health Services Administration must:

- satisfactorily complete the program of study;
- attain a cumulative GPA of 3.0 on a 4.0 scale, and have no more than two courses with less than a grade of "B";
- pass a written and oral comprehensive examination;
- 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 2.75 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.

COURSE OF STUDY

The required course of studies consists of ten courses. An internship experience (HSA 660 and 661) is required of individuals with less than two years of health care experience. The number of credits is indicated in parentheses.

1. HSA 510 Principles of Health Services Administration (4)
2. HSA 520 Essentials of Health Behavior and Health Promotion (4)
3. HSA 530 Health Law, Ethics and Social Issues (4)
4. HSA 535 Applied Biostatistics and Epidemiology for Health Services (4)
5. HSA 540 Quality Assurance and Utilization Review (4)
6. HSA 620 Health Care Budgeting and Financial Management (4)
7. HSA 667 Health Care Leadership and Human Resources (4)
8. HSA 675 Health Information Systems Management (4)
9. HSA 690 Strategic Planning, Marketing and Policy in Health Services (4)
10. Elective [one of the following courses] (3)
 - HSA 610 Financing and Delivery of Health Care Services (3)
 - HSA 635 Essentials of Managed Care (3)
 - HSA 650 Health Services Research and Program Evaluation (3)
 - HSA 665 Advanced Study (Topics Vary) (1-3)
 - HSA 670 Medical Group Practice Management (3)
 - HSA 700 Special Topics in Health Services Administration (3)
 - MBA 601 Human Resources Management (3)
 - MBA 617 Technology and Information Systems (3)
 - MBA 630 Quality Management (3)
 - MBA 646 Marketing in Dynamics Environment (3)

Course Descriptions— Health Services Administration Prefix: HSA

510 Principles of Health Services Administration (4)

This course provides an overview of health delivery systems, organizational theory, and the conceptual basis of traditional managerial and executive leadership roles in health care facilities. Emphasis will be placed on the application of theory and best practice standards to the demands of the business environment. Special emphasis will be placed on the development of leadership competencies and skills through the selection of a broad range of specialty topics including: the health system, strategic planning, organizational structure, organizational performance, organizational change, motivation, leadership, managerial problem solving, organizational communication and motivation.

520 Essentials of Health Behavior and Health Promotion (4)

A study of the sociology of health and health status, health behavior models, health assessment and health promotion. Focuses on planning health promotion and wellness programs, and the process of health counseling. Addresses the effectiveness of the health system in promoting optimal health behavior in patients and health care personnel as well as the organizations in which they work.

530 Health Law, Ethics and Social Issues (4)

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 and Epidemiology for Health Services (4)

This course provides a survey of fundamental statistical concepts and advantageous techniques related to the practice of health services administration. Methods of data collection, management, presentation, and descriptive and inferential statistical are included in this course, as well as basic epidemiological theory applied to Health Services Administration.

540 Quality Assurance and Utilization Review (4)

Analysis of theory, methods, and evaluation for managing quality programs in all health care organizations. Provides methods to assure continuous improvement in the quality of services provided. In

depth comparison of determination for health care need, cost, and payment in selected reimbursement systems such as Medicare, Medicaid, Workers' Compensation, and managed care systems. (HSA 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 the practice patterns of health professionals.

620 Health Care Budgeting & Financial Management (4)

This course will introduce students to the basic concepts and principles of financial management within healthcare organizations. The focus of the course will be how health care managers utilize financial data to better manage their organizations through an enhanced decision-making process.

635 Essentials of Managed Care (3)

A survey of the managed care continuum 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)

This course provides an introduction to the basic concepts and principles of research and program evaluation from a systems perspective. It examines the strengths and weaknesses of various research designs and evaluation approaches using both qualitative and quantitative methods. Students will develop a program evaluation proposal as a part of the course requirements.

660 Practicum/Internship I (3-4)

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 (3-4)

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.

665 Advanced Study (1-3)

A specialized area of study with a faculty member on selected topics in which formal coursework is not offered. Assigned readings, reports, weekly discussions and examinations by arrangement with instructor. Prerequisite HSA 510 and HSA 610.

667 Health Care Leadership and Human Resources (4)

Provides an overview of leadership perspectives and strategies as they apply to health care settings. Relates leadership to the processes of managing and developing human resources, complying with professional and governmental regulations, and monitoring policies and culture of the health care organization to maximize productivity, health and job satisfaction.

670 Medical Group Practice Management (3)

Medical group practices are developed to assume and manage the economic risk inherent in health care. This course provides an overview of the complex processes involved in developing a viable organization, and emphasizes the application of theory and best practices to the demands of this business environment. An in-depth focus will be placed on the strategic components required to build a successful structure, the requisite ongoing operational assessments and the methodologies used to effect change.

675 Health Information Systems Management (4)

Examines the use of health information systems in supporting various health care system functions. Emphasizes the health services administrator's use of information systems to integrate clinical, financial, and human resources data and to support managerial decision making. Focuses on the selection, management and evaluation of various health care information systems.

690 Strategic Planning, Marketing and Policy in Health Services (4)

This course provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessment; presents various models and methods for planning and positioning of health care services; surveys health services management information systems. It also emphasizes the importance of a marketing audit and incorporating that audit into the total strategic planning process. This course represents the program capstone 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 with no more than 6 semester hours of C grades and no D or F grades to qualify for the comprehensive exam.

700 Special Topics in Health Services Administration (3)

Special Topics is the advanced seminar course provided for students who test out of a mandatory requirement because of previous graduate degree training. The seminar topics include biomedical ethics, leadership issues, macro policy, international health systems, and other topics to meet student's learning objectives.

GRADUATE CERTIFICATE PROGRAM IN HEALTH SERVICES ADMINISTRATION

Graduate Certificates are offered through the Master of Science Program in Health Services Administration, located in the School of Natural and Health Sciences, a multidisciplinary center of excellence at Barry University.

Successful candidates will complete three graduate courses, which are offered on weekends and/or weeknights.

These programs provide those involved in the health professions with a number of unique options and serve a variety of needs. Graduate Certificates of Achievement may serve as shorter, more focused alternatives to graduate degrees or they may meet the short term goals of those working professionals who will later seek the master's degree. Alternatively, these programs may serve to update areas of specialization or develop new skills for those with advanced degrees. Credits completed in fulfillment of the requirements for a Graduate Certificate are applicable towards the Master of Science in Health Services Administration degree at Barry University.

Curriculum:

Graduate Certificates require the completion of three specified graduate courses. All courses are from the Master of Science Program in Health Services Administration within the School of Natural and Health Sciences.

Graduate Certificate in Health Care Leadership

HSA	510	Principles of Health Services Administration (4)
HSA	620	Health Care Budgeting and Financial Management (4)
HSA	667	Health Care Leadership and Human Resources (4)

This certificate is designed for current or aspiring health care managers who desire to increase or advance their career mobility.

Graduate Certificate in Medical Group Practice Management

HSA	667	Health Care Leadership and Human Resources (4)
HSA	670	Medical Group Practice Management (3)
HSA	675	Health Information Systems Management (4)

This program is designed for managers who run or seek to run group medical management practices in private practice settings, in medical centers, or in the public sector.

Graduate Certificate in Health Care Planning and Informatics

HSA	620	Health Care Budgeting and Financial Management (4)
HSA	675	Health Information Systems Management (4)
HSA	690	Strategic Planning, Marketing, and Policy in Health Services (4)

This certificate is designed for those health care managers seeking skills in organizational assessment, reengineering and strategic planning in the health care setting.

Graduate Certificate in Quality Improvement and Outcomes Management

HSA	520	Essentials of Health Behavior and Health Promotion (4)
HSA	535	Applied Statistics and Epidemiology for Health Services (4)
HSA	540	Quality Assurance and Utilization Review (4)

This certificate is for those managers and functional specialists charged with work and/or process improvement and outcomes management, in the clinical and business environment.

Certificate Requirements:

To earn the Graduate Certificate of Achievement, candidates must:

- Satisfactorily complete the program of study
- Attain a cumulative G.P.A. of 3.0 on a 4.0 scale

Admission Procedures and Requirements:

Admission is open to applicants with a bachelor's degree from a regionally accredited institution (or listed international institution) and relevant health care or health services experience.

To begin courses, an application form and a transcript from a regionally accredited undergraduate program must be submitted along with a nonrefundable application fee. Enrollments are open in the Fall, Spring, or Summer terms.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Douglas M. Mitchell, M.S., OTR/L, Director

Occupational therapy is a health and rehabilitation profession that helps people regain or develop skills important for independent functioning, health, security, and happiness. Occupational therapists work with people of all ages who, because of illness, injury, or developmental or psychological impairment, need specialized assistance in learning skills that enable them to care for themselves, work and play. The settings in which occupational therapists practice include hospitals, schools, skilled nursing facilities, community service agencies, private clinics and homes.

Barry University offers one of the few programs in the U.S. in which classes are scheduled on weekends, so that students may work and/or raise their families while they complete a Master of Science degree in occupational therapy. The Occupational Therapy Program was founded in 1989, and originally led to a bachelor's degree. The undergraduate track was phased out and the M.S. degree track established in 2000.

STRUCTURE OF THE PROGRAM

Occupational therapy students attend classes two weekends per month year round. The program is organized in two sequences of courses. The Clinical Foundations sequence includes three semesters of clinical coursework and a full-time 12-week fieldwork placement. It is followed by the Advanced Professional Skills sequence, which includes three semesters of coursework in advanced clinical topics, leadership and research, and a full or part-time fieldwork placement or practicum. Students with bachelor's degrees in fields other than occupational therapy complete both sequences in a total of 2-1/2 years, and are then eligible to sit for the national Certification Examination for the Occupational Therapist. Certified occupational therapists (OTRs) with bachelor's degrees join each class for the Advanced Professional Skills sequence, and complete the program in 13 months. All students are required to submit a graduate project that synthesizes their educational and clinical experience.

EDUCATIONAL OBJECTIVES

At completion of the Occupational Therapy Program, students are expected to demonstrate the following skills at entry professional level:

A. Evaluation

Determine client needs and priorities for intervention.

B. Planning

Identify goals and design interventions based on theory and current research.

C. Intervention

Use occupational therapy methods and activities to address occupational dysfunction.

D. Professionalism

Demonstrate behaviors and attitudes that facilitate teamwork and advance the effectiveness of the profession.

E. Administration

Document, evaluate the effectiveness of, and manage occupational therapy services.

F. Scholarly Inquiry and Creative Problem-Solving

Investigate a research question; demonstrate original thinking.

ADMISSION REQUIREMENTS

A maximum of 25 students are admitted to the Occupational Therapy Program each fall. Application materials and instructions can be obtained by contacting the program office. The deadline for submission of applications is May 15.

Applicants who are not occupational therapists are screened for admission to the program based on the following criteria:

- Bachelor's degree from a regionally accredited college or university
- 3.0 cumulative college G.P.A. (exceptions may be made for individuals with significant experience in health-related disciplines)
- Grades of C or better in prerequisite courses:
 - Anatomy and Physiology
 - Kinesiology (applicants may contact the program about weekend and directed study courses which fulfill this requirement)
 - Sociology or Anthropology
 - Psychology
- Demonstrated competence in basic computer skills
- Satisfactory recommendations from two employers or professors
- Documented observation or volunteer work in an occupational therapy clinic

When there are more qualified applicants than seats in the class, those with experience in health and human services disciplines are admitted first.

Applicants who have bachelor's degrees in occupational therapy must meet the following admission criteria:

- Certification to practice as an OTR
- 3.0 cumulative college G.P.A.
- Demonstrated competence in basic computer skills
- Satisfactory recommendations from two employers or professors

DEGREE REQUIREMENTS

To qualify for the Master of Science in Occupational Therapy, entry-level students must complete 73 credits of required coursework, in the sequences listed below. OTRs must complete the 34-credit Advanced Professional Skills sequence. Course requirements are individualized for OTRs through meetings with the Program Director and faculty mentors.

A graduate student is in good academic standing when his/her cumulative grade point average is 3.0 or above. Occupational therapy students are placed on academic probation for one semester if their GPA falls below 3.0. Students on probation must achieve a cumulative GPA of at least 3.0 the following semester, in order to continue in the program. Students who receive a grade below a C in any class are withdrawn from the program. Students may petition the Program Director to repeat a failed course the following year.

REQUIRED COURSES AND SEQUENCE

Clinical Foundations Courses

Fall Semester (11 credits)

OTR	500	Principles of Occupational Therapy	1
OTR	510	Neuroscience Fundamentals for Occupational Therapy	2
OTR	515	Development and Occupation in Childhood	2
OTR	520	Conditions Affecting Occupational Performance in Childhood	2
OTR	525	Evaluation and Intervention with Children	4

Spring Semester (10 credits)

OTR	540	Activities of Daily Living: Strategies for Special Needs	2
OTR	545	Development and Occupation in Adulthood	2
OTR	550	Conditions Affecting Occupational Performance in Adulthood	2
OTR	555	Evaluation and Intervention with Adults	4

Summer Semester (10 credits)

OTR	570	Development and Occupation in Later Life	2
OTR	575	Conditions Affecting Occupational Performance in Later Life	2
OTR	580	Evaluation and Intervention with Older Adults	4
OTR	585	Clinical Practicum and Seminar	2

Fall Semester (6 credits)

OTR	595	Level II Fieldwork in General Rehabilitation	6
-----	-----	--	---

Advanced Professional Skills Courses

Spring Semester (10 credits)

OTR	610	Advanced Neuroscience for Occupational Therapy	2
OTR	615	Cognition and Occupation	2
OTR	620	Special Topics I	2
OTR	625	Advanced Clinical Reasoning	4

Summer Semester (10 credits)

OTR	640	Assistive Technology	2
OTR	650	Special Topics II	2
OTR	655	Clinical Research	4
OTR	660	Graduate Project	2

Fall Semester (10 credits)

OTR	670	Legal and Ethical Issues in Occupational Therapy	2
OTR	675	Models of Service Delivery	2
OTR	680	Special Topics III	2
OTR	685	Leadership and Management in Occupational Therapy	4

Spring Semester (4-6 credits)

OTR	695	Level II Fieldwork in Special Interest Area (entry-level students)	6
		or	
OTR	699	Advanced Practicum (OTRs)	4

Total Credits for Graduation:

Entry level students	73
Occupational therapists	34

GRADING POLICY

The grading policy for students in the Master of Science Program in Occupational Therapy is as follows:

A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

No letter grades are issued for Level II Fieldwork. Fieldwork performance is evaluated on a credit/no credit basis.

FIELDWORK

Level I and Level II Fieldwork are required for all entry-level occupational therapy students.

Level I Fieldwork

Level I Fieldwork offers students practice-related experiences, and is integrated with academic courses throughout the program. The purposes of Level I Field-

work experience are to expose students to the values and traditions of occupational therapy practice, and provide opportunities for them to build skills in observation, activity analysis, and clinical reasoning. Students are responsible for identifying sites in their own communities and arranging their schedules to accommodate up to 36 hours of Level I Fieldwork outside of class each semester.

In August of their first year in the program, entry-level students are required to participate in a one-week full-time Clinical Practicum with faculty supervision.

Level II Fieldwork

The goal of Level II Fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II Fieldwork promotes clinical reasoning and reflective practice, transmits the values and beliefs that enable ethical practice, and develops professionalism and competence as career responsibilities.

Fieldwork is arranged by the program's Fieldwork Coordinator in collaboration with the student. Entry-level students are required to complete a full-time 3-month Level II placement in a general rehabilitation setting during the fourth semester of the program – this is a commitment commensurate to a full-time job. A second Level II Fieldwork placement in a setting of the student's choice is scheduled during the last semester of the program. Accreditation standards require that Level II Fieldwork must be successfully completed within 24 months after academic coursework is completed.

Advanced Practicum for Certified OTRs

OTRs enrolled in the Advanced Professionals Skills sequence of the program complete an advanced practicum during the last semester of the program. Ninety hours of work are required, in a setting appropriate to the student's area of interest in occupational therapy. The practicum may be completed on a full or part-time basis.

FINANCIAL AID AND HOUSING

The Financial Aid Office at Barry University offers students help in obtaining assistance with expenses when needed. Students who will need financial aid should contact the office as soon as they are admitted to the program. Many students in the Occupational Therapy Program apply for Subsidized and Unsubsidized Federal Stafford Loans (see Tuition, Fees, and Financial Aid section of the Graduate Catalog).

Students who travel to Barry University on weekends must obtain their own housing. The program maintains a list of local hotels used by occupational therapy students; some hotels offer seasonal discounts to students.

RESPONSIBILITIES OF STUDENTS

Attendance and Participation

Occupational therapists believe that people learn best by doing. Occupational therapy faculty and students are members of a teaching/learning team, and all team members must be present and actively involved, in order to make the process of education work. Communication among teachers and students is encouraged, because interaction in class builds skills that will be necessary in the future for relating to clients and families, collaborating with other professionals, and articulating the purpose and goals of occupational therapy. Because of this educational philosophy, and because each on-campus weekend is very intensive, occupational therapy students are expected to be prepared for each weekend, participate actively in class and field experiences, avoid missing class time, and manage absences in a professional manner. Make-up assignments are required for all time missed. If a student misses more than two days of class (equivalent to two weeks in a traditional program), he or she must meet with the Program Director, and the student may be required to withdraw from the program.

Professional Behavior

All aspects of Barry University's Policy on Dishonesty as described in the Student Handbook apply to students in the Occupational Therapy Program. Students aspiring to become occupational therapists must also conduct themselves in accordance with the principles of the Occupational Therapy Code of Ethics.

Preparation for Learning

All students in the occupational therapy program, those seeking admittance as well as those who become disabled while enrolled, must possess the intellectual, physical, and emotional capabilities necessary to undertake the full curriculum and to achieve the levels of competence required by the faculty and the occupational therapy profession. Students with documented special learning needs must contact the Barry University Office of Services for Students with Disabilities to request accommodations.

Health Information/Insurance and Liability Insurance

Barry University contracts with fieldwork centers which require that students be in good health before beginning a placement. Students are required to have their physicians complete a Health Information Form and submit it to the occupational therapy program during the first semester of enrollment. The form must be on file before they participate in fieldwork visits or placements. Failure to maintain current health information will result in withdrawal from the program.

Health insurance coverage is required for all students enrolled in Level I and II Fieldwork. Students may enroll in the insurance policy offered through Barry University.

Students must purchase liability insurance each year through Barry University, in order to participate in fieldwork experiences.

Some Level II Fieldwork sites require students to provide documentation of a Hepatitis B vaccination and participation in OSHA bloodborne pathogen training. Students may be required to participate in random drug testing, HIV (AIDS) testing, or fingerprinting and a background check for criminal record. Some sites require liability insurance coverage in addition to the general policy purchased through Barry University.

ACCREDITATION, CERTIFICATION AND LICENSURE

The Barry University Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The AOTA's telephone number is (301) 652-AOTA.

After successful completion of the Master of Science program in Occupational Therapy, students are eligible to sit for the Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy. Upon successful completion of the certification exam, graduates may be required to apply for a license to practice occupational therapy in their state. Graduates should contact the licensing boards in their states for application procedures.

Students should be aware that applicants for certification and licensure are required to answer questions about legal history, including any felony charges.

SAMPLE SCHEDULE OF WEEKEND COURSES

Clinical Foundations Courses

Fall Semester 2002

August 31 to December 22 (9 weekends)
Saturday & Sunday 9:00 to 5:30 p.m.
+36 hrs Level I Fieldwork in community

Spring Semester 2003

January 4 to April 27 (9 weekends)
Saturday and Sunday 9:00 to 5:30 p.m.
+ 36 hrs Level I Fieldwork in community

Summer Semester 2003

May 10 to August 22 (8 weekends)
Saturday and Sunday 9:00 to 4:30 p.m.
+ 36 hrs Level I Fieldwork in community
1 week full-time practicum in August

Fall Semester 2003

12 weeks full-time Level II Fieldwork

Advanced Professional Courses

Spring Semester 2004

January 3 to April 25 (9 weekends)
Saturday and Sunday 9:00 to 5:30 p.m.
+ 36 hours practicum

Summer Semester 2004

May 8 to August 15 (8 weekends)
Saturday and Sunday 9:00 a.m. to 4:30 p.m.
+36 hours practicum
Graduate project (independent study)

Fall Semester 2004

August 28 to December 19 (9 weekends)
Saturday and Sunday 9:00 a.m. to 5:30 p.m.
+ 36 hours practicum

Spring Semester 2005

12 weeks full-time Level II Fieldwork (Entry-level students only)
or
Advanced Practicum full or part-time (OTRs only)

Course Descriptions— Occupational Therapy Prefix: OTR

500 Principles of Occupational Therapy (1)

Introduction to the scope of practice, history and philosophy, terminology, and process of occupational therapy.

510 Neuroscience Fundamentals for Occupational Therapy (2)

Survey of structural and functional aspects of the central, peripheral and autonomic nervous systems related to the neurological conditions and interventions presented in Clinical Foundations courses.

515 Development and Occupation in Childhood (2)

Review of the developmental stages and milestones, occupational roles and activity patterns of childhood. Selection, performance and analysis of activities for children.

520 Conditions Affecting Occupational Performance in Childhood (2)

Study of the effects of health, disability, disease processes, and traumatic injury on the child within the context of family and society.

525 Evaluation and Intervention with Children (4)

Survey of occupational therapy evaluation tools, theoretical frames of reference and intervention methods used with children. Includes 36 hours Level I Fieldwork.

540 Activities of Daily Living: Strategies for Special Needs (2)

Presents care of self as a multidimensional process of interaction between the disabled individual and the human and physical world. Emphasis on occupational therapy principles, problem solving, techniques and equipment for ADL intervention throughout the life span. Prerequisite: Completion of OTR 500- 525.

545 Development and Occupation in Adulthood (2)

Review of the developmental stages and milestones, occupational roles and activity patterns of adolescents and young adults. Selection, performance and analysis of activities for adolescents and young adults. Prerequisite: Completion of OTR 500- 525.

550 Conditions Affecting Occupational Performance in Adulthood (2)

Study of the effects of health, disability, disease processes, and traumatic injury on the adult within the context of family and society. Prerequisite: Completion of OTR 500-550.

555 Evaluation and Intervention with Adults (4)

Survey of occupational therapy evaluation tools, theoretical frames of reference and intervention methods used with adolescents and young adults. Includes 36 hours Level I Fieldwork. Prerequisite: Completion of OTR 500-525.

570 Development and Occupation in Later Life (2)

Review of the developmental stages and milestones, occupational roles and activity patterns of older adults. Selection, performance and analysis of activities for older adults. Prerequisite: Completion of OTR 540-555.

575 Conditions Affecting Occupational Performance in Later Life (2)

Study of the effects of health, disability, disease processes, and traumatic injury on the older adult within the context of family and society. Prerequisite: Completion of OTR 500-550.

580 Evaluation and Intervention with Older Adults (4)

Study of occupational therapy evaluation tools, theoretical frames of reference and intervention methods used with older adults. Includes 36 hours Level I Fieldwork. Prerequisite: Completion of OTR 540-555.

585 Clinical Practicum and Seminar (2)

One week full-time (36 hours) in a clinical setting. Observation of clients and participation in selected aspects of the therapeutic process, under the supervision of Occupational Therapy Program faculty.

595 Level II Fieldwork in General Rehabilitation (Adults) (6)

Full-time 12 week placement in a clinical setting, for entry level students. Prerequisite: Completion of OTR 500-585, and approval of Program Director.

610 Advanced Neuroscience for Occupational Therapy (2)

Presents current research on how the central nervous system works, with implications for occupational performance and neurorehabilitation. Topics include arousal and motivation, motor control, learning and memory, emotions. Prerequisite: OTR 595: Level II Fieldwork or NBCOT certification as an occupational therapist.

615 Cognition and Occupation (2)

Provides a comprehensive view of cognitive rehabilitation in occupational therapy from theoretical, practical and research perspectives. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

620 Special Topics I (2)

This course focuses on a specialty topic in occupational therapy practice. Topics are selected each year based on students' interests and faculty expertise. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

625 Advanced Clinical Reasoning (4)

Application of the Creative Problem-Solving model to clinical reasoning in occupational therapy. Includes 36 hours practicum. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

640 Assistive Technology (2)

Assessment, funding, implementation and evaluation of the outcomes of assistive technology to improve occupational performance. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

650 Special Topics II (2)

This course focuses on a specialty topic in occupational therapy practice. Topics are selected each year based on students' interests and faculty expertise. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

655 Clinical Research (4)

Provides an overview of the research process and of basic descriptive, correlational and inferential statistics used in clinical research in occupational therapy. Includes hands-on experience with proposal development and data analysis. Includes 36 hours practicum. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

660 Graduate Project (2)

Supervised development of a project that synthesizes the student's educational and clinical experience. The project must provide evidence of the student's leadership skills in innovative service delivery, management, promotional activities, clinical education or research. Prerequisite: Registration for or completion of OTR 655, and approval of Program Director.

670 Legal and Ethical Issues in Occupational Therapy (2)

Discussion of legal and ethical dilemmas faced by occupational therapists, and principles which may guide decision-making and action. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

675 Models of Service Delivery (2)

Study of medical, educational, community and social models of service delivery, and their effects on the practice of occupational therapy. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

680 Special Topics III (2)

This course focuses on a specialty topic in occupational therapy practice. Topics are selected each year based on students' interests and faculty expertise. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

685 Leadership and Management in Occupational Therapy (4)

Survey of leadership theories, types, skills and role models in occupational therapy. Study of administrative functions in occupational therapy practice. Includes 36 hours practicum. Prerequisite: OTR 595 Level II Fieldwork or NBCOT certification as an occupational therapist.

695 Level II Fieldwork in Special Interest Area (6)

Full-time 12-week placement in a clinical setting or part-time equivalent, for entry-level students. Prerequisite: Completion of OTR 640-685, and approval of Program Director. CR/NC only.

699 Advanced Practicum for OTRs (4)

Full or part-time placement which provides in-depth experience in a specialty area, for OTRs. Prerequisite: Completion of OTR 640-685 Fieldwork, NBCOT certification as an occupational therapist, and approval of the Program Director.

SCHOOL OF NURSING

Pegge L. Bell, Ph.D., R.N., A.P.N., Dean

Janyce G. Dyer, D.N.Sc., C.R.N.P., Associate Dean for the Graduate Programs

Faculty: Charron, Colin, Efinger, Gold, Hauri, Kleier, Papes, Patsdaughter, Perkel, Spalding

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 dichotomous 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 congruency 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 for the advanced specialty areas of nursing administration, nursing education, and nurse practitioner. 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 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 nurse and 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 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, conceptual frameworks and research 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;
- provide health care within multicultural settings;
- evaluate, utilize, and disseminate research as the basis for nursing practice, administration, or teaching;
- analyze multiple perspectives of the situated context and substantiate viewpoints;
- shape health care policy on behalf of patients and the profession;
- enhance professional growth of self and others through the use of the 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

evening. Selected classes may be offered at off-campus learning sites. Practicums specific to each specialization under the guidance of academically qualified and experienced preceptors are required.

Accreditation

The baccalaureate nursing education program is approved by the Florida Board of Nursing, and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The master's nursing education program is fully accredited by the Commission on Collegiate Nursing Education. (CCNE does not accredit doctoral programs.) Accreditation is an indication to the public of professional 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 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.

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. 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
 - M.S.N./M.B.A. dual degree program
 - Post-Master's Certificate
- Nursing Education
 - Post-Master's Certificate
- Nurse Practitioner
 - Family Nurse Practitioner
 - M.S.N. completion option for ARNPs
 - Post-Master's Certificate
- Accelerated B.S.N. to M.S.N. Option
- R.N./B.S. to M.S.N. Bridge Option
- R.N. to B.S.N. to M.S.N. Option

Certificate program:

- School Nurse

Accelerated B.S.N. to M.S.N. Option

This option allows the student who holds a bachelor's degree in a field other than nursing from an accredited college or university to earn the B.S.N. and the M.S.N. in three years of full-time study with continuous enrollment. Students who wish to pursue this option must meet the admission requirements to the undergraduate and graduate programs. See the Undergraduate Catalog for the admission requirements, the policies on Progression to Clinical Courses, and the Accelerated Option program requirements including prerequisites and nursing courses. Graduate courses are taken in years two and three.

R.N./B.S. to M.S.N. Bridge Option

This program guides R.N.'s with bachelor's degrees in fields other than nursing to earn the M.S.N. Students 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 Seamless R.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 635.

The courses in the bridge are as follows (See Undergraduate Catalog for course descriptions):

- NUR 301 - Research in Nursing
- NUR 303 - Professional Processes
- NUR 481 - Community Health Nursing
- NUR 483 - Health Assessment

Seamless R.N. to M.S.N. OPTION

Qualified R.N. students may directly enter into the R.N. to M.S.N. Option. This option leads to the BSN/MSN with continuous enrollment. Graduate credits applied to the BSN result in fewer required MSN credits. This option can be completed on a part-time or full-time basis.

Eligibility:

- (1) submit an application for undergraduate admission;
- (2) achieve an acceptable score on either the Graduate Records Examination (900 or better) or on the Miller Analogies Test (40 or better);
- (3) satisfactory results on the graduate nursing program English assessment test;
- (2) submit two letters of recommendation from professional referees;
- (5) complete an undergraduate course in statistics within the last 5 years; and
- (6) meet with the director for the graduate specialty in which the student is interested.

See additional information under Graduate Admission Requirements.

Continuation: To remain eligible to continue through this option, R.N. students must:

- (1) maintain at least a 3.00 GPA; and
- (2) earn a B or better in each nursing course (undergraduate and graduate).

Program requirements: (27 cr.) In addition to 31 nursing credits by validation or examination:

- NUR 301 Research in Nursing
- NUR 303 Professional Processes
- NUR 481 Community Health Nursing
- NUR 483 Health Assessment
- NUR 493 Nursing Leadership
- NUR 494 Directed Nursing Practice
- NUR 510 Advanced Pathophysiology
- NUR 520 Nursing Informatics

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) satisfactory results 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, one from a professional referee and the other from the associate dean/director of the school where the B.S.N. was awarded; and
- (9) a current license to practice as an R.N. in Florida.

The graduate faculty evaluates students' experiential and academic backgrounds as a composite. The outcome of this assessment will be acceptance, deferment, or rejection. 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 writing 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.

In order to be considered for admission and eligible for enrollment in the Fall, Spring or Summer semester, the completed application must be received in Admissions by July 1, November 1, or March 1, respectively.

Background Checks

Background checks on students are to protect clients. The process of conducting these background checks

is based on the principles of equity, justice, right-to-privacy, and feasibility. Students are advised that some clinical sites require them to be fingerprinted, pass drug screening and have background checks performed. Compliance with this requirement and satisfactory findings are essential for clinical placement in those sites. Students are further advised that clinical sites reserve the right to refuse placement of a student. The School of Nursing will make reasonable accommodations to provide alternative clinical sites that meet program objectives for students not accepted by the clinical site. However, if a student is unable to meet the clinical requirements to progress, the student's enrollment in the School of Nursing will be discontinued.

The Program of Study

The 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. Upon entry to the graduate program, it is expected that students will have prerequisite computer skills in word processing, use of email, and the ability to use the internet. Students without these prerequisites skills are encouraged to take CS 180-Introduction to Computers. This course will not count towards degree requirements.

Transfer of Credits

A maximum of six graduate credits may be transferred from a regionally accredited institution prior to matriculation; thereafter, prior approval from the dean of the School of Nursing is required. 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 diverse 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 and other sources of financial aid are available for many students for full-time and part-time study; applications are made early each semester. Tuition reduction is available to all R.N. students. As various scholarships become available, they are announced to students via the School of Nursing's web site. 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

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 who fail to meet these requirements will not be permitted to progress to clinicals, practicums, or thesis. A student is considered a candidate for the Master of Science in Nursing degree following completion of all admission requirements and twelve graduate credits with a GPA of 3.00 (B).

Students who have more than a 15 month hiatus between clinical courses will need to be individually evaluated and may be required to take additional study or clinical experience in order to progress to subsequent clinical courses.

Research Project or Thesis Option

Students must complete a research project (NUR 637); however, students who wish to complete a thesis (NUR 699) may do so by special arrangement with the student's academic advisor.

A student who elects to complete a thesis 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.

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 21 in core courses and 24 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;
- complete a research project;
- 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.

Electives

Any nursing course except those with a clinical component may be taken as an elective. Graduate courses in other schools of the university may be taken as an elective with the approval of the student's advisor.

CURRICULUM PLAN

Required of All Degree-Seeking Students, Core Courses (21 credits)

NUR	601	Philosophical & Theoretical Bases of Nursing	3
*	NUR	635 Nursing Research I	3
*	NUR	636 Nursing Research II	3
*	NUR	637 Nursing Research III	3
	NUR	654 Public Policy Strategies for Nurses	3
	NUR	658 Social Context of Nursing	3
	NUR	679 Health Promotion and Disease Prevention	3

*Courses require pre/corequisites.

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	520	Nursing Informatics	3
NUR	660	Administration/Organization Theories	3
NUR	674	Financial Strategies for Nurses	3
NUR	682	Leadership/Management Strategies in Nursing	3
NUR	688	Human Resources Development in Nursing	3
*	NUR	696 Nursing Administration Practicum	6
		Free Elective	3

*Courses require prerequisites.

Dual Degree Option: M.S.N./M.B.A.

M.S.N./M.B.A. students take the required core and nursing administration specialization courses. For M.B.A. admission requirements, course descriptions, and prerequisites, see the Andreas School of Business section in this catalog.

Required for M.B.A. (24 credits)

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

Post-Masters Certificate Program

(24 credits)

Post-master's students take the seven courses required of all nursing administration students.

Requirement for entry: M.S.N. in another area of specialization other than nursing administration.

**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;
- utilize advanced practice core competencies in clinical and classroom teaching; and,
- evaluate the role of the nurse educator in various settings.

Specialization

In addition to courses required of all degree-seeking students, nursing education students take:

NUR 510	Advanced Pathophysiology	3
* NUR 615	Advanced Pharmacology	3
*+ NUR 678	Advanced Health Assessment & Differential Diagnosis	3
NUR 681	Learning Theory and Teaching Methods for Nursing	3
NUR 686	Nursing Education Leadership	3
NUR 687	Nursing Curriculum	3
* NUR 695	Teaching Practicum	6

*Courses require prerequisites.

+Clinical

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.

**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 from nursing, medicine, and complimentary therapies to plan, implement, and evaluate therapeutic regimens for 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

Family Nurse Practitioner

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	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	678 Advanced Health Assessment And Differential Diagnosis	3
*	NUR	689 Nurse Practitioner Practicum Elective	3

* Courses require prerequisites.

+Clinical

M.S.N. Completion Option for ARNPs

Minimum of 30 credits must be taken to earn the M.S.N. of which 21 are core; the remaining 9 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	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	678 Advanced Health Assessment And Differential Diagnosis	3
	NUR	679 Health Promotion and Disease Prevention	3
*	NUR	689 Nurse Practitioner Practicum	3

* Courses require prerequisites.

+Clinical

School Nurse Certificate Program

NUR	515	Introduction to School Nursing	3
+	* NUR	519 School Nurse Intervention	3
*	NUR	524 School Nurse Practicum	3

* Courses require prerequisites.

+Clinical

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)

Compares and contrasts physiological and pathological changes that affect homeostasis of individuals across the lifespan. Current research based knowledge is applied to pathological changes in selected disease states.

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.)

520 Nursing Informatics

Provides a foundation in information management and processing principles used to support the data, information, and knowledge needs utilized in the delivery and administration of nursing care. Topics include computer-based patient records, nursing nomenclature, minimum data sets, telehealth, and computer-mediated decision support. Surveys current nursing informatics programs.

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.

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.

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.

635 Nursing Research I (3)

Explores, compares and contrasts qualitative and quantitative research methods. Critical analysis of studies, and relationships among theory, research, and practice as it applies to nursing and health care are examined. Descriptive statistics are applied to research designs. Pre/Corequisite: NUR 601

636 Nursing Research II (3)

Builds upon Nursing Research I and expands the knowledge gained to advanced quantitative and qualitative research methods. Includes triangulation methodology in nursing research. Inferential statistics are utilized. Prerequisite: NUR 635

637 Nursing Research III (3)

Applies philosophies to qualitative and quantitative theories, concepts and methods in formulating research designs in nursing and health care research. Provides guided experiences in all phases of nursing research through active participation in research projects. Outcome research in nursing is highlighted. Expands upon computer application in nursing research. Prerequisite: NUR 636

654 Public Policy Strategies for Nurses (3)

Understanding the establishment of public policy with a focus on the health and well being of people. Examines the organization and financing of health care in the United States. Considers strategies to impact national and world health.

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.

658 Social Context of Nursing (3)

Explores from a global perspective the social context of nursing. Entertains such elements as diversity, spirituality, and ethics. The role of the nurse as a health advocate and professional in today's world is examined.

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. (For CR/NC or grade as agreed upon by student and faculty member)

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.

670 Advanced Concepts of Clinical Nursing I (Adult/Family) (3)

Focuses on advanced physical, psychosocial, cultural and clinical management of individuals and families. 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 for the maintenance of health or altered state of health of the adult (family) client. (T-30 hrs; C-120 hrs.).

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)

Focuses on preventive and ambulatory pediatrics, including the basics of well-child management: nutrition, immunization, safety, physical and psychosocial development, and management of common problems of childhood. Prerequisite: NUR 670 (T-30 hrs; C-120 hrs.)

677 Advanced Concepts of Clinical Nursing IV (Geriatrics/Family) (3)

Focuses on the clinical management of the elderly in the context of family, culture and environment. Students devise, implement, analyze and evaluate a plan of care based on medical/nursing process, current empirical data, and theoretical nursing knowledge. Application of concepts occurs in clinical situations through independent projects. Prerequisite: NUR 670 (T-30 hrs; C-120 hrs.)

678 Advanced Health Assessment and Differential Diagnosis (3)

Uses advanced health assessment and differential diagnosis to gain experience in comprehensive history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of the client. Includes didactic and clinical content about differential diagnoses of common presenting problems. Pre/Corequisite: NUR 510 (T=30 hrs; L=30 hrs; C=90 hrs) (Fee: \$50)

679 Health Promotion and Disease Prevention (3)

Focuses on the study of families and communities throughout the lifespan. Analysis of individual and family health beliefs in the development of effective health promotion strategies; population genetics and application of the principles of genetics and health promotion to clients; as well as the study of the concepts, principles, and research methods of epidemiology and their impact on health promotion and disease prevention.

681 Learning Theory and Teaching Methods for Nursing (3)

Overview of the application of learning theories, learning style assessments, development of objectives, teaching methods and materials, evaluation of learning, and classroom and nursing research in nursing education.

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.

686 Nursing Education Leadership (3)

Explores the expectation of the leader in nursing education including issues related to teaching as scholarship, the teacher as consumer and developer of research, service to the institution and profession, collegiality, and faculty governance. Considers ethical, legal, and social factors impacting nursing education's future.

687 Nursing Curriculum (3)

Introduces the process of curriculum development. Examines the application of required curricular and programmatic standards and criteria from accrediting and governmental bodies and their use in curriculum learning experiences. Explores the standards and expectation of the parent institution and higher education for the professions.

688 Human Resource Development in Nursing (3)

Application of processes by which nursing leadership inspires nursing personnel to provide high quality health care services that meet professional standards, criteria, and outcomes for patient care and fiscal accountability. Also examines human and environmental factors contributing to quality of work-life for health care employees and patient satisfaction.

689 Nurse Practitioner Practicum

Focuses on the evolution, practice, education of, and legislation for advance practice nurses. Provides the opportunity to operationalize the role of the advance practice nurse. (T-30 hrs; 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.) (CR/NC only)

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.) (CR/NC only)

699 Thesis (3)

A scientific research study that the student conducts independently. Prerequisite: core and at least one specialization course. (CR/NC only)

729 Continuous Registration (1)

Enrollment is required each semester after three thesis credits of NUR 699 until the thesis is completed. (CR/NC only)

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 scientists who, upon graduation, will assume leadership positions in research, education, and in health care systems. 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.

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. The purpose of the PhD in Nursing Program is to prepare scholars who will discover or extend knowledge that advances the science and practice of nursing and contributes to the knowledge base of other disciplines.

- To prepare nursing scholars with multiple perspectives of knowing who acknowledge multidisciplinary contributions to knowledge generation;
- To prepare nursing scholars who will generate, test, extend knowledge through relevant research and theory development, and disseminate their findings to the broader scientific community;
- To prepare nursing scholars who contribute to solutions that advance health care in a culturally diverse global society through the formulation and implementation of strategies that serve the public interest;
- To prepare nursing scholars informed by philosophical, social, cultural, and political issues; and
- To prepare nursing scholars who will provide leadership in nursing and positively influence society at large.

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. 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. In addition they possess extensive teaching experience in a variety of colleges and universities and at multiple educational levels. They have a wide array of experiences that 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 and presented at international and national research conferences. In addition, they have received

competitive research grants and served in research positions as abstract reviewers, 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. 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. 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 this faculty assessment is acceptance, deferment, or denial. Criteria indicating potential success include:

- Masters 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);
- three professional recommendations of leadership competencies or potential, including a letter of recommendation from the dean(s) of the school(s) where the B.S.N. and M.S.N. were awarded;
- evidence of professional activities as reflected in current curriculum vitae that is submitted with the application; and,
- a personal interview with the admissions committee.

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

Prior to matriculation, 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.

International Students

Students from other countries are encouraged to apply for admission to the PhD program.

Progression Requirements

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. An IP must be converted to a letter grade or CR/NC before the next session.

The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

PROGRAM OF STUDY

The program of study requires at least 45 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 courses may be taken in conjunction with the interdisciplinary core or separately. 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 12-week summer semesters completing 12 to 15 program credits annually.

Program of Study for All Students (All courses are 3 credits)

Required Interdisciplinary Core Courses - 15 credits

- Philosophy of Science and Theory Development
- Qualitative Methods of Inquiry
- Quantitative Methods of Inquiry
- Qualitative Methods for Advanced Inquiry
- Quantitative Methods for Advanced Inquiry

Nursing Courses – 21 credits

- Alternative Paradigmatic Inquiry
- Structure of Nursing Knowledge
- Advanced Biostatistics for Nursing
- Global Leadership Strategies and Diversity Awareness
- Nursing Research I: Techniques and Applications
- Nursing Research II: Techniques and Applications
- Bioethical Imperatives in Nursing

Guided Electives (6 credits)

Dissertation Seminar (3 credits)

Candidacy

A student becomes a doctoral candidate upon completion of the candidacy paper and defense 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 In Progress (IP), Incomplete (I), or Failing (F) grades to be eligible to begin the candidacy process. The candidacy paper demonstrates the understanding, synthesis, and analysis of knowledge 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 takes dissertation seminar. Doctoral students who are not enrolled in other classes during the term when candidacy occurs must register for 2 credits of independent study (NUR 703).

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. 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 followed by approval by the university Institutional Review Board. Approval by other hospital, agency, or college IRBs may also be required. A dissertation proposal cannot be implemented until all 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 two to three credits (NUR 800) 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 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 Associate Dean for Graduate Programs.

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 cities of Miami and Fort Lauderdale 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.

- 12 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 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 (For grade or CR/NC as agreed upon by the student and faculty member.)

NUR 724 Alternative Paradigmatic Inquiry (3)

Focuses on the social constructionist critique of reality. Students engage in deconstruction, reconstruction, and revisioning of the multiple paradigms that guide their inquiry. Social, cultural, and political systems are analyzed as they relate to inquiry.

NUR 725 Structure of Nursing Knowledge (3)

Focuses on the epistemological debates about science reflected in the nursing literature. These debates and the formulation of theories and concepts reflect different ways of knowing and arise out of different philosophical traditions. An understanding of this historical context better informs the nature of science and methodological approaches to generating knowledge in nursing. Topics covered include the philosophical and theoretical bases for nursing science and concept development within this context. Pre/Corequisite: HSN 703

NUR 732 Advanced Biostatistics for Nursing (3)

Examines statistical concepts and computer applications related to health care, nursing and biomedical research, statistical evaluation and analysis of data. Provides an in-depth examination of both parametric and non-parametric statistics. Specific quantitative perspectives include a wide range of statistical applications to nursing research. Pre/Corequisite: HSN 707

NUR 742 Global Leadership Strategies and Diversity Awareness (3)

Provides an in-depth analysis of social, economic, and political structures. Design leadership strategies in nursing and health care incorporating an understanding of global and human diversity. Cross-cultural field experiences are included.

NUR 744 Nursing Research I: Techniques and Applications (3)

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 nursing research. Topics include ethics, recruitment/retention of research subjects, and evaluation of underutilized research methodologies in nursing. Supervised inquiry, as part of an ongoing research endeavor, is included. Pre/Corequisite: HSN 705 or HSN 707

NUR 745 Nursing Research II: Techniques and Applications (3)

A theoretical and practical focus on advanced competencies in research. Students engage in seminar discussions related to the development of research in nursing, development of clinical data sets in nursing, management of complex data sets, research synthesis and competing for research funding. Supervised inquiry, as part of an ongoing endeavor, is included. Prerequisite: NUR 742

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. (For grade or CR/NC as agreed upon by the student and faculty member.)

NUR 760 Bioethical Imperatives in Nursing (3)

Analysis and application of the historical development of ethical and bioethical theories and principles. Moral obligations and legal boundaries in the resolution of dilemmas involving nurse scientists will be examined.

NUR 798 Dissertation Seminar (3)

Examines relevant researchable matters. Dissertation work progresses in an atmosphere of open peer/collegial review, written feedback, and scholarly discourse from prospectus to proposal development and revision in close coordination with the student's dissertation chairperson. Dissertation committee review and approval are sought. IRB submission guidelines are reviewed and submissions prepared in coordination with the dissertation committee. The student must re-enroll until IRB approval is obtained and the research study commences. Prerequisite: Candidacy. (CR/NC only)

NUR 800 Continuous Dissertation Advisement Matriculation (2-3)

Enrollment is required each semester including summer after the completion of NUR 798 until the dissertation is successfully defended. Prerequisite: NUR 798. (CR/NC only)

ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Stephen M. Holloway, Ph.D., Dean

Debra M. McPhee, Ph.D., Associate Dean

Faculty: Berman-Rossi, Bryson, Buffum, Charania, Cherry, Colyer, Cook, Gray, Houston-Vega, Kelly, Mack, Martin, Molina, Mondros, Moreda, Munnings, Narkiewicz, Nerette, Nuehring, Pierce, Scott, Singleton, Smith, Sprague-Damon, Thurston, Tully, Uzzi, Whelley, 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 2001, the School initiated a BSW degree program and is currently in candidacy for accreditation by the Council. See the Barry Undergraduate Catalog for details.

In 1984, the School was named the Ellen Whiteside McDonnell School of Social Work to honor a woman who 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.

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 mission of the school of social work is framed by the values, ethics and social commitments of the social work profession as well as those of Barry University. The school's primary purpose is the education of social workers for all levels of professional practice which is characterized by competence, quality, and dedication to the principles of social and economic justice. The school is committed to the development of professional social workers who are drawn from diverse communities and who are prepared to engage in social work practice that improves the quality of life within those communities. Through professional and continuing education, knowledge development and professional action, the school aims to enhance the quality and effectiveness of human services and social well being throughout the region and nation.

MASTER OF SOCIAL WORK DEGREE PROGRAM

The Barry MSW program educates social workers for advanced, autonomous clinical practice built upon a generalist foundation and a liberal arts background. The purpose of clinical social work practice is the maintenance and enhancement of the biopsychosocial well-being of individuals, families and small groups by helping them to accomplish tasks, prevent and alleviate distress, and maximize their strengths, coping capacities, and access to needed intra-personal, interpersonal and societal resources. Clinical social work practice encompasses a wide range of preventive, supportive, therapeutic and empowerment approaches, emphasizing culturally competent biopsychosocial

assessment, and differential interventions, including advocacy and resource development, with diverse persons in their environments as well as populations at risk. In addition, concentration students are educated in an area of focus in either health care, mental health, or families and children.

Central purposes of the curriculum are to prepare students who can (1) integrate the knowledge, values, ethics and skills of the social work profession into effective clinical social work practice, (2) understand, value and work effectively with human diversity, (3) alleviate the impact of poverty, discrimination, and oppression on individuals and groups, and (4) work knowledgeably and skillfully with at-risk groups in South Florida. All components of the curriculum include content on ethnic minorities of color, women, and gay/lesbian groups. Additionally, through examples, the curriculum includes content on various other populations in South Florida that experience discrimination and oppression including the poor, aged, developmentally and physically challenged, persons living with HIV/AIDS, Native Americans and new arrivals.

The program develops social workers who are competent in enhancing social functioning of diverse client systems, including individuals, families, small groups and populations including those who are at risk within the context of their communities. Graduates also have knowledge of community structure, social policies, organizational structure and change processes, program development and evaluation, advocacy and policy practice strategies to contribute to the development of effective networks of services for South Florida. Additionally, graduates share an imperative, as well as the capability, to take part in action to alleviate poverty, discrimination, and oppression among targeted groups, and to enhance the power of disenfranchised groups so that they can act in their own interests.

To achieve this educational purpose, several key professional concepts guide the curriculum. They are: The profession's enduring philosophical base, values, and ethics; professional practice within agency and community contexts; the identification and appreciation of diversity, including human universals, group differences, and individual uniqueness; the onus of poverty, discrimination, oppression and power differentials and their effects on individual, families, groups, and the larger society; commitment to continuing professional growth and development, self critique and the evaluation of one's own practice outcomes; critical thinking in a variety of professional contexts, to analyze, synthesize, and apply relevant knowledge and research to practice frameworks and interventions and to generate and disseminate scientifically based practice knowledge for the profession; and commitment

to educational experiences in which student learning occurs in contexts that integrate and support the cognitive, affective, and experiential elements of learning.

PROGRAM GOALS AND OBJECTIVES

The goals of the MSW program are:

1. To prepare advanced clinical practitioners competent to provide quality services to clients and client systems of various sizes in diverse community settings.
2. To prepare advanced clinical practitioners who are guided by the values and ethics of the social work profession, effective in practice with vulnerable populations, and committed to strive for social and economic justice.
3. To prepare advanced clinical practitioners with the skills to assess the interaction between clients, client systems, and social forces, and the capability to intervene at the appropriate client-system level(s).
4. To prepare advanced clinical practitioners effective in the differential application of strengths-based practice models to service provisions with a focus area.

The objectives of the MSW curriculum are to graduate students who:

1. Endorse and implement in practice the basic values of the social work profession as detailed in the NASW Code of Ethics and the CSWE Curriculum Policy Statement;
2. Consciously use self-awareness and self-understanding in working with others by integrating liberal arts learning with professional education for social work practice;
3. Demonstrate knowledge about the effects of oppression and discrimination on individuals, families, groups, and communities and intervention strategies to counter these effects;
4. Consistently work to assess the risk and resiliency factors of client systems of various sizes and types, especially with marginalized and culturally or racially diverse groups; and employ interventions that use a strengths perspective;
5. Communicate knowledge of and respect for the history of social welfare as an institution as well as the history, mission and philosophy of the social work profession;
6. Analyze and understand the dimensions of varied social contexts, service systems, organization settings, policies and programs, their effects on the well-being of those served, and the variables that influence stability and change within the practice environments of health, mental health, and family and children;

7. Demonstrate knowledge, skill, and commitment in relation to advanced clinical practice that incorporates social policy, programs and practice development, organization and community change, and advocacy for clients with the aim of mitigating human oppression and discrimination by advancing social and economic justice;
8. Think critically from a grounding in scientifically analyzed and applied theory and research that informs autonomous clinical social work practice at all levels of intervention and in one focus area of health, mental health, or families and children;
9. Employ a scientific, analytic approach to knowledge building and application in practice that integrates the methods of social research, the critical appraisal of research findings, and the evaluation of social policies, programs, practice processes and outcomes;
10. Demonstrate skills and awareness of the responsibility to evaluate one's practice outcomes, processes, and strengths and limitation and to continue one's own professional growth and development through life-long learning;
11. Demonstrate advanced and specific knowledge and skill associated with a chosen focus area in children and families, mental health, or health; and
12. Utilize the precepts of resiliency theory to inform the advanced clinical skills of assessment, intervention and evaluation with individuals, families and groups within a focus area of practice.

ADMISSION REQUIREMENTS

The School of Social Work admits both full-time and part-time students to the MSW program in the fall semester and only part-time students in the spring semester. Part-time spring admission is not available in the West Palm Beach/Treasure Coast program. Persons seeking admission to the MSW program must meet the following criteria:

- Bachelor's degree from an accredited college or university. The applicant's academic record must show a capacity for successful work at the graduate level, with a minimum grade point average of 3.0 (on a 4.0 scale) for their last 60 college credits earned. Exception may be made on the basis of extenuating circumstances and the applicant may be granted admission on a provisional basis. Provisional status allows students to complete up to 12 credits to demonstrate capacity to do graduate level work. In order to be fully admitted to the MSW program students must have at least a 3.0 GPA at the completion of 12 credit hours. If a 3.0 GPA is not attained after 12 hours, students will not be permitted to continue and will be denied admission. There is no appeal process for provisional students.
- Applicants should have a broad liberal arts background including (1) understanding of cultural heri-

tage of oneself and others, (2) knowledge of methods of inquiry and problem solving, and (3) written and verbal communication skills. This background will include study in the social, behavioral, and biological sciences equal to 30 credits and may include life experience inferred to represent important contributions to liberal arts background as noted above.

- Completed application form (may be done electronically by going to the School's website at www.barry.edu/socialwork).
- A three page typed double-spaced personal statement
- Three letters of recommendation
- \$30 application fee

Admissions interviews may be requested by the School in order to make an admissions decision. Applicants who would like to discuss special circumstance pertaining to their application or who have questions about the program are encouraged to seek admission interviews.

Any applicant wishing to support their application with the results from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Record Examination (GRE) 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 evaluation of application credentials is rendered by the Admission Department of the School. Both achievement and potential are assessed in order to arrive at a decision on an applicant's capacity for graduate social work and suitability for the 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 final admission decision is either to accept, provisionally accept or to reject an application.

FINANCIAL AID

Funding options for study at the Barry University School of Social Work include an agency employment discount program, Barry Scholarships and loans. We encourage students to inquire and apply for these scholarships, discounts and loans, as well as to explore other sources of funding.

Agency Employee Discounts

If you are employed in a social service or human service capacity, for 24 hours or more per week, you may be eligible for a 30% tuition discount. The nature of your employment must reflect basic social work tasks, objectives, and goals. Agency Employee Discounts are available to part-time students only.

Students who wish to take advantage of this tuition discount must submit on employer letterhead stationary prior to enrollment in school for the academic

year proof of employment signed by the employee's supervisor or department head.

Barry Scholarships

A limited number of tuition scholarships are available for students who demonstrate the potential for outstanding academic achievement.

Loans

Federal Family Education Loan Program (FFELP)

Low-interest loans for students who are registered for at least four credits are provided by private lenders such as banks, credit unions, and savings and loans associations. There are two types of FFELP loans for graduate and professional students:

The Subsidized Federal Stafford Loan is a need-based loan. The government assumes interest for this loan while the student is in school. For graduate and professional students, the annual limit is \$8,500.

The Unsubsidized Federal Stafford Loan provides additional funds for educational expenses. This is a non-need based loan. Graduate and professional students can borrow up to \$18,500 per year minus any funds received under the subsidized Stafford loan program. For additional loan information please call the University's Office of Financial Aid at 305/899-3664 or 1/800/756-6000 extension 3664.

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. The University's Financial Aid Office maintains application for these loan programs.

To request information regarding loan based financial aid please contact the University's Financial Aid Office at 305/899-3664 or 3670 or 1/800/756-6000 extension 3664 or 3670. The University's Financial Aid Office will mail a complete financial aid application packet. This packet includes the Free Application for Federal Student Aid (FAFSA). Your completed FAFSA should be mailed to a federal processing agency. Within 4–6 weeks, you will receive a Student Aid Report from the processing agency.

Other Sources for Funding

Foundations, civic and professional organizations, social welfare agencies, and employee reimbursement plans are all potential sources for funding. You may want to personally check with local organizations regarding availability of scholarships or grants. You can also use a computerized scholarship data base to locate information on alternative sources for funding. Check Barry's web site for references: <http://www.barry.edu>.

ADVANCED STANDING PROGRAM (MIAMI SHORES CAMPUS)

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 this degree within five years from their date of actual enrollment in the MSW program may apply to the Advanced Standing Program. The Advanced Standing Program consists of 32 concentration year credits and may be completed in 9-months. All applicants accepted to this program must have a minimum grade point average of 3.0 for their last 60 credits taken in their BSW program. In some cases students may be asked to take additional foundation year courses. **APPLICANTS MUST SUBMIT A LETTER OF RECOMMENDATION FROM THEIR BSW FIELD SUPERVISOR OR A COPY OF THEIR FINAL BSW FIELD EVALUATION.** Students are admitted to this program both full-time and part-time during the fall and only part-time during the spring. Advanced standing students may elect either Option A or Option B, but are not eligible for field placement within their places of employment.

READMISSION

Readmission refers to a process in which a formerly admitted student is reviewed for approval to return to the School after having been dismissed from a degree program in the School. Failure to enroll in courses or failure to request a formal leave of absence results in termination from the MSW program. Students who have been on approved leaves of absence for two years or less do not have to reapply to the School, but must meet with the Assistant Dean to secure approval to register.

Students on leaves for more than two years must apply for readmission.

1. The applicant initiates the process by requesting an admissions packet from the Admission Office in the School of Social Work.
2. All applicants must submit, at a minimum, (1) a "Request for Re-admission" form, (2) a new School of Social Work graduate application, (3) the application fee, (4) one new reference letter, (5) transcripts showing courses taken since leaving the program, and (6) a new narrative detailing how the applicant is now able and ready to return and be successful in their degree program.
3. If the applicant was terminated from the School by the Committee on Students, they must submit information that will document the ways that they have responded to any recommendations from that committee.
4. The completed admissions folder, including materials from prior degree work in the School, is sent

for review according to the usual admissions process. The faculty reviewers are two full-time faculty members of the School of Social Work.

5. Admissions recommendations are sent to the Associate Dean, who makes a final determination and informs the applicant.

APPLICANTS SHOULD UNDERSTAND THAT READMISSION TO THE PROGRAM IS NOT ASSURED.

Core Performance Standards for Admission, Progression, and Graduation

All students must meet essential standards of behavior for social work practice. The following chart begins with the NASW Code of Ethics that identifies the core values on which social work's mission is based; it summarizes ethical principles that reflect the profession's core values; it establishes a set of specific ethical standards that guide social work practice; and it provides the principles on which the public can hold a practitioner accountable. These principles depict the scope of responsibility to which the student obligates him/herself from the time of entry in the MSW program. In order to remain in good standing in the program, the MSW students, as stated in the NASW Code, "...must not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility." (p.23, NASW Code of Ethics).

Skill Areas	Standard	Examples of Essential Behaviors
Ethical Decision Making Skills	Must adhere to the NASW Code of Ethics that guides social work practice: (1) Social workers' primary goal is to help people in need to address social problems. (2) Social workers challenge social injustice. (3) Social workers respect the inherent dignity and worth of the person. (4) Social workers recognize the central importance of human relationships. (5) Social workers behave in a trustworthy manner. (6) Social workers practice within their areas of competence and develop and enhance their professional expertise.	Helps clients understand how their problems have roots in societal structures and processes; seeks to work with oppressed populations and those most in need; is active in affecting change in their organizations, the services system, and the community; communicates openly, completely, and honestly with clients; makes commitments to clients that will be kept and accurately describes interventions and their strengths and limitations; makes referrals when lacking needed expertise, but also actively works to gain needed expertise.
Critical Thinking Skills	Must understand and evaluate individuals, families, organizations, and communities in context of environmental factors, including socioeconomic, cultural, and political dimensions; ability to connect practice theory with practice application.	Prepare assessments of clients and design intervention plans; engage in mutual problem-solving; make appropriate recommendations given the uniqueness of clients, their strengths and limitations; makes reasoned decisions regarding conflicting values and professional ethics.
Time Management Skills	Consistently attend scheduled classes, meetings, and appointments; complete required academic and field work assignments; identify and commit to realistic workloads; communicate in advance to all affected parties whenever there is an interruption of planned attendance or task completion; and assume responsibility for identifying appropriate alternatives when a change in plans is necessary.	Attend and arrive on time to classes; complete assignments on time and in accord with standards; attend field instruction and focus on field instruction practice tasks; appropriately keep others including supervisors and advisors informed about activities.

Self-Awareness Skills	Ability to self-critique one's own performance of intellectual, behavioral, and social tasks; identify barriers to performance; assume full responsibility to protect clients and others from the adverse consequences of those barriers, by seeking professional help, adjusting workloads, or withdrawing from practice; and self-correction.	Shares self using supervisory sessions in field, and through process recordings; seeks feedback on assignments; explores professional effectiveness in field instruction.
Social/Interpersonal Skills	Must be able to engage, maintain and appropriately terminate helping relationships with diverse individuals, families, and groups in various social work settings, with colleagues, organizations, and communities. Identify and maintain appropriate personal conduct and professional boundaries in keeping with all applicable laws and professional standards.	Listens empathetically to colleagues and clients; responds appropriately; establishes rapport based on respect, integrity, and adherence to the ethics of the profession; contributes ideas and knowledge.
Communication Skills	Effective use of language to communicate with others; receive and evaluate the communications of clients and colleagues, initiate and respond to those communications, and document those communications as a basis for professional accountability; conduct those communications in accord with established laws and professional standards.	Contributes appropriately in class sessions; prepares papers and reports that are clear, concise, and complete; prepares progress notes and processes recordings of interventions; selects appropriate mediums for messages.

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.

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.

MSW CURRICULUM

The MSW program offers a single concentration in Clinical Social Work Practice, which involves preparation for advanced clinical practice with individuals, families, small groups, organizations, and communities.

Foundation Courses

The foundation curriculum is designed to provide a base for generalist social work practice. The foundation curriculum offers required and elective courses that examine the breadth of social work practice and prepare students for the advanced content of the concentration curriculum.

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 completing the Foundation Curriculum, students must also select one of the foundation elective courses or SW 651 Psychopathology. Foundation 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.

Students are not allowed to begin the Concentration Curriculum until the entire Foundation Curriculum is completed.

Concentration Courses

The concentration curriculum is directed at educating students for advanced Clinical Social Work Practice with a focus in the area of health, mental health or family and children services. Clinical practice is rooted in the profession's historical mission of social and economic justice, its enduring values, and its Code of Ethics and is defined as the demonstration of competency in:

- assessing the acute, transient, and enduring personal, interpersonal, and environmental factors that create and keep problems in place as well as the strengths, coping, and resources that mitigate these factors;
- the differential use of a range of individual, family, and small group practice approaches which guide assessment and intervention directed toward personal, interpersonal, and environmental change;

- community and organizational advocacy with clients to enhance service delivery and environmental resources;
- use of select methods of practice evaluation including quantitative and qualitative approaches; and the
- application of specialized knowledge and skills regarding practice methods, policies, programs, and practice approaches commonly associated with the focus areas of Health, Mental Health, and Families and Children.

The concentration curriculum reflects this definition of Clinical Social Work Practice, and includes three advanced clinical practice courses, a focus area policy course, an advanced course on agency change and community work, an advanced research course, and an advanced field placement that is within the student's selected focus area. Required courses in the Concentration Curriculum are:

SW	621	Advanced Social Work Practice with Individuals and Families III
SW	622A	Advanced Social Work Practice with Individuals, Families and Groups IV: Health
SW	622B	Advanced Social Work Practice with Individuals, Families and Groups IV: Mental Health
SW	622C	Advanced Social Work Practice with Individuals, Families and Groups IV: Families And Children
SW	623	Advanced Clinical Practice with Groups III
SW	625	Seminar in Professional Practice
SW	682	Advanced Research
SW	691	Field Instruction III
SW	692	Field Instruction IV

Students must also take SW 651, Psychopathology, if they have not done so in the Foundation. Students must also select at least one concentration year elective course. Concentration 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.

SW 622 A, B OR C must be taken concurrently with field instruction.

Focus Areas. In the Concentration Curriculum, students elect to gain special knowledge and skills in one focus area by selecting specialized courses and en-

gaging in field education within the selected area. The 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

A section of SW 622 Advanced Clinical Practice with Individuals and Families IV must be selected to correspond with the student's selected Focus Area.

Field Instruction

With the exception of students in the Advanced Standing Program, students are required to complete internships in two separate social service agencies. The purpose of these experiences is to help students integrate theory with practice in order to develop appropriate, knowledge, value, skills 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 a field instructor with a minimum of two years post-master's experience in a human service agency for professional clinical supervision of the field placement. 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 so that a productive educational plan can be developed. Placements are available in the following East Coast Counties: Monroe, Miami-Dade, Broward, Palm Beach, Martin, Indian River, and St. Lucie.

Students may choose one of two options to complete their field internship requirements. In Option A, students are in field placement 16-24 hours 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 40 hours per week during the summer (May-August), while also taking one practice course.

Foundation year students enroll in SW 591 (3) and 592 (4) for their field placement. For Option A students, field instruction for SW 591 includes 16 hours per week for 13 weeks, and SW 592 includes 24 hours per week for 17 weeks. Option B students (enrolling in field instruction during the summer) register for 591 and 592 concurrently and are in the field 40 hours a week for 15 weeks. Concentration year students enroll in SW 691 (4) and 692 (4) for their field placement. Field instruction consists OF 24 HOURS per week for 30 weeks for Option A students (enrolling in field instruction during the academic year), and 40 hours per week for 17 weeks for Option B students (enrolling in field instruction during the summer).

Separate registration is required for each field instruction course. Credit will be granted only upon achievement of educational objectives and completion of required hours.

Degree Requirements

Sixty credits are required to complete 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. 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(s).

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. Students may not enroll in courses while their appeals are pending.

Admission to the concentration curriculum is granted only to those students who have successfully completed all foundation courses 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 successful completion of course requirements and a satisfactory evaluation of field performance. 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. Students with an "I" in a foundation course cannot take concentration courses until all foundation courses are fully completed. In any case, grades of incomplete 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 MSW 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 that 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

SW	521	Social Work Practice I
SW	570	HBSE I
SW	501	Social Welfare Policy (Fall or Spring)
SW	581	Research I (Fall or Spring)
SW	591	Field Instruction I

Spring

SW	524	Social Work Practice II
SW	571	HBSE II
SW	651	Psychopathology or Elective
SW	592	Field Instruction II

Option A: Concentration Year (32 credits)

Fall

SW	621	Advanced Social Work Practice with Individuals and Families III
SW	623	Advanced Clinical Practice with Groups III
SW	639, 640, or 641	Focus Policy
SW	651	Psychopathology or Elective (If not taken in Foundation Year)
SW	682	Advanced Research (Fall or Spring)
SW	691	Field Instruction III

Spring

SW	622	Advanced Social Work Practice with Individuals, Families, and Groups: Focus Area
SW	625	Seminar in Professional Practice
SW	651	Psychopathology or Elective

Elective

SW	692	Field Instruction IV
----	-----	----------------------

Option B: Foundation Year (28 credits)

Fall

SW	501	Social Welfare Policy (Fall or Spring)
SW	570	HBSE I
SW	581	Research I (Fall or Spring)

Spring

SW	524	Social Work Practice I
SW	571	HBSE II
SW	651	Psychopathology or Elective

Summer

SW	524	Social Work Practice II
SW	591	Field Instruction I
SW	592	Field Instruction II

Concentration Year (32 credits)**Fall**

SW	651	Psychopathology or Elective (If not taken in Foundation Year)
SW	682	Advanced Research (Fall or Spring)
SW	639, 640, or 641	Focus Policy

Spring

SW	621	Advanced Social Work Practice with Individuals and Families III
SW	623	Advanced Clinical Practice with Groups III
SW	682	Advanced Research or elective (whichever not taken)

Summer

SW	622	Advanced Social Work Practice with Individuals, Families, and Groups: Focus Area
SW	625	Seminar in Professional Practice
SW	691	Field Instruction III
SW	692	Field Instruction IV

PART-TIME MSW 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 classes at the Miami Shores campus. It may be necessary for students to take some afternoon classes in order to complete the program, (2) Saturday classes at the West Palm Beach/Treasure Coast 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 DEGREE PLAN OPTIONS
(Fall Admission)****OPTION A: ACADEMIC YEAR****Foundation Year
Year I (12 credits)****Fall**

SW	570	HBSE I
SW	501	Social Welfare Policy (Fall or Spring)

Spring

SW	571	HBSE II
SW	581	Research I (Fall or Spring)

Year II (19 credits) ***Fall**

SW	651	Psychopathology or Elective
SW	521	Social Work Practice I
SW	591	Field Instruction I

Spring

SW	524	Social Work Practice II
SW	592	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)****Fall**

SW	639, 640, or 641	Focus Policy
		Elective or Psychopathology (if not taken in Foundation Year)

Spring

SW	682	Advanced Research (Fall or Spring)
		Elective or Psychopathology

Year IV (17 credits)**Fall**

SW	621	Advanced Social Work Practice with Individuals and Families III
SW	623	Advanced Clinical Practice with Groups III
SW	691	Field Instruction III

Spring

SW	622	Advanced Social Work Practice with Individuals, Families, and Groups: Focus Area
SW	625	Seminar in Professional Practice
SW	692	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:

OPTION B: ACADEMIC YEAR & SUMMERS**Foundation Year
Year I****Fall**

SW	570	HBSE I
SW	501	Social Welfare Policy (Fall or Spring)

Spring

SW	571	HBSE II
SW	581	Research I (Fall or Spring)

Year II**Fall**

Elective
Elective

Spring

SW	651	Psychopathology
SW	521	Social Work Practice I

Summer

SW	524	Social Work Practice II
SW	591	Field Instruction I
SW	592	Field Instruction II

**Concentration Year
Year III****Fall**

SW	682	Advanced Research
SW	639, 640, or 641	Focus Policy

Spring

SW	621	Advanced Social Work Practice with Individuals and Families III
SW	623	Advanced Clinical Practice with Groups III

Summer

SW	622	Advanced Social Work Practice with Individuals, Families, and Groups: Focus Area
SW	625	Seminar in Professional Practice
SW	691	Field Instruction III
SW	692	Field Instruction IV

**PART-TIME DEGREE PLAN OPTIONS
(Spring Admission)****Part-Time Option A****Spring**

SW	581	Research I (Fall or Spring)
SW	501	Social Welfare Policy (Fall or Spring)

Fall

SW	570	HBSE I
SW	521	Social Work Practice I
SW	591	Field Instruction I

Spring -Year Two

SW	571	HBSE II
SW	524	Social Work Practice II
SW	592	Field Instruction II

Summer

SW	651	Psychopathology
----	-----	-----------------

Fall

Begin regular concentration schedule

Part-Time Option B**Spring**

SW	581	Research I (Fall or Spring)
SW	501	Social Welfare Policy (Fall or Spring)

Fall

SW	570	HBSE I Elective
----	-----	-----------------

Spring -Year Two

SW	571	HBSE II
SW	521	Practice I

Summer

SW	524	Social Work Practice II
SW	591	Field Instruction I
SW	592	Field Instruction II

Fall

Begin regular concentration schedule

PALM BEACH/TREASURE COAST PROGRAM

The MSW curriculum is offered in a lock step three year plan at the Palm Beach/Treasure Coast campus where students may concentrate in the Family and Children Focus Area. Students may travel to the main campus in Miami Shores for other focus area concentration courses. Foundation and concentration field instruction is available in Indian River, Martin, Palm Beach, and St. Lucie counties. For those interested in the Advanced Standing Program, contact the Program Director of the West Palm Beach/Treasure Coast Program.

Year I**Fall**

SW	570	HBSE I
SW	501	SWPS I

Spring

SW	571	HBSE II
SW	581	Research I

Summer

SW	651	Psychopathology Elective
----	-----	--------------------------

Year II**Fall**

SW	521	Practice I
SW	591	Field I

Spring

SW	524	Practice II Elective
SW	592	Field II

Summer

SW	640	Focus Policy
SW	682	Advanced Research

Year III**Fall**

SW	621	Individuals III
SW	623	Groups III
SW	691	Field III

Spring

SW	622	Practice IV
SW	625	Seminar in Professional Practice
SW	692	Field IV

Exceptions to Curriculum Policies

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 School's Student Handbook.

Foundation Curriculum Course Descriptions
Social Work Prefix: SW**501 Social Welfare Policies and Services I: (3)**

This is the first of a two-course sequence in Social Policy that introduces students to the history of social policy, policy development, and the social welfare system in the United States. Examined both historically and currently is the crucial role of government, the political role of social workers, the impact of social movements to influence policy change, and the changing nature and needs of our society. Particular attention is devoted to the problems of inequality, oppression, powerlessness, and poverty as condition which significantly affect the functioning of individuals, families, groups, organization, and communities. Additionally, there is content on policy formulation and implementation as well as the models and methods used in policy analysis and change.

521 Social Work Practice I: (3)

The first of two courses in Foundation Practice introduces the skills of helping individuals, families and groups within a community context. Grounded in the values and ethics of the profession, students learn the application and evaluation of skills used in the initial phase of help-

ings. Emphasis is on the relation of the attributes of client systems, agency and community contexts and worker roles in practice. The effects of oppression, the role of diversity, recognition of strengths and promotion of resilience in client systems are considered.

524 Social Work Practice II: (3)

The second practice course in the foundation year focuses on the development of professional skills unique to the middle/ongoing and ending termination phases of work. The strengths perspective integral to the interactional and life model provides the framework for this course. Students will examine current knowledge, professional values, and skills relevant to work with a range of problems as they present themselves among diverse populations. Critical to understanding the helping relationship and requisites skills is the student's ability to respond to the ways in which individuals and groups are systematically oppressed and denied access to social, political, and economic resources. This course also includes knowledge and skill related to intervening in organization environments. Field instruction must be taken concurrently with this course. Prerequisite: SW 52

570 Human Behavior in the Social Environment I: (3)

This is the first of a two-course sequence providing content on theories and knowledge of human bio-psychosocial development and the interaction between the range of social systems (society, communities, organizations, families and groups) which comprise the social environments of most human beings. Systems theory, ecological theory and social constructivism provide a basis for an examination of the systems which comprise the social environment and for understanding human behavior as influenced by the reciprocal interaction of social, cultural and political factors. The impact of social and economic injustices upon individuals, families, groups and society is explored.

571 Human Behavior and the Social Environment II: (3)

This is the second of a two-course sequence and builds upon content in SW 570 to examine human growth and development from conception to very old age and death through the lens of psychosocial developmental theory and Resiliency theory. The influence of race, culture, ethnicity, socio-economic status, gender, physical and mental capacity, social and economic injustice and sexual orientation continue to be seen as variables which play a central role in influencing the transactions between the person and the environment. The impact of social systems on the developmental process is highlighted. Prerequisite: SW 570

581 Research I: (3)

This course introduces social work values and ethical principals; qualitative and quantitative design, methods, data analysis and reporting, as applicable to social work practice and the social problems addressed in the field. Evaluation of one's practice with individuals, groups, and families, and community needs assessments are addressed.

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. Field instruction I and II require a minimum of 560 total hours. Pre or co-requisite: SW 521

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. Field instruction I and II require a minimum of 560 total hours. Co-requisite: SW 524

Concentration Curriculum Course Descriptions Social Work Prefix: SW

621 Advanced Social Work Practice with Individuals, Families and Groups III: (3)

This concentration course advances clinical practice knowledge and skills that promote individual, family, group and societal well-being through the use of Resiliency Theory as a framework for practice. This framework guides assessment, intervention and evaluation with client systems across the focus areas of health, mental health and family and children's services. Strategies and skills to mitigate the effects of oppression and social and economic injustices; to serve diverse clients with diverse resources and needs; to enhance client strength and resourcefulness; to respond in professional, social and political contexts; and to evaluate the effectiveness of interventions are drawn from a variety of theoretical perspectives. Prerequisite: Completion of Foundation Curriculum

622 A, B, AND C Advanced Social Work Practice with Individuals, Families and Groups IV: Focus Area (3)

Building upon SW 621 and SW 623, this concentration course provides advanced clinical social work knowledge and skills specific to a focus area in health, mental health, or family and children's services. This course continues the utilization of a resiliency framework for practice but moves to consider the uniqueness of practice in a particular Focus Area. This course

expands the parameters of advanced clinical practice to include the application of ethical and professional standards, focus area and agency policies, and strategies to ameliorate in impact of social and economic injustice. Prerequisite: Completion of SW 621, SW 623 and concurrent enrollment in SW 692.

623 Advanced Clinical Practice with Groups III: (3)

This concentration year course emphasized knowledge of different approaches to practice with groups, advanced universals of group work practice and application of this knowledge to the Focus Areas of Health, Mental Health and Family and Children's Services. Emphasis is placed upon conceptualizing and analyzing skills and developing capacity for self-directed group work practice aimed at increasing resiliency in the group and within its members. Prerequisite: Completion of Foundation Curriculum, concurrent enrollment in SW 621.

625 Seminar in Professional Practice: (3)

This course provides essential knowledge, methods, and skills for working in complex human service organizations and communities to improve services for those served, to improve the efficacy of services to clients, to stimulate change in agencies/organizations and communities that will promote social and economic justice. Prerequisites: Completion of Foundation Curriculum, focus policy, and concurrent enrollment in SW 692.

639, 640, 641 Focus Policy: (3)

This course in Advanced Social Policy is the second of a two-course sequence. The course content is specific to the Focus Area of Health, Mental Health or Family and Children's Services. This course builds on the knowledge and skills from SW 501, and deepens the student's understanding of the historical, political and societal contexts of current social policies particular to a focus area. The influence of social policy on current practice in each focus area is explored and strategies for developing policy change are emphasized. This course is designed to facilitate the students' skills in advanced policy analysis. Prerequisite: Completion of Foundation Curriculum

651 Psychopathology: (3)

This survey course explores different explanations of mental health and mental illness in the context of biological, developmental, intrapsychic, familial and social perspectives. Various systems of classifying behavior are examined and their uses for professional Social Work Practice are discussed. Emphasis is given to identifying and understanding etiologies and symptomatology of the major groups of emotional and mental disorders as described in DSM IV. Pre- or co-requisites: SW 521, SW 570

682 Advanced Research: (3)

Application of qualitative and quantitative methods are used to evaluate one's practice in preparation for autonomous practice. Focus on deepening the use of descriptive and inferential statistics, data analysis through verification, and program evaluation are applied to concentration focus areas of health, mental health, and family and children. Prerequisite: Completion of Foundation Curriculum.

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. Field instruction III and IV require a minimum of 640 total hours. Pre or co-requisite: SW 621 and 623

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. Field instruction III and IV require a minimum of 640 total hours. Co-requisite: SW 622

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

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 co-requisite: 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

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

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 co-requisite 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 co-requisite: 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

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

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

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

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 co-requisite: 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

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

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 co-requisite: 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 co-requisite: SW 521

655 Ethnic Sensitive Social Work Practice: (3)

This course helps students develop a culturally sensitive perspective for work with members of minority groups. It emphasizes the identification and utilization of different theoretical models of practice that can be effective in interventions with minority individuals, families, groups, and communities. Pre- or co-requisite: SW 521

672 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

DOCTOR OF PHILOSOPHY IN SOCIAL WORK

Elane M. Nuehring, Ph.D., Director

The 48-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 as a part-time program 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.

MISSION AND GOALS OF THE Ph.D. PROGRAM

Operating within the context of the mission of Barry University and of the School of Social Work, the Doctoral Program strives to develop doctoral level social work leaders who will contribute to practice-relevant knowledge, its creation, dissemination, and application in practice settings. Responding to the unique cultural, social, and economic characteristics of South Florida and the larger region, including the countries of the Caribbean, the Doctoral Program aims to produce quality educators, applied social researchers, and leaders in advanced social work practice who have the capacity to conceptually or theoretically frame, investigate, and analyze complex systems, human problems, and human behavior. The Doctoral Program is dedi-

cated to the promotion of environments that allow people to realize their full potential, with social and economic justice for all people, and free of discrimination in all of its forms.

Graduates are expected to

- Understand and have capacity to assume *leadership roles* in the community and region, and in the profession, in order to impact systems and practice and promote social justice
- Understand and demonstrate ability to appropriately *apply multiple research models* and paradigms and to interpret data and findings to the ends of guiding practice, services, advocacy, and systems change
- Be able to *conceptualize, and construct or use extant theory* to guide the study of, human systems, problems, and behaviors
- Advance the knowledge base of Social Work for practice, administration of direct service programs, and teaching
- Understand the *social work profession* and its manifestations, values, functions, impacts on multiple levels and in focused ways
- Have command of a *substantive area* based on a chosen population, social problem, or field of practice

In support of the preparation of advanced practitioners across diverse settings for leadership and knowledge building, the program:

- Admits *experienced* practitioners
- *Defines scholarship broadly* to include original empirical research, theoretical advancement, and the synthesis of secondary literature
- Emphasizes the importance of *multi-modal research* inclusive of qualitative and quantitative methods
- Affords an *interdisciplinary* context
- Provides didactic and experiential learning in *teaching and curriculum development*
- Provides didactic and experiential learning in *applied and basic research*

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 members of the Doctoral Committee, comprised of 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. Admission decisions are based on majority vote of the Doctoral Committee.

Candidates generally begin their studies in the fall semester. Under special circumstances, non-degree-seeking students may enroll in doctoral courses with the consent of the Director of the program, on a space available basis. January admissions are possible but not optimal for newly entering students.

READMISSION

Students in good standing, who were granted a Leave of Absence or who voluntarily withdrew from the doctoral program within two years of the request to resume studies, must contact the Doctoral Program Director for re-entry into the program. Students who are returning to the program after an approved leave of absence of one year or less must submit to the Doctoral Office (1) if applicable, transcripts showing courses taken since leaving the program; (2) a brief new narrative updating the original and detailing how/why the student is now ready and able to resume the program; (3) an updated resume. Such students may then register and resume studies with the Director's approval.

Students returning after absences exceeding two years after a leave of absence or a voluntary withdrawal also will be processed through the Doctoral Program office and the School's Admissions Office. These returning students shall submit (1) a "Request for Readmission" form, (2) a new School of Social Work graduate/PhD application; (3) the application fee of \$30; (4) three new reference letters; (5) if applicable, transcripts showing courses taken since leaving the program; (6) a new narrative updating the original and detailing how/why the student is now ready and able to resume the program; (7) an updated resume. Such students will once again be interviewed by members of the Doctoral Committee.

Persons who were formerly enrolled as degree students in the graduate program, who were terminated from the program, may seek readmission. Terminated students seeking readmission will make application for readmission to the Admissions Department of the School of Social Work and complete a full admission process, including the seven steps above, plus an interview with faculty members of the Doctoral Committee. The Admissions Department, in collaboration with the Doctoral Program office, will decide whether or not to extend an offer for readmission. Students who

are offered readmission will meet with the Doctoral Program Director to determine the students' academic plan. In any case, **courses taken over five years prior to the date of readmission will not be given credit.**

TRANSFER OF CREDIT

Up to six academic credits may be transferred from doctoral programs in **fields other than social work** after the candidate has been accepted into the Barry program, and if the courses are appropriate to the student's program. Up to 12 credits may be transferred from other **social work** doctoral programs. The Director of the Doctoral Program grants final approval of transfer credits to the Doctoral Program. Only those courses not applied to other degrees, and where a student has earned grades of "B" or better, completed not more than five years before enrollment in the Barry program, may be used for transfer credits.

NON-DEGREE SEEKING SPECIAL STUDENTS

With approval of the Director of the Doctoral Program, non-degree-seeking students may enroll in selected doctoral courses, on a space available basis and with instructor consent. Non-degree-seeking students must contact the School's Admissions Department for application materials and instructions. Up to 12 doctoral credits may be earned on a non-degree-seeking basis.

FINANCIAL AID

Barry University administers federal student loans. The School of Social Work grants limited financial aid for matriculated doctoral students is available: a 30% tuition discount for practicing social workers in organizational settings; partial tuition scholarships awarded based on academic performance and potential and financial need; graduate research assistantships that provide tuition relief. Materials and instructions related to federal loans, discounts, tuition scholarships and graduate assistantships will automatically be sent to prospective students requesting admission materials and to enrolled students each fall with spring registration materials. External sources of competitive funding include the Florida Education Fund's McKnight Fellowship for African American applicants (www.fl-educ-fd.org) and the Council on Social Work Education's Minority Fellowship programs (www.cswe.org).

GRADING

Doctoral courses are graded on a pass/fail (Credit/No Credit) basis. A grade of Incomplete (I) may be granted at instructor discretion, and must be cleared within one year.

CURRICULUM

The 48 credit curriculum is designed as a part-time program to span three academic years, although most students need four to five years to complete the degree. A maximum of eight years is allowed to complete the degree. Residency is required and achieved either by (a) two semesters (not necessarily consecutive) of at least nine credits or (b) three consecutive semesters of at least six credits.

During the first fall, spring and summer, students typically enroll in research courses, practice and human behavior/social environment theory courses, and a course on the philosophy of science.

In the second year, additional courses are completed in social work education, social policy, and quantitative and qualitative research methods. In the second summer, contingent upon the student's completing a core of 10 courses, a written candidacy examination is given over a multiple day period on campus. Only if a student passes all sections of the examination may they proceed in the program. Failed sections of the examination can be re-taken once in the following fall semester.

In the third year students take additional required research courses, a practicum, an elective that may be external to the School of Social Work, a seminar in integrative/derivative scholarship in the area of specialization, and a dissertation seminar. Finally, students design and implement their dissertation research.

Five of 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.

While the above curriculum plan is recommended, students may, with the approval of their advisors and the Director, modify the curriculum to better achieve their educational objectives.

DEGREE REQUIREMENTS

All candidates are required to earn 48 credit hours beyond the master's degree in social work as follows:

Six required courses in research of which four must be taken pre-requisite to the candidacy examination	18 credits
Four required courses in social work practice and human behavior/social environment theory all of which must be taken pre-requisite to the candidacy examination	12 credits
One required course in social policy which must be taken pre-requisite to the candidacy examination	3 credits

One required course in social work education which must be taken pre-requisite to the candidacy examination	3 credits
One required course in integrative scholarship in one's area of specialization	3 credits
One practicum/applied experience in research, teaching, or practice	3 credits
One dissertation seminar	3 credits
One elective	3 credits

In addition, the student must:

- Successfully complete a written candidacy examination given over multiple days on campus in the summer of the second year, testing mastery of a core of 10 courses (SW 702, 704, 705, 706, 717, 721, 750, HSS 703, 705, 707) and the student's capacity to apply and integrate knowledge of theory and research. Students must pass all sections of the examination to achieve candidacy and qualify to continue in the program. In the event that a section or sections of the examination are not passed, students may register the following fall for one credit of SW 799, Continuous Matriculation, and re-take, one time only, the designated examination sections.
- 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. Two copies of the dissertation must be bound and deposited, at the student's expense, with the University: one copy to the University library, one copy to the doctoral program office. A third copy, unbound, must be sent for microfilming and will be returned to the student. Additional details about the processing of dissertations, binding and publication options, are found in the Doctoral Program hand-out, Dissertation Guidelines" available in the Doctoral Office.
- Complete all degree requirements within eight years of initial matriculation in the program (excluding approved leaves of absence not to exceed two years cumulatively).

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 de-

velopment and application to social work management and practice. **SW 702 is pre-requisite for candidacy examination.**

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. **SW 704 is pre-requisite for candidacy examination.**

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. **SW 705 is pre-requisite for candidacy examination.**

706 Comparative Theories of Human Behavior & the Social Environment: (3)

This course presents and examines different theoretical perspectives on human behavior and the social environment. A historical viewpoint regarding human behavior/social environment theory development is featured, along with criteria for critiquing and applying such theories to knowledge generation. Students learn to select and apply appropriate theories to scholarly inquiry by drawing hypotheses from existing theories related to their areas of interest. **SW 706 is pre-requisite for candidacy examination.**

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. **Pre-requisite for SW 715: successful pass of candidacy examination; pre- or co-requisite for SW 715: HSS 706, 708.**

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. **SW 717 is pre-requisite for HSS 707 and candidacy examination and pre- or co-requisite for HSS 705.**

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. **SW 721 is pre-requisite for candidacy examination.**

740 Area Specialization Seminar: (3)

This seminar is 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. This seminar should culminate in a publishable "state of the science" paper that synthesizes qualitative and quantitative research in the area of specialization. **Pre-requisite for SW 740 is successful achievement of candidacy; pre- or co-requisite for SW 740 are HSS 706 and HSS 708.**

741 Area Specialization Seminar II: (3)

This course may be elected by a student wishing to continue work on the area of specialization state of science paper developed in SW 740, to the end of further developing or finalizing publishable scholarship. The student may register for the course with the instructor of SW 740 or seek another faculty member to facilitate the course. **Courses pre-requisite for SW 741: SW 740.**

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. **SW 750 is pre-requisite for candidacy examination; SW 750 is pre- or co-requisite for a teaching practicum (SW 780 or 781).**

780 Practicum: (3)

This field study course builds the student's practical knowledge of research, teaching or advanced practice 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 the equivalent of one day per week

for a 15-week semester, or 120 hours, in any semester in the second or third year. The practicum may be amplified for an additional three credits as an elective, by doubling the time commitment and registering for six credits, or registering for SW 781 in a subsequent semester. **Students must have achieved candidacy as pre-requisite to SW 780.**

781 Practicum II: (3)

This course is an extension of SW 780 when the student either wishes to extend an existing practicum to a subsequent semester OR wishes to take a second, different practicum in a different setting based on a different plan with different objectives. **SW 780 is pre-requisite to SW 781.**

799 Continuous Matriculation: (1-3)

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 for two consecutive semesters, without a formally approved Leave of Absence, is grounds for program termination. In the event that students fail any part of the candidacy examination, and wish to re-take, they must enroll for one credit of SW 799 during the term in which they re-take the examination. Students ordinarily register for one credit of SW 799 to maintain active program status. However, if federal student loan repayment deferral is sought, the student must be enrolled in a minimum of three credits. This may be achieved by enrolling in SW 799 for three credits or enrolling in any other university course or combination of courses to meet the three-credit criterion.

800 Independent Study: (3)

The student plans an individualized study in a selected area with a doctoral faculty member serving as instructor. The Independent Study may not substitute for a required course and should focus on an area of inquiry that is not included in the curriculum. It may be related to the student's major area of interest but it should not be duplicative or a replication of content included in the student's area paper, practicum or dissertation proposal. Like SW 740, an expectation of SW 800 is that the student will produce a paper that is of publishable quality targeted toward acceptance by a peer reviewed conference or journal. Unlike SW 740, a scholarly product of SW 800 might be a report of original research, a theoretical paper, or a synthesis of existing literature on a topic – while in SW 740, the product is restricted to a review and synthesis of existing qualitative and quantitative research on a topic. Independent study requires a written plan and the approval of the instructor, the faculty advisor/dissertation chair, and Doctoral Program Director.

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 empirical research and theory development in the human science disciplines. **HSS 703 is pre-requisite for candidacy examination.**

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. **Courses pre-requisite for HSS 705: HSS 703, SW 717; HSS 705 is pre-requisite for candidacy examination.**

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 develop competence in particular methods for research with practice implications. In depth analysis and focused skill building distinguishes this course from the first qualitative course. **Courses pre-requisite for HSS 706: HSS 703, SW 717, HSS 705. HSS 706 is pre- or co-requisite for SW 715, Dissertation Seminar.**

707 Quantitative Methods of Inquiry (3)

Develops advanced competencies to conceptualize, design, execute, analyze, report and publish quantitative research that delivers new and useful knowledge. Balances its presentations of research designs and models and computer-based analysis tools with applications to real world problems in nursing, education, and social work. **Courses pre-requisite for HSS 707: HSS 703, SW 717; HSS 707 is pre-requisite for candidacy examination.**

708 Advanced Quantitative Inquiry (3)

Builds on principles of measurement, design, and sampling presented in SW 717 and HSS 707. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. Emphasis on a variety of common multivariate statistical procedures, the assumptions underlying each, and the criteria for selecting them. **Courses pre-requisite for HSS 708: HSS 703, SW 717, HSS 707. HSS 708 is pre- or co-requisite for SW 715, Dissertation Seminar.**

TRUSTEES

The Board of Trustees

- Mr. Leslie Pantin, Jr., Chairman
 Mrs. D. Inez Andreas, Chair Emerita
 Sister Janet Capone, O.P., Co-Vice Chairman
 Mr. R. Kirk Landon, Co-Vice Chairman
 Mr. Charles R. Modica, J.D., Past Chairman
 Nelson L. Adams, III, M.D.
 Mr. Alejandra Aguirre
 * Mr. David Alexander
 Mrs. Toni Andreas
 Mr. F. Eugene Autrey
 Stephen M. Ayres, M.D.
 The Honorable Rosemary Barkett
 Sister John Norton Barrett, O.P.
 Mr. John M. Bussell
 Sister Mary Ann Caulfield, O.P.
 Mr. Patrick L. Connolly
 Mr. Frank Crippen
 Mr. Thomas C. Cundy
 Ms. Mary DeVault
 Susan B. Dombrowsky, M.D.
 Mr. Albert E. Dotson, Sr.
 Mrs. Mary Kay Farley
 The Most Rev. John C. Favalora
 Sister Rosemary Finnegan, O.P.
 Sister Nadine Foley, O.P.

Honorary Members

- Mr. William Alexander
 Mr. Jose R. Arriola
 Mrs. Agnes Ash
 * Sister Jean Aufderheide, O.P.
 * Mr. B. Boyd Benjamin
 * Ted Blum, Esq.
 Mr. Jorge J. Bosch
 Mrs. Susan M. Brinkley
 Mrs. Josie Romano Brown
 Sister Joanetta Bruene, O.P.
 Mr. Bruce Burnham
 Sister Thomas James Burns, O.P.
 Mr. C. Robert Campbell
 Mrs. Thomasina Caporella
 Mr. Everett E. Colby
 Mr. Clark Cook
 Mr. John F. Costello
 Mrs. Jan Cowles
 Mr. Jorge de Céspedes
 Miss Vivian A. Decker
 Sister Catherine DeClercq, O.P.
 The Most Rev. Norbert M. Dorsey
 Mrs. Renee Mottram Doss
 * Mr. John A. Eggen
 Lewis R. Elias, M.D.
 Louis J. Falletta, D.P.M.
 Sister Jean Rosaria Fisch, O.P.
 * Sister Trinita Flood, O.P.
 Sister Grace Flowers, O.P.
 Mr. Edward C. Fogg, III
 John G. Gale, Esq.
 * Mr. Milton Gaynor
 * Mr. Hugh E. Gentry
 Mr. Juan A. Granados

Trustees Emeriti

- * Mr. Shepard Broad
 Mr. John Michael Garner
 * Mrs. Ellen Whiteside McDonnell
 * Mr. John H. McGeary, Jr.

- Mr. Robert B. Galt, III, Esq.
 Mr. Mehdi Ghomeshi
 Mrs. Sandra Gonzalez-Levy
 Mr. Christopher J. Gruchacz
 Mr. William Heffernan
 * Rev. Monsignor William J. Hennessey
 Mr. Manuel Kadre
 * Keith B. Kashuk, D.P.M.
 Mr. Brian E. Keeley
 Joseph Klock, Jr., Esq.
 Dr. Neta Kolasa, Psy.D.
 Ms. Miriam Lopez
 Senator Kendrick B. Meek
 Mrs. Olga Melin
 Gerald W. Moore, Esq.
 * Sister Jeanne O'Laughlin, O.P.
 Mr. Michael O. O'Neil, Jr.
 Dan Paul, Esq.
 Sister Rosa Monique Peña, O.P.
 Mr. Jorge A. Plasencia
 Donald S. Rosenberg, Esq.
 Joel H. Sharp, Jr., Esq.
 Edward P. Swan, Esq.
 Sister Sharon Weber, O.P.
 Mrs. Barbara Weintraub
 * *ex-officio*
 Sister Dorothy Guettler, O.P.
 Mr. Lee E. Hanna
 * Rev. Timothy Healy, S.J.
 * Mr. Arthur J. Hill
 Mrs. Tina Hills
 Mr. Tibor Hollo
 * Mr. Harry Hollywood
 Mr. Abel Holtz
 Mrs. Lonnie Kantor
 The Very Rev. Bernard G. Kirlin
 * Mr. John Kolasa
 Mr. David Lawrence, Jr.
 Mrs. Irma Baker Lyons
 Sister M. Carleen Maly, O.P.
 The Most Rev. Edward A. McCarthy
 Mrs. Anne McDougal
 Mrs. Patricia Mosbacher
 Frank Moya, M.D.
 The Most Rev. John J. Nevins, D.D.
 Mr. Thomas P. O'Donnell
 * Mr. Samuel J. Powers, Jr.
 Mr. Wendell E. Ray
 Mr. Garth C. Reeves, Sr.
 Mrs. Mary Reinertson
 Mr. Gerald Ross
 Mrs. Lourdes Sanchez
 Mrs. Irela Saumat
 Mrs. Ednagene Schofman
 Francis A.C. Sevier, Esq.
 Mr. James E. Stewart
 * Sister Julie Sullivan, O.P.
 Sister Patricia Walter, O.P.
 Mr. Jay Weiss
 Ambassador Jean M. Wilkowski
 Mr. Peter Wolf
 * *deceased*

- * Mr. Michael O. O'Neil
 Mrs. Joan Webb
 * Mother Genevieve Weber, O.P.
 * *deceased*

ADMINISTRATIVE ORGANIZATION

President	Sister Jeanne O'Laughlin, O.P., Ph.D.
Executive Assistant to the President	J. Dianne Morgan, B.L.S.
Executive Vice President	Sister Peggy Albert, O.P., Ph.D.
Director, Center for Dominican Studies	David Caron, O.P., M.Div., M.Min.
Assistant Vice President for Mission and Ministry	Sister Arlene Scott, O.P., M.A.
Chaplain	Scott T. O'Brien, O.P., D.Min.
Associate Campus Minister	Sister Mary P. Soher, O.P., B.A.
Director of Music/Campus Ministry	John Wicker, B.A.
Vice President for Planning & Assessment	Sister Candace Introcaso, C.D.P., Ph.D.
Assistant Vice President for Planning & Assessment/Director of Institutional Research	Dawn M. Broschard, M.S.
Research Associate	John Cahill, M.A.
Provost and Senior Vice President for Academic Affairs	J. Patrick Lee, Ph.D.
Executive Assistant to the Provost/Vice President	Christine D. McCready, B.P.S.
Director, Archives	Sr. Dorothy Jehle, O.P., Ph.D.
Project Archivist	Sr. Marguerite O'Callaghan, O.P., B.A.
Dean of Enrollment Services	Marcia K. Nance, M.S.
Associate Dean	Angela M. Scott, M.S.
Assistant Dean/Director of Admissions	Tracey L. Dysart, B.A.
Associate Director of Admissions/Director, Graduate Admissions	Dave Fletcher, M.A.
Assistant Director, Admissions	Jessica A. Chambers, B.A.
Assistant Director, Admissions	Richard C. Wilkinson, M.A.
Counselor, Admissions	Justin Bailey, B.A.
Senior Counselor, Admissions	James Coffey, B.A.
Counselor, Admissions	Helen Corpuz, M.S.
Counselor, Admissions	Leisha Reid-Mack, B.A.
Counselor, Admissions	Esther Sampol, M.A.
Counselor, Admissions	Sonja Zoet, M.S.
Counselor, Admissions	TBA
Director, Financial Aid	Dart Humeston, M.S.
Associate Director, Financial Aid	Allison Beaver, B.A.
Associate Director, Financial Aid	Celia M. Melis, B.A.
Assistant Director, Financial Aid	Carole Hanson, B.P.S.
Assistant Director, Financial Aid	Nigel Manderson, B.B.A.
Senior Counselor, Financial Aid	Ginette Black, B.A.
Senior Counselor, Financial Aid	Alice Cole-Miller, B.S.
Senior Counselor, Financial Aid	Azul Dominguez, B.A.
Senior Counselor, Financial Aid	Marie Kaplan
Counselor, Financial Aid	Marisol Atencio, B.P.S.
Counselor, Financial Aid	Deborah A. Davis, M.S.
Counselor, Financial Aid	Kbata Ndure, B.L.S.
Counselor, Financial Aid	Deanna Pollydore, B.A.
Director of Records and Correspondence Management	Madeleine G. Whittaker, M.Ed.
Assistant Director, Records & Correspondence Management	Adriana Cronin, B.L.S.
Transcript Evaluator	Teresa M. Gasso, B.S.
Transcript Evaluator	Annette Grazziani-Rivera
Transcript Evaluator	Madeline K. Whittaker, B.A.
Senior Processing Specialist	Gloria Munoz
Director of Information Systems & Technology	Yolairis Barranco, M.S.
Coordinator, Information Systems	Carrie Grimes, B.L.S.
Coordinator, Information Systems	Xilena Mariano, M.S.
Technology & Support Assistant/Web Developer	Anna Winston, A.S.

Senior Director, Operations/Budget Manager	Carol A. Albrecht, B.L.S.
Manager, Processing & Distribution Center	Luis D. Soto, B.S
Executive Director, Academic Publications, Marketing & Advertising	Valerie Turner, M.Phil.
Associate Director	Denise Peroune, M.S.
Webmaster, University Marketing & Academic Publications	Don Fillman
Web Content Editor	Andrew Vaccaro, B.A.
University Registrar	Debra D. Weyman, M.S.
Associate Registrar	Cynthia Chruszczyk, M.S.
Assistant Registrar	Filomena Rohlf, B.P.S.
Assistant Registrar	Richard Isrel, B.S.
Assistant Registrar	Dorothy C. Kelly, B.S.
Dean, School of Adult and Continuing Education	Carol-Rae Sodano, Ed.D.
Associate Dean	Judith O. Brown, Ed.D.
Associate Dean	Judith W. Hochman, Ed.D.
Associate Dean	Patricia D. LaBahn, Ph.D.
Assistant Dean for Enrollment Management	Heidi McLaughlin, D.B.A.
Assistant Dean for Information Technology	Thomas Ayers, M.S.
Assistant Dean for Student Affairs	Ellen Scarborough, M.S.
Marketing Representative, Miami-Dade and Broward Counties	Sandee Roberts, B.L.S.
Regional Director of Marketing	Alfred McCullough, M.B.A.
Regional Director of Marketing	Joseph Sharp, M.B.A.
Director, ACE Operations	Rosa M. Rodriguez, B.L.S.
Director, ACE Technology Services	Joanne M. Suarez, M.S.
Assistant Director, Technology Services	Youdaris Mira, M.S.
Web Specialist	Laura Hofstetter, B.A.
Research Project Specialist	Sister Loretta Mulry, IHM, Ed.D.
Technology Specialist	Millicent Van Den Broeck, B.A.
Information Specialist	Ann Massart
Regional Director, Miami-Dade and Monroe Counties	Oilda Martinez, M.A.
Director, Brevard County	Lynn Grant, M.A.
Director, Broward County	Joseph A. Callahan, M.A.
Director, Collier and Lee Counties	Edwina H. Sanders, M.A.
Director, Orlando	Jerilyn Kreps, M.A.
Director, Palm Beach County	Kathy Weigand, M.S.
Director, West Dade County	Charles McBee, M.S.
Director, South Dade County	Rebecca DeCardenas, M.B.A.
Director, Tallahassee	Donata Glassmeyer, M.A.
Associate Director, Treasure Coast	Sister Grace Flowers, O.P., Ed.S.
Director, Treasure Coast	Dianne Young, M.B.A.
Director, Elderhostel	Susan Leff, B.L.S.
Director, Non Credit Programs	Carmen Torres, B.S.
Academic Coordinator, Philosophy, Art, Humanities, Photography	Aphrodite Alexandrakis, Ph.D.
Academic Coordinator, Network and Systems Engineering	Thomas Ayers, M.S.
Academic Coordinator, Health Services Administration, Regional Coordinator Administration ...	Barry J. Brock, Ed.D.
Academic Coordinator, Information Technology	Khaled Deeb, Ph.D.
Academic Coordinator, English, Written Communication and Foreign Languages	Patricia Feito, Ph.D.
Academic Coordinator, Behavioral Sciences	Ronald J. Testa, Ph.D.
Academic Coordinator, Social Sciences, Social Welfare	TBA
Academic Coordinator, Legal Studies	Eric D. Olson, J.D.
Academic Coordinator, Public Administration	Richard Orman, Ph.D.
Academic Coordinator, Natural Sciences, Math	TBA
Academic Coordinator, Administrative Programs, Dade, Broward, Palm Beach, Lee/Collier ..	Robert E. Scully, D.B.A.
Academic Coordinator, Theology	Ann Swaner, Ph.D.
Academic Coordinator, WXEL Distance Program and Oral Communication, Music, Theatre	Peter Teitzman, Ed.D.
Regional Coordinator for Administration, South Dade, West Dade, Key West	John Rushing, D.B.A.
Regional Coordinator for Information Technology, Brevard	Pamela Luckett, Ph.D.

Regional Coordinator for Information Technology and Administration, Tallahassee	Debra Maddox, Ed.D.
Regional Coordinator for Information Technology, South Dade	Antonio Pita, M.S.
Regional Coordinator for Information Technology, West Dade	Chris Rose, D.B.A.
Regional Coordinator for Information Technology, Broward, Palm Beach	Salim Yazbeck, Ph.D.
Academic Advisor	Nancy Albrecht, M.Ed.
Academic Advisor	Vreny Arnold, Ed.S.
Academic Advisor	Carmen Briceno, M.S.
Academic Advisor	Joanne Burch, M.S.
Academic Advisor	Sister Lucy Cardet, O.S.F., M.A.
Academic Advisor	Flor M. Dabaja, M.S.
Academic Advisor	Dr. Robert E. Farmer, Ed.D.
Academic Advisor	Elizabeth Ferrante, M.B.A.
Academic Advisor	Sister Grace Flowers, O.P., Ed.S.
Academic Advisor	Marie Ange Levasseur, M.S.W.
Academic Advisor	Delphine Mayock, M.S.
Academic Advisor	Harriet Provosts-Yearwood, M.S.W.
Academic Advisor	Jane S. Retter, M.A.
Academic Advisor	Carl Zahner, J.D., Ph.D.
Academic Advisor	Harriet Provosts-Yearwood, M.S.W.
Academic Advisor	Linda Zucco, B.L.S.
Associate Vice President for Undergraduate Studies and	
Dean, School of Arts and Sciences	Laura S. Armesto, Ph.D.
Associate Dean; Chair, Psychology Department	Linda Peterson, Ph.D.
Associate Dean; Chair, Sociology and Criminology Department	Karen Callaghan, Ph.D.
Assistant Dean/Academic Advisor	Carol Clothier, M.S.
Chair, Communication Department	TBA
Chair, English and Foreign Languages	Helen O. Connell, Ph.D.
Chair, Fine Arts Department	Dan Ewing, Ph.D.
Chair, History and Political Science Department	E. Timothy Smith, Ph.D.
Chair, Mathematics/Computer Science Department	Eduardo Luna, Ph.D.
Chair, Physical Sciences Department	Tony S. Wallner, Ph.D.
Stockroom Lab Director/Lab Instructor	Maria Aloya, M.S.
Chair, Theology and Philosophy Department	Rev. Mark Wedig, O.P., Ph.D.
Director, South East Pastoral Center	Rev. Mario B. Vizcaino, Ph.D.
Assistant Director, Learning Center	Michelle Stefano, M.A.
Director, CAL Program	Vivian Castro, M.S.
Director, Honors Program	Pawina Sirimangkala, Ph.D.
Dean, School of Business	
Associate Dean for Faculty	Jack Scarborough, Ph.D.
Associate Dean for Students	Martine Duchatelet, Ph.D.
Director, International Business Programs	Anne Fiedler, Ph.D.
Coordinator, Internships and Study Abroad Programs	Charles Rarick, Ph.D.
Coordinator, Academic Services	Wendy Garay-Colon, M.S.
Director, Marketing	William P. Frank, M.B.A.
Director, Marketing	Jose Poza, M.B.A.
Dean, School of Education	
Associate Dean, Undergraduate Programs	Sister Evelyn Piché, O.P., Ph.D.
Associate Dean, Graduate Programs	Evelyn Evans, Ed.D.
Assistant to the Dean	John G. Dezek, Ed.D.
Assistant to the Dean; Coordinator,	Sister Ellen Rice, O.P., Ph.D.
Catholic Educational Leadership	Sister Phyllis Superfisky, O.S.F., Ph.D.
Director, Educational Computing and Technology Programs	Donna D. Lenaghan, Ed.D.
Director, Counseling/HRDA Department	Maureen Duffy, Ph.D.
Director, Elementary Education (Undergraduate) Programs	Charlene Houghton, M.Ed.
Director, Elementary Education (Graduate) Programs	Catheryn J. Weitman, Ph.D.
Director, Educational Leadership Program	Candace Lacey, Ph.D.
Director, English for Speakers of Other Languages	Gloria Pelaez, Ph.D.

Director, Exceptional Student Education Program	Judy Harris-Looby, Ph.D.
Director, Higher Education Administration Program	Carmen McCrink, Ph.D.
Director, Human Resource Development Program	Toni Powell, Ph.D.
Director, Information Technology and Distance Education	Joel S. Levine, Ed.D.
Director, Montessori Education Program	Ijya Tulloss, Ed.D.
Director, PreKindergarten/Primary Education Program	TBA
Director, Reading Program	Ann Murphy, Ed.D.
Director, Student Teaching	Paul Papier, M.Ed.
Director, Marketing	Marilyn Callahan, M.A.
Associate Vice President and Dean School of Graduate Medical Sciences	Chester A. Evans, D.P.M.
Associate Dean of Clinics	John P. Nelson, D.P.M.
Associate Academic Dean	Michael Siegel, Ph.D.
Assistant Administrator/Grantsman	Robert McKinlay, M.P.S.
Director, Continuing Medical Education	Julie Dotson, B.A.
Director, Physician Assistant Program	Doreen C. Parkhurst, M.D.
Chair, Basic Medical Science	Ramjeet Pemsingh, Ph.D.
Dean, School of Human Performance and Leisure Sciences	G. Jean Cerra, Ph.D.
Associate Dean	Gayle Workman, Ph.D.
Assistant Dean/Coordinator, Instructional Activities in Sport and Recreation	Neill Miller, M.S.
Director of Operations	Maritza Ryder, M.S.
Technical Support Assistant & Web Developer	Mickie Voutsinas, B.S.
Chair, Sport and Exercise Sciences	Gayle Workman, Ph.D.
Director, Graduate Programs	Leta Hicks, Ed.D.
Administrative Assistant for Graduate Programs/ Admissions and Marketing Coordinator	Bryan Anderson, B.S.
Coordinator, Biomechanics	Monique Butcher, Ph.D.
Coordinator, Exercise Science	Constance Mier, Ph.D.
Coordinator, Physical Education	Daniel Rosenberg, Ed.D.
Director, Movement Science and Athletic Training	Carl Cramer, Ed.D.
Coordinator, Grants	Gualberto Cremades, Ph.D.
Coordinator, Sport and Exercise Psychology	Gualberto Cremades, Ph.D.
Coordinator, Sport Management	TBA
Director of Athletics	Michael Covone, M.S.
Associate Athletic Director	Kathy Turpin, M.S.
Facilities Coordinator	Chris Cafalone, B.S.
Assistant Athletic Director, Public Affairs/SID	Jamie Carrig, M.S.
Assistant Director, Sports Information	Dennis Jezek, M.S.
Head Coach, Men's Baseball	Juan Ranero, M.S.
Head Coach, Men's Basketball	Cesar T. Odio, M.S.
Head Coach, Women's Basketball	TBA
Head Coach, Women's Crew	Paul Mokha, B.B.A.
Head Coach, Women's Golf; Facilitator, Golf Industry Management Program	Roger White, M.S.
Head Coach, Men's Golf	Joel Williamson, M.S.
Head Coach, Men's Soccer	Steve McCrath, M.S.
Head Coach, Women's Soccer	TBA
Head Coach, Women's Softball	Shelly Lis Hoerner, M.S.
Head Coach, Men's and Women's Tennis	George M. Samuel, Ph.D.
Head Coach, Women's Volleyball	David Nichols, B.A.
Head Athletic Trainer	Jessica Mora, M.S.
Assistant Athletic Trainer	Joseph Kanefsky, M.S.
Faculty Athletics Representative	M. Eileen McDonough, Ed.D.
Director, Campus Recreation	Edward Londono, M.S.
Coordinator, Wellness	Shannon Foster, M.E.S.S.
Dean, School of Law	Stanley Talcott, J.D.
Associate Dean	Frank Schiavo, J.D.
Associate Dean for Information Services	Rebecca Trammell, J.D.

Associate Vice President for Research;

Dean, School of Natural and Health Sciences	Sister John Karen Frei, O.P., Ph.D.
Associate Dean; Director MBS Program	Ralph Laudan, Ph.D.
Assistant Dean	Deborah Montague, M.B.A.
Program Director, M.S. in Anesthesiology Program	Dolores Maxey-Gibbs, M.S.
Director, Occupational Therapy Program	Douglas Mitchell, M.S.
Assistant Program Director, Occupational Therapy Program	Cynthia Creighton, Ph.D.
Fieldwork Coordinator	Carmel Bloom, O.T. License
Director, Cardiovascular Perfusion Program	Jason Freed, C.C.P., M.S.
Assistant Program Director, Cardiovascular Perfusion Program	Cynthia Cervantes, C.C.P., B.S.
Director, M.S. in Health Sciences Administration Program	Alan S. Whiteman, Ph.D.
Director, B.S. in Bio/M.L.S. Program; Histotechnology Track	Alicia Zuniga, Ph.D., H.T.L.
Director, Health Sciences Admissions Operation	Jocelyn Goulet, M.A.
Health Sciences Marketing Coordinator	Joanne Leahy, B.S.
Assistant Director, MARC and MIRT Program	Flona Redway, Ph.D.
Lab Manager	Lynette Cupido, O.N.C., H.N.D.

Dean, School of Nursing	Pegge L. Bell, Ph.D.
Associate Dean for Administrative Affairs	Kathleen A. Papes, Ed.D.
Associate Dean for the Undergraduate Program	Linda K. Perkel, Ph.D.
Associate Dean for the Graduate Programs	Janyce G. Dyer, D.N.Sc.
Director of Marketing and Recruitment	Debra Nogueras, M.S.N.
Grants Coordinator	TBA
Technical Support Assistant	Jose Veliz, B.S.

Associate Vice President for Graduate Studies and Dean, School of Social Work	Stephen M. Holloway, Ph.D.
Associate Dean, Curriculum	Debra M. McPhee, Ph.D.
Associate Dean for Community Development	Jacqueline Mondros, D.S.W.
Director, Field Instruction	Gala Munnings, M.S.W.
Assistant Dean	Patricia J. Cook, M.S.W.
Director, Admissions	Philip Mack, M.S.W.
Director, Doctoral Program	Elane Nuehring, Ph.D.
Director, West Palm Beach Program	Gerri Sprague-Damon, M.S.W.
Director, BSW Program	Timothy B. Kelly, Ph.D.

Associate Vice President and Dean, Information Technology	John M. Beaubrun, M.B.A.
Director, Library Services	Estrella Iglesias, M.L.S.
Assistant Director, Library Technical Services	Rita M. Cauce, M.S.
Assistant Director, Library Reference Services	Kenneth S. Venet, M.L.S.
Assistant Director, Library Public Services	Anthony Valenti, M.L.S.
Senior Reference Librarian and Coordinator of Theological Collections	Philip M. O'Neill, M.S.L.S.
Senior Reference Librarian	William P. Morrissey, M.S.L.S.
Reference Librarian/Instructional Service Coordinator	Daniele Perez-Venero, M.S.L.S.
Reference Librarian	Andrea Monroe, M.L.S.
Reference Librarian	Sr. Frances O'Dell, O.S.F., M.A.
Reference Librarian	Calmer Chatoo, M.L.S.
Distance Librarian	Valeria C. Power, M.L.S.
Assistant Dean/Director, Instructional Computing Services	Alberto Fernandez, Ed.S.
Assistant Director & Manager, Computer Labs	Hernan Londono, B.S.
Manager, Training Services	Deborah Seepersaud, B.S.
Instructional Designer, Center for Excellence in Learning and Teaching (CLET)	Linda Cahill, Ph.D.
Manager, David Brinkley Studio	Mary Rode Worley, B.A.
Technical Manager, David Brinkley Studio	Richard Maher
Production Coordinator, David Brinkley Studio	TBA
Manager, Audiovisual Services	Lynch Hymn, B.A.
Assistant Dean and Director, Network and Information Systems Services	Yvette Brown, M.S.
Assistant Director, Network Information System Services	Erick Verlangieri, M.B.A.
System Administrator	Justin Moses, B.S.
Systems Operator	Martin Dimkovski, B.S.

Web Developer	Andrew Seaga, B.S.
Web and Graphic Designer	Andressa Sily, B.F.A.
University Website Developer, Designer and Manager	Michel Sily
Library Computing Support Specialist	Carmen Casal, M.S.
Director, Desktop Computing Services	Glendon B. Redway, M.Phil.
Assistant Director, Desktop Computer Services	Viju Koottungal, M.B.A.
Systems Engineer	John Baldwin, B.S.
Systems Engineer	Krishna Duncan, B.S.
PC Support Specialist	Carmen Casal, M.S.
Director, IT Support Desk	Darrell Duvall, B.S.
Director, Info Technology Infrastructure Services	Terry Kushi
Senior Vice President for Business and Finance	Timothy H. Czerniec, M.B.A.
Executive Assistant to the Vice President	Cheryl B. Gerber, M.S.
Associate Vice President for Finance	Stephen Gehret, M.B.A., C.P.A.
Director, Financial Operations	Susan Kirkland, B.S.
Financial Analyst	Lena Mercea, B.A.
Director, Accounting	Angel (Fred) Rodriguez, B.B.A.
Payroll Specialist	Josefina Gonzalez
Assistant Director, Accounting	Margot Swan, B.S.
Grants Coordinator	Mercedes Vanegas, B.A.
Director of Student Account Services	Ronald LaBarrie, M.B.A.
Assistant Director, Billing & Data Processing	Marga Rojas, B.S.
Assistant Director, Cash Management	Rosemarie Cieslar, B.S.
Director, Purchasing and Accounts Payable	Nancy Perez, B.L.S.
Accounts Payable Assistant	Anne McNally
Accounts Payable Assistant	Peggy Asmus
Associate Vice President for Facilities Management	Freddy E. Ulloa, M.B.A.
Director of Facilities Management	Corey Hammond, B.S.
Maintenance Manager	Douglas Robey
Grounds Manager	David Mace
Housekeeping Manager	Anthony Browne
Support Services Manager	Alex MacNamara
Director of Public Safety	Stanley A. Young, M.S.
Assistant Director of Public Safety	Martha Reed-Norato
Director, Conference and Event Services	Monica Soto, B.L.S.
Associate Vice President for Human Resources	Sister Myra Jackson, O.P., M.B.A.
Assistant Vice President for Human Resources	Jennifer Boyd-Pugh, M.S.
Director, Human Resources Information Systems and Benefits	Phyllis Vilbas
Associate Director, Human Resources	Phyllis Vilbas
Executive Director of QIP	Roxane S. Davies, M.S., L.M.H.C., N.C.C.
Assistant Vice President for Administrative Information Systems	Traci A. Simpson, M.S.
Systems Administrator	Nina O'Shea, M.S.
Database Administrator	Regina Lopez, B.S.
Systems Analyst	Mary Laura Corriess, M.S.
IT Support Supervisor	Terry Johnson
Database/IT Specialist	Carol Collins, B.S.
Database Analyst	Miriam Soto
Assistant System Administrator	Susan Repp
Executive Director, Auxiliary Services	Theresa Moorehead, M.B.A.
Manager, Mail Center	Fred G. Thompson, Jr., M.B.A.
Director, Graphics/Printing	Vince Woychowski
Associate Director, Graphics/Printing	Sharon Moo Young, B.F.A.
Executive Director, Food Service and Bookstore	Jacqueline M. McGlone, M.Ed.
Director, Food Services	Barry Frieser, B.A.
Catering Manager	TBA
Manager, Campus Bookstore	Jim Ebersole, A.S.

Vice President for Institutional Advancement	William E. Fenton, Jr., M.A.
Associate Vice President for Institutional Advancement	Sr. Sarah Cavanaugh, O.P., M.S.
Director of Benefactor Administration	Kristi Schmidt, B.S.
Benefactor Analyst	Linda Marcus
Assistant Vice President for Development and Major Gifts	Thomas Paul Severino, M.A.
Development Research Coordinator	TBA
Director, Planned and Deferred Gifts	Frank Casale, B.A.
Director, Grant Programs	Donald K. Wheeler, G.S.P.I.A.
Director, Annual Fund	Joyce Riveira, M.B.A.
Program Coordinator, Annual Fund	Diane Seubert
Director, Corporate and Community Relations	Teresita Gomez Urtiaga, M.S.
Coordinator, Corporate and Community Relations	Caridad MacNamara
Assistant Vice President for Alumni Relations	Carol Evanco, M.B.A.
Alumni Projects and Events Coordinator	Annick DeBruyne, B.A.
Alumni Communications Coordinator	James Cudzilo, Jr., M.S.
Alumni Program Coordinator	Sabrina Thonney-Soto, B.A.
Alumni Relations Assistant	Genevieve Marinello Clay, B.S.
Assistant Vice President for University Relations	Michele M. Morris, B.S.
Director, External Communications	Joseph McQuay, M.B.A.
Media Relations Coordinator	Francisco Duque, B.A.
Graphic Designer	Omar Fernando Angulo
Electronic Communication Specialist	Patricia Tisdale, B.A.
Administrative Coordinator	Sandra Acevedo
Vice President for Student Services	Michael J. Griffin, Ed.D.
Associate Vice President for Student Services	M. Eileen McDonough, Ed.D.
Associate Vice President for Student Services	Maria Luisa Alvarez, M.B.A.
Dean of Students	TBA
Director, Career & Counseling Center	Sr. Anastasia Maguire, R.S.M., L.C.S.W.
Assistant Director/Counselor	James C. Scott, Psy.D., Licensed Clinical Psychologist
Counselor	Andy Lugo, M.S.W.
Counselor	Alison Morris, M.S.
Counselor	Jennifer Hochman, Psy.D.
Career Counselor	Amy Goldrich, M.Ed.
Career Counselor	TBA
Director, Commuter Affairs	Susana Fernandez, M.B.A.
Director, Disability Services	Leslie Rouder, M.S.W., L.C.S.W.
Coordinator, Disability Services	Kourtnei Walton, B.S.
Staff Sign Language Interpreter	Don Michelin
Director, Intercultural Center	Damaris Castillo, M.S.
Coordinator, Intercultural Center	TBA
Director, Orientation and First-Year Programs	Timothy Bessler, M.A.
Director, Residential Life	Jean Hock, M.S.
Assistant Director for Staff/Student Development	TBA
Housing Coordinator	Patrick Devine, M.S.
Area Coordinator	Matthew Cameron, B.S.
Area Coordinator	Jennifer L. Gregurich, B.A.
Area Coordinator	Arnitra Gollett, B.A.
Director, Student Activities	Jay Gannon, M.A.
Assistant to the Director, Student Activities	Phyllis De La Vega
Coordinator, Student Activities	TBA
Coordinator, Student Activities	Theresa Alvarez, M.S.
Director, Student Health Services	Eileen Egan-Hineline, R.N.-C, M.S.
Nurse Practitioner	Carolyn LePage, M.S.N., A.R.N.P., B.C.
Registered Nurse	Candice Hill, R.N., M.H.S.A.
Coordinator, Technology Services	Pascal Robert, M.S.
Information Specialist	Paul Vitro, B.S.
Information Specialist	Steven S. Boczon

ADMINISTRATION AND FACULTY

ACEVEDO, Sandra; Administrative Coordinator, University Relations

ALBERT, O.P., Sister Peggy; Executive Vice President; Associate Professor of Social Work; B.A., Wayne State University; M.S.W., Barry University; Ph.D., Barry University

ALBRECHT, Carol A.; Senior Director, Operations/Budget Manager, Division of Enrollment Services; B.L.S., Barry University

ALBRECHT, Nancy; Academic Advisor, School of Adult and Continuing Education; B.S., Colorado State University; M.Ed., Pennsylvania State University

ALEXANDRAKIS, Aphrodite; Professor of Philosophy and Humanities; Academic Coordinator of Philosophy, Art, Humanities, and Photography; School of Adult and Continuing Education; B.A., Rutgers University; M.A., Ph.D., University of Miami

ALOYA, Maria; Stockroom Lab Manager/Lab Instructor, Department of Physical Sciences; B.S., M.S., Florida International University

ALTHOUSE, Stephen J.; Professor of Photography; B.F.A., University of Miami; M.F.A., Virginia Commonwealth University

ALVAREZ, Blanca F.; Associate Professor of French; B.A., University of Miami; M.A., University of Miami; Ph.D., The Catholic University of America

ALVAREZ, Maria Luisa; Associate Vice President for Student Services; B.S., Georgetown University; M.B.A., Nova University; Doctoral Candidate, Barry University

ALVAREZ, Theresa; Coordinator, Student Activities, Student Services; B.S., M.S., Barry University

ALZAGA, Florinda; Professor Emerita of Spanish and Philosophy; M.A., University of Miami; Doctora en Filosofia y Letras, Universidad de La Habana, Cuba

AMICO, Michael; Associate Professor of Theatre; B.A., SUNY (Fredonia); M.F.A., Pennsylvania State University

ANDERSON, Bryan R.; Administrative Assistant for Marketing and Recruiting Coordinator, School of Human Performance and Leisure Sciences; B.A., Northern Illinois University

ANDRADE, Heather; Assistant Professor of English; B.A., M.A., Ph.D., Rutgers University

ANGULO, Omar; Graphic Designer, Institutional Advancement

ARMESTO, Laura S.; Associate Vice President for Undergraduate Studies and Dean, School of Arts & Sciences; Professor of English; B.A., Barry University; M.A., Barry University; Ph.D., University of Miami

ARMSTRONG, Daniel; Director, External Programs and Post-Graduate Placement, School of Graduate Medical Sciences; B.A., Florida International University

ARMSTRONG, Pamela D.; Professor of Law; B.A., Smith College; M.A., University of Delaware; J.D., Touro College

ARNOLD, Vreny; Academic Advisor, School of Adult and Continuing Education; B.P.S., M.S., Ed.S., Barry University, L.M.H.C., NCC

ASMUS, Peggy; Accounts Payable Assistant, Business and Finance Division

ATENCIO, Marisol; Counselor, Financial Aid; B.P.S., Barry University

AUSTIN, Rev. Gerard, O.P.; Professor, The Blessed EdmundRice School for Pastoral Ministry; S.T.L., Immaculate Conception College; S.T.D., Institut Catholique De Paris

AVILES, Jesus; Area Coordinator, Residential Life; B.S., Barry University

AYERS, Thomas; Assistant Dean for Information Technology; Academic Coordinator, Network and Systems Engineering; Assistant Professor of Information Technology, School of Adult and Continuing Education; B.S., St. Peter's College; M.S., Barry University; Doctoral Candidate, Florida International University

BAGNARDI, Margaret; Assistant Professor of Nursing; B.S.N., Florida International University; M.S.N., University of Miami

BAILEY, Justin M.; Admissions Counselor; B.A., East Carolina University

BALDWIN, John; Systems Engineer, Division of Information Technology; B.S., Barry University

BARRANCO, Yolairis; Director of Information Systems and Technology, Division of Enrollment Services; B.A., Queens College C.U.N.Y.; M.S., Barry University

BASU, Antara; Financial Analyst; B.A., University of Delhi; B.A., Florida International University; M.B.A., University of Miami

- BEAUBRUN, John M.; Associate Vice President and Dean for Information Technology; Assistant Professor of Computer Information Systems; B.S., Embry-Riddle Aeronautical University; M.S., M.B.A., Barry University
- BEAVER, Allison; Associate Director of Financial Aid; B.A., University of Central Florida
- BEERS, Elizabeth; Coordinator, Reading Clinic; Instructor, Learning Center; B.S., Florida International University; M.S., Nova Southeastern University
- BELL, Pegge L.; Dean, School of Nursing, Professor of Nursing; B.S.N., Georgia Southwestern College; M.S.N., University of Alabama, Birmingham; Ph.D., University of Virginia
- BENZ, Stephen; Associate Professor of English; B.A., Whitworth College; M.A., University of Illinois; Ph.D., University of New Mexico
- BERMAN-ROSSI, Toby; Professor of Social Work; B.A., Hunter College; M.S., Columbia University; D.S.W., Yeshiva University
- BESSLER, Timothy; Director, Orientation and First Year Programs, Student Services; B.A., Xavier University; M.A., Bowling Green State University
- BESTARD, Jaime; Assistant Coordinator, Mathematics Lab; B.S., Instituto Superior Politecnico Jose Antonio Echeverria, Cuba; Ph.D., Universidad Central de Las Villas, Cuba
- BETHART, Ivonne; Language Lab Manager; B.A., M.A., University of Miami
- BILL, Michael; Instructor in Biology; B.S., St. Vincent College; M.S., Barry University
- BIRDSONG, Leonard E.; Professor of Law; B.A., Howard University; J.D., Harvard Law School
- BLACK, Ginette; Senior Financial Aid Counselor; B.A., Queens College
- BLEVINS, Timothy D.; Professor of Law; B.S., University of Houston; J.D., Texas Southern University
- BLOOM, Carmel; Fieldwork Coordinator, DipCOT, London School of Occupational Therapy
- BOCZON, Steven; Information Specialist, Student Services
- BOHNING, Geraldine; Professor Emerita of Education; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BOOTH, Patricia; Instructor in Education; B.S., Florida State University; M.Ed., University of Miami
- BOULOS, John; Assistant Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOWERS, Bradley; Associate Professor of English; B.A., University of So. Florida; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill
- BOYD-PUGH, Jennifer; Director, Conference and Event Services; Business and Finance; B.S., M.S., Barry University
- BRANDFORD, Juanita; Associate Professor, Undergraduate; B.S., Cheyney State College; M.E., Trenton State College; Ed.D., Teachers College/Columbia University
- BRAUNSTEIN, Susan; Associate Professor of Communication, School of Adult and Continuing Education; B.A., M.A.T., University of Louisville; Ed.D., Florida Atlantic University
- BRICENO, Carmen; Academic Advisor, School of Adult and Continuing Education; B.A., M.Ed., University of Massachusetts, Amherst
- BRILL, Jacqueline; Assistant Professor of Surgery; B.S., St. Thomas University; D.P.M., Barry University
- BROCK, Barry J.; Academic Coordinator, Health Services Administration; Regional Coordinator for Administration, Brevard, Orlando Treasure Coast; Assistant Professor of Health Services Administration; School of Adult and Continuing Education; B.S., University of Alabama; M.P.A., University of West Florida; Ed.D., University of Central Florida
- BROIHAHN, Michael A.; Associate Professor of Accounting; B.S., M.B.A., M.S., University of Wisconsin; C.P.A., C.F.M., C.F.S., C.I.A., C.F.A., C.F.P., C.M.A.
- BROSCHARD, Dawn M.; Assistant Vice President for Planning and Assessment/Director of Institutional Research; B.A., Bloomfield College; M.S., Stevens Institute of Technology
- BROWN, Anthony; Housekeeping Manager, Facilities Management
- BROWN, Judith Oropallo; Associate Dean, School of Adult and Continuing Education; B.A., Elmira College; M.A., New York University; Ed.D., Florida International University
- BROWN, Yvette Ann Marie; Assistant Dean and Director, Network and Information Systems Services; B.S., M.S., Barry University
- BRYSON, Brenda J.; Associate Professor of Social Work; B.S.W., University of North Carolina; M.S.W., University of Georgia; Ph.D., University of Washington
- BUCHMAN, Jacqueline; Associate Professor of Podiatric Medicine; B.S., Pennsylvania State University; D.P.M., California College of Podiatric Medicine

- BUFFUM, William E.; Professor of Social Work; B.A., Calvin College; M.S.W., University of Michigan; Ph.D., Case Western Reserve University
- BURCH, Joanne; Academic Advisor, Brevard, School of Adult and Continuing Education; B. S., University of Maryland; M.S., Barry University
- BURIA, MariaElena; Instructor in Education; B. S., Florida International University; M.S., University of Southern California
- BURNS, Kayreen; Professor of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BURROUGHS, Richard E.; Assistant Professor of Management Information Systems; B.S., M.B.A., Syracuse University; Ph.D., Florida International University
- BUTCHER, Monique; Assistant Professor of Sport and Exercise Sciences; B.S., Ohio University; M.S., University of Arkansas; Ph.D., Texas Woman's University
- BYRNE, Lawrence; Associate Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CAHILL, John; Research Associate; B.A., Illinois State University; M.A., Northern Illinois University
- CAHILL, Linda; Instructional Designer, CELT/ Division of Information Technology; B.A., George Mason University; M.A., Temple University; M.S., University of Miami; Ph.D., New York University
- CALLAGHAN, Karen; Associate Dean, School of Arts and Sciences; Chair, Sociology and Criminology; Professor of Sociology; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CALLAHAN, Joseph A.; Director, Broward County, School of Adult and Continuing Education; B.A., M.A., Michigan State University
- CALLAHAN, Marilyn K.; Director, Marketing-School of Education; B.A., Michigan State University; M.A., Michigan State University
- CAMERON, Matthew; Area Coordinator, Residential Life; B.S., Barry University
- CANTENS, Bernardo J.; Assistant Professor of Philosophy; B.A., M.A., Florida International University; M.A., Ph.D., University of Miami
- CARAVELIS, Mary; Visiting Instructor, Political Science and Geography; B.A., M.A., Florida Atlantic University
- CARDET, OSF, Sister Lucy; Academic Advisor, Adult and Continuing Education; B.A., St. Bonaventure University; M.A., Case Western Reserve University
- CARON, O.P., David Rev.; Director, Center for Dominican Studies; B.A., University of Massachusetts, M.A., M.Div., St. John's Seminary; D.Min., Catholic Theological Union
- CARR, Diann; Assistant Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University
- CARRIG, James; Assistant Athletic Director, Public Affairs/SID; B.A., University of Findlay; M.S., The United States Sports Academy
- CARTRIGHT, Evelyn; Instructor of English; B.A., M.A., SUNY at Stony Brook
- CASAL, Carmen; Library Computing Support Specialist, Division of Information Technology; B.A., Florida International University; M.S., North Dakota State University
- CASALE, Frank; Director, Planned and Deferred Gifts, Institutional Advancement; B.A., St. Bonaventure University
- CASSINI, Charles J.; Assistant Professor of Philosophy; B.A., The Catholic University of America; M.A., University of Miami; M.Ed., Florida Atlantic University
- CASTILLO, Damaris, Director, Intercultural Center, Student Services; B.A., Rhode Island College; M.S., University of Rhode Island
- CASTRO, Vivian; Director, CAL Program, Learning Center; B.A., M.S., Florida International University
- CAUCE, Rita M.; Assistant Director of Library Technical Services, Division of Information Technology; B.A., Florida State University; M.S., Nova Southeastern University
- CAVANAUGH, O.P.; Sr. Sarah; Associate Vice President for Institutional Advancement; B.S., Barry University; M.S., Barry University
- CERRA, G. Jean; Dean of Human Performance and Leisure Sciences; Professor of Physical Education; B.S., Florida State University; M.A., University of Iowa; Ph.D., University of Missouri
- CERVANTES, Cynthia A.; Assistant Program Director, Cardiovascular Perfusion Program; B.A., University of Oklahoma
- CHAMBERS, Jessica A.; Assistant Director of Admissions; B.A., Wright State University
- CHARANIA, Preeti; Executive Director, Broward Guardian Project, School of Social Work; B.A., Xavier's College; M.S.W., Bombay University
- CHARRON, Sue Ann; Associate Professor of Nursing; B.S.N., Wayne State University; M.S.N., Emory University; Ph.D., University of Michigan
- CHATTOO, Calmer; Reference Librarian; B.A., University of West Indies, Mona, Jamaica; M.L.S., Ed.M., University of Buffalo-SUNY

- CHERRY, Andrew L., Jr.; Professor of Social Work; B.S., Troy State University; M.S.W., University of Alabama; D.S.W., Columbia University
- CHOATE, Angela; Assistant Professor of Educational Computing Technology; B.S., Andrews University; M.S., Ph.D., Barry University
- CHRAIBI, Chakib; Associate Professor of Computer Science; B.S., M.S., Doctorate, University of Bordeaux; Ph.D., SUNY at Binghamton
- CHRUSZCZYK, Cynthia; Associate Registrar; B.B.A., Florida International University; M.S., Barry University
- CIESLAR, Rosemarie; Assistant Director, Cash Management, Business and Finance Division; B.S., Barry University
- CLAY, Genevieve Marinello; Alumni Relations Assistant; B.S., Barry University
- CLEVELAND, Phyllis; Coordinator Off-Campus 2+2 Programs; B.Ed., M.Ed., University of Miami
- CLOTHIER, Carol; Assistant Dean, Arts and Sciences; B.S., Florida State University; M.S., Barry University
- CLOTTEY, Ruth; Associate Professor of Marketing; B.A., Ohio Northern University; M.B.A., Bowling Green State University; Ph.D., Oklahoma State University
- COFFEY, James; Senior Admissions Counselor; B.A., State University of New York at Albany
- COLE-MILLER, Alice; Senior Financial Aid Counselor; B.S., Nova Southeastern University
- COLIN, Jessie; Associate Professor of Nursing; B.S.N., M.S.N., Hunter College; Ph.D., Adelphi University
- COLLINS, Carol; Application Specialist, Business and Finance Division
- COLVIN, Mary K.; Supervisor, Nursing Resource Center; Assistant Professor of Nursing; B.S.N., Georgetown University; M.S.N., Edinboro University of Pennsylvania
- CONDE, Luis T.; Assistant Professor of Education; B.S., University of Lisbon, Portugal; B.A., St. Thomas University; M.S., St. Thomas University; Ph.D., The Union Institute
- CONNELL, Helen; Associate Professor of English; Chair, English and Foreign Languages; B.A., M.A., Syracuse University; Ph.D., Florida State University
- CONNOLLY, Michael P.; Professor Emeritus; B.A., College of St. Thomas; M.S.S., Fordham University; M.A., New School of Social Research; Ph.D., University of Minnesota
- COOK, Patricia J.; Assistant Dean, School of Social Work; Assistant Professor of Social Work; B.A., Gordon College; M.S., Columbia University School of Social Work
- CORPUZ, Helen L., Admissions Counselor; B.A., Fordham University at Lincoln Center; M.S., College of Staten Island
- CORRISS, Mary Laura; Senior Programmer/Analyst; B.A., Duquesne University; M.S., Barry University
- COULTER, Beverly; Professor of Music; B.F.A., Florida Atlantic University; M.M., D.M.A., University of Miami
- COVONE, Michael; Director of Athletics; B.P.S., M.S., Barry University
- CRAMER, Carl R.; Professor of Sport and Exercise Sciences; B.A., Augsburg College; M.Ed., University of Wisconsin; Ed.D., Kansas State University
- CREIGHTON, Cynthia; Associate Professor and Assistant Director of Occupational Therapy; B.S., Eastern Michigan University; M.A., University of Michigan; Ph.D., Wayne State University
- CREMADES, Gualberto; Assistant Professor of Sport and Exercise Sciences; B.S., M.Ed., Ph.D., University of Houston
- CRONIN, Adriana; Assistant Director of Records and Correspondence Management; B.L.S., Barry University
- CRUZ, Robert David; Associate Professor of Economics and Finance; B.A., Georgetown University; Ph. D., University of Pennsylvania
- CUDZILLO, James M., Jr.; Alumni Communications Coordinator; M.S., Barry University
- CULVER, Charles M.; Associate Program Director and Director of Didactic Studies, Physician Assistant Program; Professor of Medical Education; B.A., Columbia University; M.D., Ph.D., Duke University
- CUNNINGHAM, S.S.C.M., Sr. Agnes; Distinguished Visiting Professor of Theology; B.A., St. Louis University; M.A., Marquette University; S.T.D., Faculte Catholique, Lyon, France
- CUPIDO, Claris Lynette; Director of Lab, School of Natural and Health Sciences; ONC (Biological Sciences) The College of Northeast London; Diploma in Microbiology, London Guildhall University
- CURLESS, Todd A.; Instructional Designer, Division of Information Technology; B.A., M.A., Indiana University; Ph.D., Florida State University
- CURRERI, Angela Ceil; Associate Professor of Art; B.F.A., University of Miami; M.F.A., University of Kansas
- CVEJANOVICH, George J., Jr.; Associate Professor of Political Science and International Studies; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas

- CZERNIEC, Timothy H.; Senior Vice President for Business and Finance; Associate Professor of Management; B.B.A., Kent State University; M.Ed., M.B.A., University of Miami
- DABAJA, Flor Maria; Director, Kendall, School of Adult and Continuing Education; B.A., M.P.A., University of Michigan
- DAGHESTANI, Eddie; Associate Professor of Economics and Finance; J.D., Damascus University; M.S., Ph.D., Colorado State University
- DALMADGE, Cretson L.; Assistant Professor of Management Information Systems; B.Sc., University of West Indies, Trinidad; M.B.A.; Ph.D. Southern Illinois University
- DANIELS, Ollie; Associate Professor of Education; B.S., Edward Waters College; M.S., Texas Southern University; Ed.D., University of Florida
- DAVIES, Roxane S.; Director, QIP; B.S., M.S., Texas A&M University; L.M.H.C., NCC
- DAVIS, Cynthia; Associate Professor of English; School of Adult and Continuing Education; B.A., Boston College; M.A., Georgetown University; M.Ed., Boston University; Ph.D., University of Maryland
- DAVIS, Deborah L.; Financial Aid Counselor; B.S., M.S., University of Maine
- DAVIS, Rosemary S.; Assistant Professor of Biology; B.S., Siena Heights College; M.S.C.S., University of Mississippi
- DAY, Terri; Professor of Law; B.A., University of Wisconsin; M.S.S.A., Case Western Reserve University; LL.M., Yale Law School; J.D., University of Florida
- DeBLASIO, P. Zoe; Assistant to the Chair of Theology/Philosophy; B.A., University of Miami; M.A., Barry University
- DeBruyne, Annick; Alumni Projects and Events Coordinator; RVA, Antwerp, Belgium; B.A. University of Miami
- DeCARDENAS, Rebecca; Director, Cutler Ridge, School of Adult and Continuing Education; B.P.S., Barry University; M.B.A., Embry Riddle Aeronautical University
- DEEB, Khaled; Academic Coordinator, Information Technology; Assistant Professor of Information Technology, School of Adult and Continuing Education; B.A., B.S., Beirut University; M.S., Ph.D. Florida International University
- DeLaVEGA, Phyllis; Assistant to the Director, Student Activities
- DEMPSEY, Susan; Assistant Professor of Theatre and English; B.A., Boston College; M.F.A., Catholic University, D.C.
- DESROSIERS, Marie-France; Associate Professor of Psychology; B.A., Swarthmore College; M.A., Ph.D., University of North Carolina
- DEVINE, Patrick; Housing Coordinator, Residential Life, Student Services; B.S., M.S., Barry University
- DEZEK, John; Associate Professor of Education; Associate Dean of Graduate Programs in Education; B.A., University of Wisconsin; M.A., Ed.S., Ed.D., Western Michigan University
- DIAZ, Leticia; Associate Professor of Law; J.D., Ph.D., Rutgers School of Law
- DIAZ-RODRIGUEZ, Mercedes; Executive Secretary to the Director of Anesthesiology; B.S. Candidate, Barry University
- DiBELO, Lilia; Assistant Professor of Education; B.A., Tulane University; M.S., Ed.D., Florida International University
- DICK, Ronald M.; Professor of Anesthesiology; B.S., Florida State University; B.S., Ph.D., University of South Carolina
- DIEZ, Nicole O.; Director, Financial Operations; Business and Finance Division; B.B.A., M.B.A., University of Miami; C.P.A., Florida
- DIMKOVSKI, Martin; Systems Operator, Network & Information Systems; B.S., Barry University
- DOMINGUEZ, Azul; Senior Financial Aid Counselor; B.A., Florida International University
- DORAN, Madeleine; Associate Professor of Education; B.S., Valdosta State University; M.S., University of Montana; Ed.D., University of South Florida
- DOTSON, Julie; Director, Continuing Medical Education, School of Graduate Medical Sciences; B.A., Knox College
- DUBNER, Barry Hart; Professor of Law; LL.M., University of Miami; LL.M., J.S.D., New York University; J.D., New York Law School
- DUCHATELET, Martine; Associate Dean, School of Business; Professor of Economics/ Finance; B.A., M.A., University of Brussels, Belgium; Ph.D., Stanford University
- DUFFY, Maureen; Associate Professor of Education; B.S., National University of Ireland; M.S., Barry University; M.S., Ph.D., Nova University
- DUNCAN, Krishna; Computer Systems Engineer, Desktop Computing Services; B.S., Barry University
- DUQUE, Francisco; Media Relations Coordinator; Institutional Advancement; B.A., University of Central Florida
- DUVALL, Darrell; Director, Information Technology Support Desk, Division of Information Technology; B.S., Florida International University

- DYER, Janyce; Associate Dean for the Graduate Programs in Nursing; Professor of Nursing; B.S.N., Stockton State College; M.S., Rutgers University; D.N.Sc., The Catholic University of America
- DYSART, Tracey L.; Assistant Dean/Director of Admissions, Division of Enrollment Services; B.A., Christian Brothers University
- EBERSOLE, Jim; Manager, Campus Bookstore; A.S., Purdue University
- EELTINK, Catherina; Associate Professor of Education, Doctoral Faculty, Counseling - Orlando; B.A., Marquette University; M.S., University of Miami; Ph.D., Florida State University
- EFINGER, Joan; Associate Professor of Nursing; B.S.N., Seton Hall University; M.A., Villanova University; M.S.N., D.N.Sc., University of Pennsylvania
- EGAN-HINELINE, Eileen, R.N.-C.; Director, Campus Health Services; B.S.N., Barry University; M.S., Barry University
- ELLIS, Gilbert; Assistant Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University
- ELLIS, Stephanie; AmeriCorps Program Manager/Norland Triplex Group Coordinator, School of Social Work; B.A., St. Thomas University; M.S.W., Barry University
- ENGEL, John M.; Professor of Education; B.S., M.S., Winona State University; Ph.D., University of Iowa
- ESNARD, O.P., Sr. Leonor J.; Assistant Professor of Education; B.A., St. Dominick College; M.S., Siena Heights College; Ph.D., University of Toledo
- ESPOSITO, Luigi; Assistant Professor of Sociology and Criminology; B.A., Florida International University; M.A., Doctoral Candidate, University of Miami
- ESTEVEZ, Marilyn; Visiting Instructor of English; B.S., Florida International University; M.A., Barry University
- EVANCO, Carol; Assistant Vice President, Alumni Relations; M.B.A., Barry University
- EVANS, Chester A.; Associate Vice President and Dean, School of Graduate Medical Sciences; Professor of Podiatric Medicine; B.S., University of Miami; M.S., University of Florida; B.Med.Sc., D.P.M., California College of Podiatric Medicine
- EVANS, Evelyn; Associate Professor of Education; Associate Dean for Undergraduate Programs; B.Ed., University of Miami; M.Ed., University of Miami; Ed.D., University of Miami
- EWING, Dan; Professor of Art History; Chair, Fine Arts; B.A., University of California; M.A., Ph.D., University of Michigan
- FAIRBANKS, Sr. Sara Ann; Assistant Professor of Theology; B.A., Wilson College; M.A., Aquinas Institute of Theology; Doctoral Candidate, University of St. Michael's College/ Toronto School of Theology
- FARMER, Robert E.; Academic Advisor, School of Adult and Continuing Education; B.A., St. Charles and St. Mary's College; B.A., M.A., University of Louvain; M.Ed., University of Florida; M.A., University of South Florida; Ed.D., Boston University
- FARREL, Jill BeLoff; Assistant Professor of Education; B.S.A., M.S., Ed.D., Florida International University
- FEITO, Patricia Maria; Academic Coordinator English, Written Communication, and Foreign Languages; Associate Professor of English, School of Adult and Continuing Education; B.A., Florida International University; A.M., University of Michigan; Ph.D., University of California
- FENTON, William E., Jr.; Vice President for Institutional Advancement; B.A., University of Notre Dame; M.A., Stanford University; Doctoral Candidate, Barry University
- FERNANDEZ, Alberto; Assistant Dean and Director, Instructional Computing Service; Division of Information Technology; B.S., M.B.A., Ed.S., Barry University
- FERNANDEZ, Antonio A.; Assistant Professor of Biology; B.Sc., B.A., M.D., Higher Institute of Medical Sciences of Havana, Cuba
- FERNANDEZ, M. Sylvia; Associate Professor of Counseling Education; B.A., B.S., M.S., Ph.D., Southern Illinois University at Carbondale
- FERNANDEZ, Susana; Director, Commuter Affairs, Student Services; B.A., M.B.A., Barry University
- FERRANTE, Elizabeth; Academic Advisor, School of Adult and Continuing Education; B.S., M.S., M.B.A., Embry-Riddle Aeronautical University
- FIEDLER, Anne; Associate Dean, School of Business; Professor of Management; B.A., M.B.A., University of Miami; Ph.D., Florida International University
- FIEN, Richard B.; Assistant Professor of Medical Education, Physician Assistant Program; B.S., University of Florida; M.D., University of Miami
- FISHER, George H.; Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FLETCHER, Dave C; Associate Director of Admissions/Director of Graduate Admissions; B.A., Don Bosco College; M.A., University of South Florida; M.A., St. Vincent De Paul Regional Seminary

- FLORA, Joseph; Associate Professor of Education; B.A., Oklahoma Baptist University; M.R.E., Central Baptist; M.A., University of the Pacific; Ph.D., Western Colorado University; Ed.D., University of Arkansas
- FLOWERS, O.P., Sr. Grace; Academic Advisor, Associate Director, Treasure Coast, School of Adult and Continuing Education; B.S., Siena Heights College; M.S., Barry University; M.A., Loyola University; Ed.S., University of Georgia
- FOSTER, Shannon; Wellness Coordinator and Instructor, School of Human Performance and Leisure Science; B.S., M.E.S.S., University of Florida
- FRANCO, Mary Jane; Instructor in Computer Science, Mathematics and Computer Science Department; B.S., Pontificia Universidad Javeriana; M.S., University of Notre Dame
- FRANK, Mitch; Professor of Law; B.A., Cornell University; J.D., University of Florida
- FRANK, William P.; Coordinator, Undergraduate Advising, School of Business; B.S., Bradley University; M.B.A., DePaul University
- FREED, C.C.P., Jason; Program Director, Cardiovascular Perfusion; B.S., University of Texas; M.S., Barry University
- FREEMAN, Marsha; Professor of Law; B.A., Queens College; J.D., Touro College
- FREI, O.P., Sr. John Karen; Associate Vice President for Research; Dean, School of Natural and Health Sciences; Professor of Biological and Biomedical Sciences; B.A., Douglass College; M.S., Rutgers University; M.B.A., Barry University; Ph.D., University of Miami
- FRIESER, Barry; Director, Food Services; B.A., Brandeis University
- GAFFNEY, Patrick; Assistant Professor of Education; B.A., St. Benedict's College; M.Ed., University of Missouri; Ph.D., University of Mississippi
- GANNON, Jay; Director of Student Activities; B.A., Barry University; M.A., Barry University
- GARAY-COLON, Wendy; Coordinator, Internships and Study Abroad Programs, School of Business; B.S., Marymont College; M.S., Barry University
- GARCIA, E. Andres; Assistant Professor of Management; B.S.E., Princeton University; M.B.A., Ph.D., New York University
- GASSO, Teresa M.; Transcript Evaluator, Office of Admissions; B.S., Kennesaw College
- GEHRET, Steve; Associate Vice President for Finance; B.S., St. Edwards University; M.B.A., Barry University; C.P.A., Florida
- GERBER, Cheryl B.; Executive Assistant to Vice President for Business and Finance; B.L.S., M.S., Barry University
- GIBBS, Dolores; Program Director; Assistant Professor of Anesthesiology; B.S., Corpus Christi State University; M.S., Barry University; Doctoral candidate, University of Southern California
- GIBSON, Ann; Assistant Professor of Sport & Exercise Sciences; B.A., Albertus Magnus College; M.B.A., M.S., Ph.D., University of New Mexico
- GILLIG, Scott Edward; Associate Professor of Counseling; B.A., M.ED., Ph.D., University of Toledo
- GIORDANO, Victoria A.; Assistant Professor of Education, School of Education; B.S. and M.S., Nova University; Doctoral candidate Florida International University
- GLASSMEYER, Donata; Director, Tallahassee, School of Adult and Continuing Education; Tallahassee; B.A., M.A., University of Cincinnati
- GLYNN, Gerard; Professor of Law; B.A., St. Louis University; LL.M., Georgetown University; M.S., J.D., American University
- GOEHL, John F., Jr.; Professor of Physics; B.S., University of Notre Dame; Ph.D., University of Notre Dame
- GOLD, Carrol; Associate Professor of Nursing; B.S.N., M.S.N., Loyola University; Ph.D., Northwestern University
- GOLDRICH, Amy; Career Counselor, Career and Counseling Center; B.A., University of Buffalo; M.Ed., James Madison University
- GOLLET, Armitra; Area Coordinator, Residential Life, Division of Student Services; B.A., Barry University
- GONZALEZ, Josefina; Payroll Specialist, Business and Finance Division
- GONZALEZ, Pedro B.; Assistant Professor of Philosophy; B.A., University of Alabama; M.S., Ph.D., DePaul University
- GORDON, Jean; Assistant Professor of Administration, School of Adult and Continuing Education; B.S.N. University of Miami; M.B.A., Ph.D., Nova Southeastern University
- GOTTLIEB, JoAnn K.; Assistant Professor of Nursing; B.S., M.S.N., Adelphi University
- GOULET, Jocelyn; Director, Health Sciences Admissions Operation; B.A., B.Ed., University of Ottawa; B.Ph., L.Ph., St. Paul University; M.A., University of Ottawa
- GRANT, Lynn; Director, Brevard, in School of Adult and Continuing Education; B.S., City University of New York at York College; M.A., Western University
- GRAY, Artis L.; Assistant Professor of Education; B.S., Florida State University; M.S., Florida International University; Ed.D., Florida International University

- GRAY, Patrick; Associate Professor of Education; Director, Educational Leadership Program; B.S., Florida State University; M.Ed., Florida Atlantic University; Ed.S., Ed.D., University of Florida
- GRAY, Susan; Professor of Social Work; B.A., Caldwell College; M.S.W., Rutgers University; M.B.A., Barry University; Ed.D., Nova University; Ph.D., Barry University
- GRAZZIANI-RIVERA, Annette; Transcript Evaluator, Division of Enrollment Services
- GREEN, Dallis; Research Associate, School of Natural and Health Sciences; B.S., Xavier University of Louisiana
- GREENBAUM, Andrea; Assistant Professor of English; B.A., California State University; M.A., Ph.D., University of South Florida
- GRIFFIN, Michael; Vice President for Student Services; B.A., M.A., Siena Heights College; Ed.D., Nova Southeastern University
- GRIMES, Carrie; Information Systems Coordinator; Division of Enrollment Services; B.L.S., Barry University
- GRIZZLE, Gary; Associate Professor of Sociology; B.A., Florida Int'l University; M.S., Florida State University; Ph.D., Northwestern University
- HACKER, Marcia; Assistant Professor of Nursing; B.S.N., M.S.N., Doctoral Candidate., Barry University
- HAMMOND, Corey; Director of Facilities Management, Business and Finance Division; B.S., Clemson University
- HANDEL-FERNANDEZ, Mary Ellen; Assistant Professor of Biology; B.A., University of Pennsylvania; Ph.D., University of Miami
- HANSON, Carole F.; Assistant Director of Financial Aid; B.P.S., Barry University
- HARALAMBIDES, James; Associate Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas
- HARLIN, Rebecca P.; Associate Professor of Education; B.S., Mansfield State University; M.S., University of Central Florida; Ph.D., University of Florida
- HARRIS-LOOBY, Judy; Assistant Professor of Education; B.A., M.A., University of the Virgin Islands; Ph.D., University of Miami
- HATCHER, Gordon Merrell; Associate Professor of Education; B.A., Oklahoma Baptist University; M.R.E., Central Baptist; M.A., University of the Pacific; Ph.D., Western Colorado University; Ed.D., University of Arkansas
- HATKER, Jane; Assistant Professor of Nursing; B.S.N., Florida State University; M.S.N., University of Florida
- HAURI, Claudia; Associate Professor of Nursing; B.S.N., Barry University; M.S.N., University of Colorado; Ed.D., University of Florida
- HAUSER, Nancy E., Operations Manager, School of Business; B.P.S., Barry University
- HAYS, Elizabeth T.; Associate Professor of Physiology; B.A., Keuka College; Ph.D., University of Maryland
- HELOPOULOS, Chris; Assistant Professor of Medical Education; Associate Director of Clinical Education, Physician Assistant Program; B.S., University of Florida; B.A., M.S., University of Illinois
- HENNESSY, Bro. Paul K., C.F.C.; Professor and President, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Iona College; M.A., St. John's University; B.St., Lateran Pontifical University; Ph.D., The Catholic University of America
- HERSHORIN, Indra Ramphal; Instructor in Nursing; B.S.N., M.S.N., Barry University
- HERVITZ, Hugo; Professor of Economics and Finance; B.A., Hebrew University; M.Sc., University of London; M.A., University of Pittsburgh; Ph.D., Indiana University
- HERZOG, Jennifer; Coordinator Student Activities; B.A., Southern Illinois University at Carbondale; M.Ed., DePaul University
- HICKS, Leta E.; Associate Professor of Sport and Exercise Sciences; Director, Graduate Programs; B.S., University of Tulsa; M.S. and Ed.D., Oklahoma State University
- HIGGS, Paul; Assistant Professor of Chemistry; B.S., M.S., Ph.D., University of Auckland
- HILL, Candice, R.N., Registered Nurse, Student Health Services; B.S.N., Barry University; M.H.S.A., Georgia Southern University
- HOCHMAN, Jennifer; Personal Counselor, Counseling Center; B.A., University of Michigan; M.S., Psy.D., Nova Southeastern University
- HOCHMAN, Judith Whiteman; Associate Dean of Continuing Education Programs, School of Adult and Continuing Education; B.S., Wilkes College; M.A., Marywood College; Ed.D., Temple University
- HOCK, Jean; Director, Residential Life, Student Services; B.A., M.S., Barry University
- HOFFMAN, Eric; Associate Professor of Communication; B.S., M.S., Ph.D., Florida State University
- HOFSTETTER, Laura; Web Specialist, School of Adult and Continuing Education; B.A., University of Brussels

- HOLLOWAY, Stephen M.; Associate Vice President for Graduate Studies and Dean, School of Social Work; Professor of Social Work; B.A., San Diego State University; M.S., Ph.D., Columbia University
- HOPKINS, Sheila J.; Assistant Professor of Nursing; B.S., Central Connecticut State University; M.S.N., University of Connecticut
- HORNER, Robert Bower; Assistant Professor of Philosophy, School of Adult and Continuing Education; B.A., Schiller International University; M.A., Boston University; M.A., Ph.D. University of Miami
- HOUGHTON, Charlene; Director, Undergraduate Programs; Assistant Professor of Education; B.S., James Millikin University; M.Ed., University of Miami
- HOUSTON, Yvonne; Assistant Professor of Dance, B.F.A., New York University; M.A., Teachers College, Columbia University
- HOUSTON-VEGA, Mary Kay; Associate Professor of Social Work; B.S.W., Colorado State University; M.S.W., University of Denver; Ph.D., University of Southern California
- HUBSCHMAN, Betty Gould; Associate Professor of Education; B.A., Florida Atlantic University; M.S., Ed.D., Florida International University
- HUDACK, Lawrence R.; Associate Professor of Accounting; B.B.A., M.B.A., Bonaventure University; Ph.D., University of North Texas
- HUMESTON, H. Dart; Director of Financial Aid; B.L.S., M.S., Barry University
- HURLEY, O.P., Sister Marie Carol; Professor Emerita of Humanities; B.A., Siena Heights College; M.A., The Catholic University of America
- HUTTO, Barbara B.; Assistant to the Dean, School of Arts & Sciences
- HYMN, Lynch; Audiovisual Services Manager, Division of Information Technology; B.L.S., Barry University
- IGLESIAS, Estrella; Director, Barry University Library; B.A., Barry University; M.L.S., Louisiana State University
- INTROCASO, Sister Candace C.D.P., Vice President for Planning and Assessment; B.A., Shippensburg University; M.A., Fordham University; Ph.D., The Claremont Graduate University
- IOZZIO, Mary Jo; Associate Professor of Theology; B.A., Pennsylvania State University; M.A., Providence College; M.A., Ph.D., Fordham University
- ISREL, Richard; Assistant to the Registrar; B.S., Florida International University
- IZQUIERDO, Antonio Gil; Web Programmer/Designer, Administrative Information Systems; B.S., Concordia University, Wisconsin
- JACKSON, O.P., Sr. Myra; Associate Vice President for Human Resources; B.A., Barry University; M.B.A., Barry University
- JAGADISH, Mysore; Associate Professor of Mathematics; M.S., University of Mysore; M.S., Ph.D., University of Miami
- JEHLE, O.P., Sister Dorothy; Professor Emerita of English; Director of Archives; B.A., College of St. Francis; M.A., John Carroll University; Ph.D., Loyola University
- JEZEK, Dennis; Director, Sports Information; B.A., University of Alabama; M.S., Shippensburg University of Pennsylvania
- JIMENEZ, Ana; Assistant Professor of Biology; B.S., Barry University; Ph.D., University of Miami
- JOHNSON, Terry; IT Support Supervisor, Business and Finance Division
- JOHNSON, Theresa A.; Assistant Professor of Medical Education, Physician Assistant Program; A.A., University of Florida; B.S., Baylor College of Medicine; M.S. Barry University
- JONES, Deborah Lynn; Assistant Professor of Psychology; B.A., Northwestern University; M.Ed., Boston University; M.A., Ph.D., University of North Texas
- KANEFSKY, Joseph; Assistant Athletic Trainer; Clinical Instructor; B.S., University at Buffalo; M.S., Barry University
- KAPLAN, Marie; Senior Financial Aid Counselor
- KEGELES, Sharon; Assistant Professor of Sport and Exercise Sciences; M.S., Barry University
- KELLY, Dorothy C.; Assistant Registrar; B.S., Barry University
- KELLY, Timothy Brian; Director B.S.W. Program, Associate Professor of Social Work; B.A., Emory University; M.S.W., Ph.D., University of Georgia
- KING, Christine A.; Associate Professor of Education; B.Ed., M.Ed., Ed.D. University of Miami
- KINZEL, Rochelle; Portfolio Reader, School of Adult and Continuing Education; Assistant Professor of Communication Arts; B.A., Queens College; M.A., Hunter College
- KLEIER, JoAnn; Associate Professor Nursing; B.S.N., University of South Florida; M.S.N., University of Miami; Ed.D., Florida International University; Ph.D., Barry University
- KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Rutgers University; Ph.D., Rutgers University
- KONCZAL-MARTINEZ, Lisa; Assistant Professor of Criminology and Sociology; B.A., M.A., Ph.D., Florida International University

- KOOTTUNGAL, Viju Mathew; Assistant Director of Desktop Computing Services, Division of Information Technology; B.S., M.B.A., Barry University
- KOPERSKI, SFCC, Sr. Veronica; Professor of Theology; B.A., Madonna College; M.A., University of Notre Dame; M.A., S.T.L., Ph.D., S.T.D., Catholic University of Louvain (Belgium)
- KREPS, Jerilyn; Director of Adult and Continuing Education in Orlando; B.A., University of Massachusetts; M.A., Webster College
- KUSHI, Harold (Terry); Director, Info Technology Infrastructure Services; Division of Information Technology
- LaBAHN, Patricia D.; Associate Dean, School of Adult and Continuing Education; Assistant Professor of Social Science; B.A., Creighton University; M.A., University of Dayton; M.B.A., Barry University; Ph.D., Saint Louis University
- LaBARRIE, Ronald; Director of Student Financial Services; B.S., M.B.A., Barry University
- LACEY, Candace; Associate Professor of Education; Director of Educational Leadership Program; B.A., Florida Atlantic University; M.B.A., Nova Southeastern University; Ph.D. Barry University
- LAMET, Ann W.; Assistant Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., SUNY at Stony Brook; Doctoral Candidate, Barry University
- LANDA-GONZALEZ, Belkis; Assistant Professor of Occupational Therapy; B.S., University of Miami; M.S., Florida International University
- LANGER, Roy; Instructor in Speech; B.A., M.A., Brooklyn College; Ph.D., Northwestern University
- LAROCHE, O.P., Father Victor; Coordinator, Volunteer Center; B.S., State University of Haiti; M.A., Barry University
- LASH, Lewis W.; Associate Professor of Management, School of Business; B.S., Central Michigan; M.A., University of Michigan; D.B.A., Nova University
- LASKY, Cynthia; B.S., Assistant Professor; University of Southern Connecticut; M.S., Barry University; Ed.D., Nova University
- LATKOVICH, Sr. Sallie L.; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Theology, St. Norbert College; D.Min., Graduate Theological Foundation
- LAUDAN, Ralph; Associate Dean, School of Natural and Health Sciences; Associate Professor of Biology; B.S., M.S., Fairleigh Dickinson University; Ph.D., Rutgers University
- LEACOCK, Stephen J.; Professor of Law; B.A., M.A., City of London Polytechnic; LL.M., London University; Barrister, Middle Temple-London
- LEAHY, Joanne; Health Sciences Marketing Coordinator; B.S., University of Illinois
- LEE, J. Patrick; Provost/Senior Vice President for Academic Affairs; Professor of French; B.A., Brescia College; Ph.D., Fordham University
- LEEDER, Ellen Lismore; Professor of Spanish; Doctora en Pedagogia, Universidad de La Habana, Cuba; M.A., Ph.D., University of Miami
- LEFF, Susan; Director, Elderhostel Programs, Adult and Continuing Education; B.L.S., Barry University
- LENAGHAN, Donna Dismuke; Associate Professor of Education; Director of Educational Computing and Technology Programs, School of Education; B.A., Salem College; M.S., University of Maryland; Ed.S., Barry University; E.A.G.S., Ed.D., Virginia Tech
- LENNON, Ron; Professor of Marketing, School of Business; B.A., Long Island University; M.B.A., University of Baltimore; Ph.D., University of Maryland
- LePAGE, Carolyn, A.R.N.P.; Nurse Practitioner, Student Health Services; B.S.N., M.S.N., Barry University
- LEVASSEUR, Marie Ange; Academic Advisor, Adult and Continuing Education; B.L.S., M.S.W., Barry University
- LEVINE, Joel; Associate Professor of Education; Director of Information Technology and Distance Education; B.A., University of So. Florida; M.S., Florida Int'l University; Ed.S., Nova University; Ed.D., Florida Int'l University
- LIN, Peter; Associate Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Reg. Medical Ctr.; Ph.D., Johns Hopkins University
- LIS HOERNER, Shelly; Head Softball Coach; B.S., Canisius College; M.S., Barry University
- LITTLE, Daniel J.; Assistant Professor of Nursing; B.S., M.B.A., Nova University; M.S.N., Florida Atlantic University; Doctoral Candidate, Barry University
- LIZAMA, Silvia; Associate Professor of Photography; B.F.A., Barry University; M.F.A., Rochester Institute of Technology
- LONDONO, Edward Andrew; Director of Campus Recreation; B.A., M.A., Florida International University
- LONDONO, Fernando; Facilities Manager/Shop Supervisor, Fine Arts Department
- LONDONO, Hernan; Assistant Director of Instructional Computing and Manager, Computer Labs, Division of Information Technology; B.S., Barry University
- LOPEZ, Regina; Database Administrator; B.S., Barry University

- LOSITO, James M.; Professor of Orthopedics and Biomechanics; B.S., California Polytechnic State University; D.P.M., California College of Podiatric Medicine
- LUCKETT, Pamela; Assistant Professor of Information Technology; Regional Coordinator for Information Technology, Brevard; B.S., University of Arkansas - Pine Bluff; M.S., Western Michigan University; Ed.S., Ph.D., Florida Institute of Technology
- LUDWIG, Kathryn; Assistant Professor of Sport and Exercise Sciences; B.A., the Colorado College; M.S., Texas Christian University; Ph.D., Texas Woman's University
- LUEPTOW, Margaret B.; Adjunct Associate Professor and Librarian, The Blessed Edmund Rice School for Pastoral Ministry; A.B., Oberlin College; M.L.S., University of Oregon
- LUGO, Andy; Personal Counselor Career & Counseling Center; B.A., Syracuse University; M.S.W., Barry University
- LUNA, Eduardo; Professor of Mathematics; Chair, Mathematics and Computer Science; B.S., University of Havana; M.A., Ph.D., The Catholic University of America
- LUTERBACH, Kenneth, J.; Assistant Professor of Education; B.Ed., University of Calgary; B.S., University of Calgary; M.A., University of Calgary; M.S., University of Calgary; Ph.D., Indiana University
- MACE, David; Grounds Manager, Business and Finance Division
- MACIÁ, Silvia M.; Assistant Professor of Biology; B.S., University of Miami; Ph.D., University of Miami Rosenstiel School of Marine and Atmospheric Sciences
- MACK, Philip S.; Director of Admission, School of Social Work; Assistant Professor of Social Work; B.A., City University of New York; M.S.W., Columbia University
- MacDOWALL, Charlene; Instructor in Mathematics; B.A., M.S., Hunter College, CUNY
- MacNAMARA, Alex; Support Services Manager, Business and Finance Division
- MacNAMARA, Caridad; Corporate and Community Relations Coordinator, Institutional Advancement
- MADDEN, O.P., Reverend Daniel P.; Associate Professor of Theology; B.S.C., DePaul University; B.Ph., B.Th., Aquinas Institute of Philosophy; L.Th., S.T.D., St. Paul University; M.Th., Ph.D., University of Ottawa
- MADDOX, Debra; Assistant Professor of Information Technology, Regional Coordinator of Administration and Information Technology, Tallahassee; School of Adult and Continuing Education; B.S., Northeastern Louisiana University; M.S., Louisiana Tech University; Ed.D., Nova Southeastern University
- MAGUIRE, R.S.M., Sr. Anastasia; Director, Career and Counseling Center; B.Ed., Queens University, Belfast; M.S.W., Barry University, L.C.S.W.
- MAHER, Richard S.; Technical Manager, David Brinkley Studio
- MALDONADO, Nancy; Assistant Professor; B.A., B.S., Florida International; M.A., Ph.D., Barry University
- MANDERSON, Nigel; Assistant Director, Financial Aid; B.B.A., Florida Atlantic University
- MANNER, Jane C.; Associate Professor of Education; M.A., Bridgewater State College; M.Ed.E., Stroudsburg State University; Ed.S., Barry University; Ed.D., Florida International University
- MARCUS, Linda; Benefactor Analyst
- MARIANO, Xilena P.; Information Systems Coordinator, Division of Enrollment Services; B.S., M.S., Barry University
- MARILL, Alicia C.; Assistant Professor of Theology; Director of D.Min. Program; B.A., Florida Atlantic University; M.A., Barry University; D.Min., Catholic Theological Union
- MARINACCIO, Philomena; Assistant Professor of Education; B.A., Brockport State University of New York; M.S., Buffalo State University of New York; Ed.S., Florida Atlantic University; Ph.D., University of Miami
- MARINAS, Carol; Associate Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University, Ph.D., Florida State University
- MARKEY, O.P., Rev. John J.; Assistant Professor of Theology; B.A., M.A., University of Notre Dame; M.Div., Dominican School of Philosophy and Theology; Ph.D., Graduate Theological Union, Berkeley, CA
- MARKOV, Lubomir P.; Assistant Professor of Mathematics; M.A., Sofia University, Bulgaria; M.A., Ph.D., University of South Florida
- MARCUS, Linda; Benefactor Analyst, Institutional Advancement
- MARTIN, Carey; Associate Professor of Communication; B.S., Northwestern University; M.F.A., Ph.D., Florida State University

- MARTIN, James A.; Associate Professor of Social Work; B.S., University of Wisconsin; M.S.W., University of Missouri; D.S.W., Tulane University
- MARTINEZ, Oilda; Regional Director, Miami-Dade/Monroe Counties, School of Adult and Continuing Education; B.A., M.A., Hunter College; Doctoral Candidate, Nova University
- MARTINEZ, Teresita; Instructor in English and Reading; B.A., Fordham University; M.A., City College of New York
- MASON, Alan; Associate Professor of Music; B.M., M.M., Manhattan School of Music; D.M.A., University of Miami
- MASSART, Ann; Information Specialist; School of Adult and Continuing Education
- MAYBEE, Richard; Assistant Professor, Behavioral Sciences/Speech, School of Adult and Continuing Education; B.S., M.A., Central Michigan University; Ph.D., University of Nebraska
- MAZE, Claire; Supervisor, Nursing Resource Center; Assistant Professor of Nursing; B.S.N., Florida Atlantic University; M.S.N., Barry University
- McARDLE, Gerri; Associate Professor and Coordinator of Doctoral Programs in HRD and Educational Leadership; Ph.D., Syracuse University; C.A.S. Teaching Technology, Harvard University; Post Doctoral Fellow, Harvard University
- McBEE, Charles M.; Director, West Dade County, School of Adult and Continuing Education; B.S., M.S., Georgia State University
- McCRATH, Steven; Head Coach Men's Soccer; B.A., M.S., Seattle Pacific University
- McCULLOUGH, Alfred J.; Regional Director of Marketing, School of Adult and Continuing Education; B.B.A., Iowa College; M.B.A., New York University
- McCREADY, Christine D.; Executive Assistant to the Provost/Vice President for Academic Affairs; B.P.S., Barry University
- McCRINK, Carmen; Director, Higher Education Administration; Assistant Professor of Education; B.S., Florida International University; M.Ed., Ph.D., University of Miami
- McDONOUGH, Mary Eileen; Associate Vice President for Student Services; Professor of Education; NCAA Faculty Athletics Representative; University ADA Coordinator; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova University
- McFADDEN, John; Assistant Professor of Anesthesiology; B.S.N., Gwynedd-Mercy College; M.S. in Health Care Administration, St. Joseph's University; M.S. in Nurse Anesthesia, St. Joseph's University
- McGLONE, Jacqueline M.; Assistant Manager, Business Services; B.S., Eastern Michigan University; M.Ed., University of Arizona
- McGUIRK, David G.; Assistant Director, Writing Center; Instructor in English, Learning Center; B.A., State University New York, Oneota; M.A., Doctoral Candidate, Florida Institute of Technology
- McKAY, Marilyn; Associate Professor of Humanities/Theatre, School of Adult and Continuing Education; B.A., University of Denver; M.A., University of South Dakota; Ph.D., University of Georgia
- McKINLAY, Robert; Director of Project Development/Grantsman, School of Graduate Medical Sciences; B.S., Eastern Michigan University; M.P.S., College of Boca Raton
- McLAUGHLIN, Heidi; Assistant Dean for Enrollment Management; School of Adult & Continuing Education; B.S., Fairfield University; M.B.A., D.B.A., Nova Southeastern University
- McNALLY, Anne; Accounts Payable Assistant, Business and Finance Division
- McPHEE, Debra; Assistant Professor of Social Work; B.A., Saint Mary's University, Nova Scotia; M.S.W., Columbia University; Ph.D., University of Toronto
- McQUAY, Joseph; Director, External Communications; A.B., University of North Carolina at Chapel Hill; M.B.A., Barry University
- MELIS, Celia; Associate Director of Financial Aid; B.A., University of Miami
- MENDEZ, Jesus; Associate Professor of History; B.S., M.A., University of Miami; Ph.D., University of Texas at Austin
- MENOCAL, Lydia M.; Assistant Director, Southeast Pastoral Institute (SEPI); B.A., Indiana University; M.S., Florida International University; M.A., Barry University; Canon Law Student, Catholic University of America
- MERCHED, Cecilia; Associate Professor of Biochemistry, Ph.D., National University of Tucuman (Argentina)
- MERRILL, Thomas J.; Professor of Surgery; B.S., Iowa State University, D.P.M., Dr. William Scholl College of Podiatric Medicine
- MICHELIN, Don; Sign Language Interpreter, Student Services
- MIER, Constance M.; Associate Professor of Exercise Science; B.S., Michigan State University; M.S., University of Arizona; Ph.D., University of Texas at Austin
- MILLER, Kathleen Portuan; Professor of Law; M.L.S., University of Pittsburgh; J.D., Ohio Northern University School of Law

- MILLER, Neill L.; Assistant Dean, Human Performance and Leisure Sciences; Coordinator of Instructional Activities in Sport and Recreation; Associate Professor of Physical Education; B.A., University of Denver; M.S., Smith College
- MIRA, Youdaris; Assistant Director, ACE Computer Services; B.P.S., M.S., Barry University
- MITCHELL, Douglas; Director, Occupational Therapy Program; B.S., Eastern Michigan University; M.S., Wayne State University; Doctoral Candidate, Barry University
- MOKHA, Paul; Head Coach, Women's Crew; B.B.A., Temple University
- MOLINA, Olga; Assistant Professor, School of Social Work; B.A., Farleigh Dickinson University; M.S.W., New York University; D.S.W., Hunter College
- MONDROS, Jacqueline; Associate Dean for Community Development, Professor of Social Work; Director, Academy for Better Communities; School of Social Work; B.S.W., Temple University, M.S.W., D.S.W., University of Pennsylvania
- MONROE, Andrea; Reference Librarian; B.A., Eastern Michigan University; M.I.L.S., University of Michigan-Ann Arbor
- MONTAGUE, Deborah F.; Assistant Dean, School of Natural and Health Sciences; B.S., Syracuse University; M.B.A., Barry University
- MONTAGUE, Jeremy; Professor of Biology; B.S., SUNY at Geneseo; M.S., Kent State University; Ph.D., Syracuse University
- MOORE, Keith L.; Director of Clinical Education, Physician Assistant Program; Assistant Professor of Medical Education; B.S., J.D., Physician Assistant Certificate, Indiana University
- MOOREHEAD, Theresa; Executive Director, Auxiliary Services; B.A., Barry College; M.B.A., Barry University
- MOO YOUNG, Sharon; Associate Director, Graphics/Printing; B.F.A., Barry University
- MORA, Jessica; Head Athletic Trainer/Clinical Instructor; B.S., Barry University; M.S., Michigan State University
- MORALES, Guillermo; Instructor, Mathematics; Mathematics and Computer Science Department; B.S., University of Havana; Ph.D., University of Miami
- MOREDA, Irene C.; Associate Professor of Social Work; B.A., University of South Florida; M.A.S.S.W., University of Chicago
- MORGAN, J. Dianne; Executive Assistant to the President; B.L.S., Barry University
- MORRELL, Stephen O.; Professor of Economics and Finance; B.S., M.A., Ph.D., Virginia Polytechnic Institute
- MORRIS, Alison; Personal Counselor, Career & Counseling Center; B.S., Oxford Brooks University; M.S., Nova Southeastern University
- MORRIS, Michele M.; Assistant Vice President for University Relations; B.S., Troy State University
- MORRISSEY, William P.; Senior, Reference Librarian, Library; B.A., University of Kansas; M.S.L.S., Florida State University
- MOSES, Justin; NT Systems Administrator, Division of Information Technology; B.S., Barry University
- MUDD, Laura; Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida
- MULRY, IHM, Sister Loretta; Project Research Specialist, School of Adult and Continuing Education; A.B., Marywood College; M.S., Marquette University; Ed.D., Rutgers University
- MUNNINGS, Gala Brown; Associate Professor; Director of Field Instruction, School of Social Work; B.A., Fisk University; M.S.W., Barry University
- MUNOZ, Gloria; Senior Processing Specialist, Division of Enrollment Services
- MURPHY, Ann S. Carneal; Professor of Education; Director, Reading Program; B.A., Southern Methodist University; M.A., University of Kentucky; Ed.S., University of Kentucky; Ed.D., University of Miami
- MUSCARELLA, Frank; Associate Professor of Psychology; B.A., San Diego State University; M.A., University of Louisville; Ph.D., University of Louisville
- NANCE, Marcia K.; Dean of Enrollment Services; B.S., Wayne State College, Nebraska; M.S., Kearney State College
- NARKIEWICZ, Chandra; Faculty Field Instructor, School of Social Work; B.S., University of South Florida; M.S.W., Florida State University
- NDURE, Kbat; Financial Aid Counselor; B.L.S., Barry University
- NELSON, John P.; Associate Dean of Clinics, School of Graduate Medical Sciences; Professor of Podiatric Medicine; B.A., Rutgers University; D.P.M., Ohio College of Podiatric Medicine
- NELSON, Dr. Katherine; Assistant Professor of Communication; B.A., Loyola University; M.A., Ph.D., Arizona State University
- NERETTE, Denise; Faculty Field Instructor, School of Social Work; B.A., Barry University; M.S.W., Florida Atlantic University
- NICHOLS, David; Head Coach, Women's Volleyball; B.A., U.C.L.A.
- NICKERSON, Inge; Associate Professor of Management; B.S., M.B.A., D.B.A., Louisiana Tech University

- NODARSE, Maria Margarita; Associate Professor of Spanish; B.A., College of the Sacred Heart; M.A., Ph.D., University of Miami
- NOGUERAS, Debra; Director of Marketing and Recruitment, School of Nursing; B.S.N., M.S.N., Barry University; Doctoral Candidate, Barry University
- NUEHRING, Elane M.; Professor of Social Work; Director, Doctoral Program, School of Social Work; B.A., Gonzaga University; M.S.S.W., University of Wisconsin; Ph.D., Florida State University
- NUNES, Keith D.; Professor of Law; B.S., LL.B., Cape; D. Comp., L. Salzburg Center; R.D. International L., Hague Academy of International Law Center for Studies and Research; LL.M., Yale University; LL.Docts., Leyden
- NYGREN, Carolyn; Professor of Law; B.A., Jackson College of Tufts University; M.Ed., Northeastern Illinois State University; Ph.D., University of Chicago; J.D., Harvard University
- O'BRIEN, Rev. Scott T., O.P.; Chaplain; D.Min., The Catholic Theological Union, Chicago, IL; M.Div., Dominican School of Philosophy and Theology, Berkeley, CA; M.A., Graduate Theological Union, Berkeley, CA
- O'CALLAGHAN, Sr. Marguerite; Project Archivist; B.A., Siena Heights College
- O'CONNOR, Nancy; Director of Billing and Account Services, School of Graduate Medical Sciences
- O'DELL, Sr. Frances, O.S.F.; Reference Librarian; B.S., M.A., St. Bonaventure University; M.A., University of South Florida
- ODIO, Cesar T.; Instructor in Sport and Exercise Sciences/Head Athletic Trainer; B.S., Florida Southern College; M.S., Nova University
- O'DONNELL, O.P., Sister Marie Joannes; Professor Emerita of Chemistry; B.S., Siena Heights College; Ph.D., The Catholic University of America
- O'GRADY, Reverend John F.; Professor of Theology; B.A., Mary Immaculate College; M.Div., Mary Immaculate Seminary; S.T.L., College of St. Anselm; S.T.D., University of St. Thomas; S.S.L., S.S.D., Pontifical Biblical Institute, Gregorian University
- O'LAUGHLIN, O.P., Sister Jeanne; President; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona
- O'LEARY, Kathleen; Assistant Professor of Marketing; B.A., Penn State University; M.B.A., Pace University; Doctoral Candidate, Florida Atlantic University
- OLSON, Eric D.; Academic Coordinator, Legal Studies; Assistant Professor of Legal Studies, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; J.D., University of Florida
- O'NEILL, Philip M.; Senior Reference Librarian; B.A., University of Delaware; M.S.L.S., Columbia University
- ORDOUKHANI, Nasser; Associate Professor of Mathematics; M.A., Tehran University; M.A., Teacher's College; M.S. and Ph.D., North Carolina State University
- ORMAN, Richard; Academic Coordinator, Public Administration, Professor of Public Administration; School of Adult and Continuing Education; B.S., State University of New York; M.R.P., Ph.D., Syracuse University
- PACKERT, Gerhild; Assistant Professor of Biology; B.S., M.S., University of Central Florida; Ph.D., University of South Florida
- PAN, Victor; Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph. D., University of South Florida
- PANEQUE, Oneyda; Assistant Professor of Education; B.A., Northern Illinois University; M.A., University of Illinois
- PAPES, Kathleen A.; Associate Dean for Administrative Affairs, School of Nursing; Associate Professor of Nursing; B.S., Russell Sage College; M.A., Teachers College, Columbia University; Ed.S., Ed.D., Florida Atlantic University
- PAPIER, Paul J.L.; Assistant Professor of Education; B.S., Florida State University; M.Ed., University of Miami
- PAPIER, Velma; Instructor in Education; B.Ed., University of Miami; M.S., Nova University
- PARKHURST, Doreen C.; Program Director and Medical Director, Physician Assistant Program; Assistant Professor of Medical Education; B.A., Stonehill College; P.A., Northeastern University; M.D., Boston University School of Medicine
- PARNIS, MERRYLY; Assistant Professor of Nursing; B.S., University of Miami; M.S., Florida International University; M.S.N., Boston University
- PATSDAUGHTER, Carol; Professor of Nursing; B.S., Northern Illinois University; M.S.N., Loyola University of Chicago; Ph.D., University of Washington
- PAYNE, Bruce C.; Professor of Finance; B.A., M.B.A., University of South Florida; Ph.D., Louisiana State University
- PECKRON, Harold; Professor of Law; B.A., Tulane University; LL.M., Georgetown University Law Center; Ph.D., Southwest University; J.D., Dickinson School of Law
- PEEVER, Adrian; Assistant Professor of English; B.A., University of Birmingham, England; M.A., Ph.D., University of Miami

- PELAEZ, Gloria Maria; Assistant Professor of Education/Director of ESOL; B.A., Pennsylvania State University; M.S., University of Miami; Ph.D., Florida Atlantic University
- PEMSINGH, Ramjeet; Associate Professor of Anatomy, School of Graduate Medical Sciences; B.Sc., University of Montreal, Canada; B.Ed., University of Toronto, Canada; M.Sc., University of Guelph, Canada; Ph.D., University of Alberta, Canada
- PEREZ, Nancy; Director of Purchasing; B.L.S., Barry University
- PEREZ-VENERO, Daniele; Reference Librarian, Instructional Service Coordinator; B.A., Florida State University; M.L.S., San Jose State University
- PERKEL, Linda K.; Associate Dean for the Undergraduate Program, School of Nursing; Associate Professor of Nursing; B.S.N., University of Florida; M.S.N., University of Miami; Ph.D., Barry University
- PERKINS, Sam; Assistant Professor of Education; B.S., North Georgia College; M.E., Mercer University; Ph.D., Georgia State University
- PEROUNE, Denise; Associate Director for Academic Publications, Marketing and Advertising; B.S., University of West Indies; M.S., Doctoral Candidate, Barry University
- PERRY, Denise; Project Coordinator, School of Social Work; B.S., University of Maryland
- PERRY, Joseph D.; Associate Professor of Psychology; B.S., Youngstown State University; M.A., Westminster College; Ed.S., Ph.D., Kent State University
- PETERSON, Linda M.; Associate Dean, School of Arts and Sciences; Chair, Psychology; Professor of Psychology; B.S., University of Illinois; M.S., Ph.D., University of Miami
- PICHE, O.P., Sister Evelyn; Dean, School of Education; Professor of Education; B.A., Siena Heights College; M.A., Siena Heights College; Ph.D., Michigan State University
- PIERCE, Walter J.; Associate Professor of Social Work; B.A., Morehouse College; M.A., University of Chicago; Ph.D., Barry University
- PITA, Antonio; Assistant Professor of Information Technology; Regional Coordinator of Information Technology, South Dade; A.A., Miami Dade Community College; B.A., Florida International University; M.S., University of Miami
- PITTMAN, John C.; Associate Professor of Education; B.S., Bethune-Cookman College; M.A., Fisk University; Ed.S., University of Florida; Ed.D., University of Miami
- POLLYDORE, Deanna; Financial Aid Counselor; B.A., Florida Atlantic University
- POWELL, Toni; Associate Professor of Education; Director, HRDA Program; B.S., Carnegie-Mellon University; M.S., Ph.D., Florida State University
- POWER, Valeria C.; Distance Librarian; B.A., Centro de Ensino Unificado de Brasilia; M.L.I.S., Louisiana State University
- POZA, Jose J.; Marketing Director, Andreas School of Business; B.B.A., Florida International University; M.B.A., Barry University
- PRESA, Arturo; Instructor in Mathematics; B.S., Universidad de Oriente, Cuba; Ph.D., State University of St. Petersburg, Russia
- PRIOR, John A.; Professor of Podiatric Medicine; B.S., University of Miami; M.S., Barry University; D.P.M., Pennsylvania College of Podiatric Medicine
- QUINN, Dennis; Associate Professor of English, School of Adult and Continuing Education; B.A., M.A., Ph.D., Bowling Green State University
- RANDOLPH, James; Associate Professor of Theatre; B.F.A., University of Miami; M.F.A., University of Florida
- RANERO, Juan; Head Coach, Baseball; B.S., Florida State University; M.S., Appalachian State University
- RARICK, Charles; Professor of Management; B.S., College of Ozarks; B.S., New York State University; M.B.A., Drury College; Ph.D., St. Louis University
- RATZMANN, Rev. George; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Theology, St. Vincent De Paul Seminary; S.T.L., Ph.D., Katholieke Universiteit
- RAVITCH, Frank; Professor of Law; B.A., Tulane University; LL.M., Georgetown University Law Center; J.D., Dickinson School of Law
- REDWAY, Flona; Assistant Director of MARC and MIRT Program; Assistant Professor of Biology; B.Sc., University of the West Indies; M.Phil., University of the West Indies; Ph.D., University of Cambridge, England
- REDWAY, Glendon; Director of Desktop Computing Services; B.Sc., M.Phil, University of the West Indies
- REED, Jill Mitchell; Assistant Professor of English; B.S., Columbia University; M.A., SUNY at Stony Brook; Doctoral Candidate, Florida International University
- REED-NORATO, Martha; Assistant Director of Public Safety
- RENDULIC, Paul A.; Associate Professor of Education; B.S., M.B.A., State University of New York, Buffalo; Ph.D., Florida International University
- RIAL, Yamirka C., Financial Aid Counselor

- RICARDI, Nina M.; System Administrator, Administrative Data Center; B.P.S., Barry University
- RICE, O.P., Sister Ellen Marie; Assistant to the Dean; Assistant Professor of Education; B.S., Edgewood College; M.S., Fordham University; Ph.D., University of Wisconsin
- RIOS, Giselle Elgarresta; Assistant Professor of Music; B.M., M.M., D.M.A., University of Miami
- RIPLEY, Hugh W.; Dean Emeritus, University Library; A.B., Syracuse University; A.M., Syracuse University; M.S.L.S., Columbia University
- RIVEIRA, Joyce, Director, Annual Fund; B.S., M.B.A., Barry University
- ROBERTS, Catherine; Assistant Professor in Education; B.A., College of New Rochelle; M.S., Barry University; Ph.D., Barry University
- ROBERT, Pascal; Coordinator, Technical Services, Student Services; B.S., Barry University
- ROBERTS, Sandee; Marketing Representative, Miami-Dade and Broward Counties, School of Adult and Continuing Education; B.L.S., Barry University
- ROBEY, Douglas; Maintenance Manager, Facilities Management
- ROCKWELL, Thomas; Associate Professor of Graphic Arts; B.F.A., Cleveland Institute of Art; M.F.A., Florida Atlantic University
- RODRIGUEZ, Angel (Fred); Director, Accounting; B.B.A., University of Miami
- RODRIGUEZ, Diane; Assistant Professor of Education; B.A., Interamerican University; M.Ed., Ph.D., Fordham University
- RODRIGUEZ, Michelle; Faculty Field Instructor, Academy For Better Communities/Program Coordinator, Miami Beach Family Support Services, School of Social Work; B.S.W., Florida International University; M.S.W., Barry University
- RODRIGUEZ, Rosa; Director, Operations/Budget, School of Adult and Continuing Education; B.L.S., Barry University
- RODRIGUEZ, Vidal; Technical Assistant/Webmaster, School of Business; B.S., Barry University
- ROHLFS, Filomena; Assistant Registrar; B.P.S., Barry University
- ROJAS, Marga; Assistant Director, Billing and Data Processing, Student Account Services; B.S., Barry University
- ROKHFELD, Mark; Instructor in Mathematics; Director, Math Lab; B.S., M.S., Ternopol State Pedagogical Institute, Ukraine; A.B.D., Iv. Franko State University, L'vov
- ROMAIN, Nancy; Assistant Professor of Education; B.A., Medaille College; M.E., University of Hawaii; Ed.D., Florida State University
- ROSE, Chris; Assistant Professor of Information Technology; Regional Coordinator for Information Technology, West Dade; School of Adult and Continuing Education; B.S., Florida International University; M.B.A., Nova University; D.B.A., Nova Southeastern University
- ROSEMAN, Fay; Assistant Professor of Education; B.S., Pace University; M.S.W., New York University; Ph.D., Barry University
- ROSENBERG, Daniel Z.; Associate Professor of Sport and Exercise Sciences; Coordinator, Physical Education; B.S., Ed.D., University of Massachusetts; M.A., University of North Carolina
- ROSENBLATT, Andrea F.; Associate Professor of Education; B.Ed., M.Ed., Ed.D., University of Miami
- ROUDER, Leslie; Director, Office of Disability Services, Student Services; B.A., Stony Brook University; M.S.W., Barry University, L.C.S.W.
- RUSHING, John; Assistant Professor of Administration, Regional Coordinator for Administration, South Dade; Key West, West Dade; School of Adult and Continuing Education; B.A., University of Miami; M.B.A., D.B.A., Nova Southeastern University
- RUSSO, Maria; Operations Manager, School of Natural and Health Sciences; B.S., University of Panaman
- RYDER, Maritza; Director of Operations, School of Human Performance and Leisure Sciences; B.L.S., M.S., Barry University
- RYTTEKE, Sara; Assistant Professor of Photography; B.F.A., Arizona State University; M.F.A., University of Houston
- SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University
- SAMPOL, Esther; Admissions Counselor; B.S., Nova University; M.A., Barry University
- SAMRA, Rise J.; Professor of Communication; B.A., Western Michigan University ; M.A., University of Michigan; Ph.D., University of Arizona
- SAMUEL, George M.; Head Coach, Tennis; Assistant Professor of Physical Education; B.S., M.P.D., East Tennessee State Univ.; Ph.D., Southern Illinois University
- SANBORN, Allen F.; Professor of Biology; B.S., M.S., Ph.D., University of Illinois
- SANDERS, Edwina; Director, Collier and Lee Counties, School of Adult and Continuing Education; B.P.S., M.A., Barry University
- SATPATHY, Hara P.; Assistant Professor of Computer Science; M.S., Ph.D., Sambalpur University, India

- SAUSE, John P.; Professor of Theology; B.A., Iona College; M.A., Manhattan College; M.S., Biscayne College; Ph.D., Florida State University; M.J., Loyola University School of Law
- SAVERIMUTTU, Mahen; Assistant Professor of Communication; B.A., University of Peradeniya, Sri Lanka; M.S., Purdue University; Ph.D., Michigan State University
- SCARBOROUGH, Ellen; Assistant Dean for Student Affairs, School of Adult and Continuing Education; B.S., University of Virginia; M.S., Florida International University
- SCARBOROUGH, Jack; Dean, School of Business; Professor of Management; B.S., U.S. Coast Guard Academy; M.B.A., University of Hawaii; Ph.D., University of Maryland
- SCHANFIELD, Lillian; Professor of English; B.Ed., University of Miami; M.A., University of Montreal; M.B.A., Barry University; M.ST., University of Oxford; Ph.D., University of Miami
- SCHANTZ, Shirley R.; Associate Professor of Nursing; Director, Primary Care Nursing Center; B.S.N., Pennsylvania State Univ.; M.S.N., University of Pennsylvania; Ed.D., Nova Southeastern University
- SCHIAVO, Frank Louis; Associate Dean, School of Law-Orlando; B.S., University of Pennsylvania; LL.M., New York University School of Law; J.D., Villanova University School of Law
- SCHMIDT, KRISTI; Director of Benefactor Administration; B.S., Barry University
- SCHRAER, Steve; Distance Education Technologist, School of Education; B.A., University of Miami; M.A., Florida International University
- SCHWARTZBERG, Cori; Instructor in English; B.A., M.A., University of Miami
- SCOTT, Angela M.; Associate Dean, Division of Enrollment Services; B.S., M.S., Barry University
- SCOTT, Sister Arlene, O.P.; Assistant Vice President for Mission and Ministry; B.A., University of Florida; M.A., Loyola University of Chicago
- SCOTT, James C.; Assistant Director/Counselor, Career and Counseling Center; B.A., Seton Hall University; M.S., Psy.D. Nova Southeastern University
- SCOTT, Phyllis F.; Associate Professor of Social Work; B.A., Florida Atlantic University; M.S.W., Barry University; Ph.D., Barry University
- SCULLY, Robert E.; Academic Coordinator, Administrative Programs; Associate Professor of Organizational Behavior; School of Adult and Continuing Education; B.A., Pennsylvania State University; M.A., Temple University; D.B.A., Nova University
- SEAGA, Andrew; Web Page Developer; B.A., Barry University
- SEEPERSAUD, Debbie; Manager for Training Services; B.S., Barry University
- SEGAMI, Carlos; Professor of Mathematics and Computer Science; B.S., Universidad Nacional de Ingenieria, Lima, Peru; M.A., University of Kansas; Ph.D., University of North Carolina
- SESODIA, Sanjay; Assistant Professor of Anatomy (Neurophysiology); B.Sc., University of Newcastle-upon-Tyne, England; M.Sc., Royal Postgraduate Medical School, University of London, England; Ph.D., University of Newcastle-upon-Tyne, England
- SEUBERT, Diane; Program Coordinator; Annual Fund, Institutional Advancement
- SEVERINO, Thomas Paul; Assistant Vice President for Development and Major Gifts; B.S., M.S., Iona College, New York; M.A., University of Notre Dame
- SHAPIRO, B. Sue; Associate Professor of Sport and Exercise Sciences; B.S., West Virginia University; M.S., Ed.D., University of Virginia
- SHARLAND, Alex P.; Associate Professor of Marketing; B.S., University of Stirling; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., Florida State University
- SHARP, Joseph; Regional Director of Marketing; School of Adult and Continuing Education; B.S., Northeast Louisiana University; M.B.A., Indiana Wesleyan University
- SHAW, GRAHAM; Associate Professor of Biochemistry; Ph.D., Aston University, England
- SHIELD, O.P., Sister Judith; Associate Professor Emerita of Economics; Ph.B., Siena Heights College; M.A., The Catholic University of America
- SHINE, Agnes; Associate Professor of Psychology and Director, School Psychology Program; B.A., M.A., SUNY at Plattsburgh; M.A., Middle Tennessee State University; Ph.D., Ball State University
- SICCONE, Robert F.; Assistant to the President, The Blessed Edmund Rice School for Pastoral Ministry; B.A., M.S. in Education; Iona College
- SIEGEL, Kristy; Records Specialist, School of Natural and Health Sciences; B.S., Barry University
- SIEGEL, Michael; Associate Academic Dean, Associate Professor of Microbiology, School of Graduate Medical Sciences; B.S., Cornell University; Ph.D., University of Florida
- SIENA, O.P., Sister Marie; Professor Emerita of Education; B.S., Siena Heights College; M.S., University of Michigan; Ed.D., Wayne State University
- SILY, Andressa; Web & Graphic Designer; B.A., Universidade Federal do Espirito Santo
- SIMPSON, Traci A.; Assistant Vice President for University Administrative Data; B.S., M.S., Barry University

- SINGH, J.N.; Instructor in Mathematics; B.A., M.A., Patna University, India; Ph.D., Bihar University, India
- SINGLETON, Sharron M.; Associate Professor of Social Work; B.S.W., Norfolk State University; M.S.W., Ohio State University; D.S.W., Howard University
- SIRIMANGKALA, Pawena; Assistant Professor of Communication; B.A., Mount Saint Clare College; M.A., Cleveland State University; Ph.D., Kent State University
- SMITH, Allen; Professor of Anatomy; B.A., Brown University; B.S., Widener University; M.A., Temple University; Ph.D., University of Oregon Medical School
- SMITH, Carol; Assistant Professor of Nursing; B.S.N., Rhode Island College; M.S.N., University of Rhode Island; ND, Case Western Reserve University
- SMITH, E. Timothy; Professor of History; Chair, History and Political Science; B.A., Manchester College; M.A., Ph.D., Kent State University
- SMITH, Keith; Assistant Sports Information Director; B.S., Mississippi College
- SOHER, Sister Mary P., O.P., Production Assistant, David Brinkley Studio; B.A., Trinity University
- SOLLI, Catherine A.; Associate Professor of Education; B.A., University of Florida; M.S.Ed., Nova University; Ed.D., Florida International University
- SODANO, Carol-Rae; Dean, School of Adult and Continuing Education; B.A., Marymount College; M.A., Fortham University; M.A., LaSalle University; Ed.D., Widener University
- SOTO, Luis D.; Manager of Processing and Distribution Center, Division of Enrollment Services; B.S., Barry University
- SOUTHERLAND, Charles C., Jr.; Professor of Podiatric Medicine; B.S., Brigham Young University; D.P.M., California College of Podiatric Medicine
- SPALDING, Claudette; Assistant Professor of Nursing; B.S.N., University of Miami; M.S.N., Barry University, Doctoral Candidate, Barry University
- SPERRY, Len T.; Professor of Education; B.A., St. Mary's University; M.D., University of Central Technological Studies; Ph.D., Northwestern University
- SPRAGUE-DAMON, Gerri; Director, West Palm Beach Program, School of Social Work; B.A., Marist College; M.S.W., Barry University
- SPRANG, Kenneth; Professor of Law, B.S., Ohio State University; M.A., University of Michigan; J.D., Case Western Reserve University
- SPRINGER, Tonya; Senior Programmer Analyst, Planning; B.S., Barry University
- STALLIONS, Maria; Assistant Professor of Education; B.S., M.S., Ph.D., Barry University
- STARRATT, Christopher; Associate Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn University
- STARRATT, Gerene K.; Assistant Professor of Psychology; B.A., Chatham College; M.A., Ph.D., Florida Atlantic University
- STECHSCHULTE, O.P., Sister Agnes Louise; Professor Emerita of Biology; B.S., Siena Heights College; M.S., University of Detroit; Ph.D., The Catholic University of America
- STEFANO, Michelle A.; Assistant Director, Learning Center; Instructor in English, Learning Center; B.A., M.A., Florida International University
- STRUGANOVA, Irvina; Assistant Professor of Chemistry; B.S., Ph.D., Moscow State University
- SUAREZ, Joanne M., Director, ACE Technology Services; B.L.S., M.S., Barry University
- SUAREZ, S.J., Reverend Pedro; Professor of Mathematics; B.A., Fordham University; M.S., University of Miami; M.Div., Loyola University of Chicago; M.S., Ph.D., Northwestern University
- SUNSHINE, Edward R.; Associate Professor of Theology; B.A., M.A., Loyola Univ. of Chicago; Ph.D., Graduate Theological Union, Berkeley
- SUPERFISKY, Sister Phyllis, O.S.F.; Assistant to the Dean, School of Education; Coordinator, Catholic Educational Leadership Program; Associate Professor of Education; B.A., Alverno College; M.A., Saint Louis University; Ph.D., Boston College
- SUPRAN, Ellen; Assistant Professor of Education; B.Ed., University of Miami; M.Ed., University of Nebraska; Ed.S., Nova University
- SUTTON, Douglas; Assistant Professor of Nursing, B.S., University of the State of New York, Albany; M.N., University of Florida; M.P.A., Troy State University
- SWAN, Margot; Assistant Director, Accounting; B.A., B.S., Barry University
- SWANER, Ann; Academic Coordinator of Theology; Associate Professor of Theology, School of Adult and Continuing Education; B.A., University of Toronto; Ph.D., Univ. of Iowa
- SWEENEY, Kathleen G.; Assistant Director of Field Instruction, School of Social Work; B.A., Montclair State University; M.S.W., Barry University
- SZUCHMAN, Lenore T.; Professor of Psychology; B.A., Brandeis University; M.A., University of Texas, Austin; M.S., Ph.D., Florida Int'l University

- TALCOTT, Stanley M.; Dean, School of Law-Orlando; B.S., University of Nebraska; J.D., University of Nebraska School of Law
- TANG, Jihong; Distance Education Technologist, School of Education; B.S., Hangzhou University; M.S., Nova University
- TATE-BLAKE, Carmeta; Instructional Designer-Distance Education; B.A., University of the West Indies; M.S., Ed.D., Florida International University
- TEITZMAN, Peter A.; Academic Coordinator, WXEL Distance Learning Programs and Oral Communication, Music and Theatre; Associate Professor of Humanities; School of Adult and Continuing Education; B.A., Hofstra University; M.A., Adelphi University; M.Ed., Ed.D., Columbia University
- TEJEDA, Manuel J.; Assistant Professor of Management, A.B., M.S.Ed., Ph.D., University of Miami
- TENG, K. L. Joe; Assistant Professor of Management Information Systems; B.A., B.S.E.E., Southern Illinois University; M.B.A., Arkansas State University; Ph.D., University of Memphis.
- TESTA, Ronald J.; Academic Coordinator, Behavioral Sciences; Associate Professor of Behavioral Sciences; School of Adult and Continuing Education; B.A., University of Connecticut; M.A., Ph.D., University of South Florida
- THOMPSON, Fred G. Jr.; Manager, Mail Center, Business and Finance Division; B.B.A., University of Texas; M.B.A., Barry University
- THONNEY-SOTO, Sabrina; Alumni Program Coordinator; B.A., Barry University
- THURSTON, Maxine A.; Associate Professor of Social Work; B.S., Indiana University; M.S.W., Florida State University; Ph.D., Florida State University
- TISDALE, PATRICIA; Electronic Communication Specialist; B.A., State University of New York, Oneonta
- TOOTLE, Alvin Eugene; Associate Professor of Education; B.A., M.S., Troy State University; Ed.D., Auburn University
- TORRES, Carmen; Director, Continuing Education Programs, School of Adult and Continuing Education; B.S., Barry University
- TRAMMELL, Rebecca S.; Professor of Law; M.L.S., Dominican University in River Forest, Illinois, J.D., University of Denver College of Law
- TULLOSS, Ijya C.; Associate Professor of Education; Program Director, Montessori Education; B.S., Mapual Institute of Technology; M.S., Northwestern University; Ed.D., Nova University
- TULLY, Gregory; Associate Professor of Social Work; B.A., New York University; M.S.W., Hunter College of the City University of New York; Ph.D., New York University
- TUREEN, Richard M.; Assistant Professor of Counseling; B.B.A., University of Miami; MEd., St. Louis University; Ph.D., Nova University
- TURNER, Valerie; Executive Director, Academic Publications, Marketing & Advertising; B.A., Douglass College, Rutgers University; M.Phil., Drew University
- TURPIN, Kathy J.; Associate Director of Athletics; B.S., University of Missouri - Columbia; M.S., Western Illinois University
- TYLER, Michael; Associate Professor of Accounting, School of Business; B.S., Florida State University; Ph.D., Florida Int'l University
- ULLOA, Freddy E.; Associate Vice President for Facilities Management; B.S., Barry University; M.B.A., Barry University
- URTIAGA, Teresita (T) Gomez; Director of Corporate and Community Relations, Institutional Advancement; B.S., University of Florida; M.A., Barry University
- UZZI, Judith; Faculty Field Instructor, School of Social Work; B.S.W., College Misericordia; M.S.W., Adelphi University
- VACCARO, Andrew; Web Producer, Academic Publications, Advertising & Marketing; B.A. Barry University
- VALENTI, Anthony; Assistant Director, Library Public Services; B.A., University of Connecticut; M.L.S., University of South Florida
- VAN De BROECK, Millicent; Technology Specialist, School of Adult and Continuing Education;
- VANEGAS, Mercedes; Grants Coordinator; B.A., University of Miami
- VAUGHN, Rosalyn Clark; Assistant Professor of Education; B.S., Ph.D., Southern Illinois University; M.A., Western Michigan University
- VEERMAN, Nancy O.; Assistant Professor of English Composition and Literature, School of Adult and Continuing Education; B.A., Wheaton College; M.A.T. Stetson University; Ed.D., University of Central Florida
- VELIS, Evelio; Assistant Professor, School of Natural & Health Sciences; M.D., University of Havana, Cuba; M.S., Barry University
- VELIZ, Jose; Technology Support Assistant; School of Nursing; B.S., Barry University
- VENET, Kenneth S.; Assistant Director, Library Reference Services; B.A., Northeastern University; M.L.S., Southern Connecticut State University

- VERLANGIERI, Erick Jaeger; Assistant Director of Network and Information System Services, Division of Information Technology; B.S., M.B.A., Barry University
- VESHINSKI, Sloane; Director of Family Enrichment Center, School of Education; B.S., Pennsylvania State University; M.S., Nova University
- VILBAS, Phyllis; Associate Director of Human Resources
- VILLEMURE, O.P., Sister Paul James; Professor of Mathematics; B.S., Siena Heights College; Ph.D., University of Notre Dame
- VITRO, Paul; Information Specialist, Student Services; B.S., Barry University
- VIZCAINO, Reverend Mario B.; Director, South East Pastoral Institute; B.A., S.T.L., D.T.S., Gregorian University; M.A., The Catholic University of America; Ph.D., Gregorian University
- VOUTSINAS, Mickie; Technology Support and Web Page Developer, School of Human Performance and Leisure Sciences; B.S., Barry University
- WAHLERS, Kathy J.; Professor of Communication; B.S., University of Alabama; M.S., Florida State University; Ph.D., Florida State University
- WALLNER, Tony S.; Professor of Chemistry; Chair, Physical Sciences; B.S., University of Wisconsin; M.S., University of Michigan; Ph.D., Case Western Reserve University
- WALTON, Kourtnei; Coordinator, Disability Services, Student Services; B.S., Southern A&M University
- WEBER, Scott; Associate Professor of Photography; B.F.A., M.F.A., San Francisco Art Institute
- WEDIG, O.P., Rev. Mark; Associate Professor of Theology; Chair, Theology and Philosophy; B.A., Southern Methodist University; M.Div., M.A., Graduate Theological Union; Ph.D., The Catholic University of America
- WEIGAND, Kathy A.; Director, Palm Beach County, School of Adult and Continuing Education in Boynton Beach; B.L.S., Barry University; M.Ed., Florida Atlantic University
- WEINER, Marc A.; Director of Admissions and Marketing, School of Graduate Medical Sciences
- WEITMAN, Catheryn J.; Professor of Education; B.S., University of Missouri; M.Ed., University of Guam; Ph.D., Texas A&M University
- WEYMAN, Debra D.; University Registrar; B.S., M.S., Barry University
- WHALL, Sr. Mildred, S.H.C.J.; Associate for Administration, The Blessed Edmund Rice School for Pastoral Ministry; M.A. in Religious Education, Seattle University; M.A. in Educational Psychology, New York University
- WHEELER, Donald; Director Grant Programs; A.A., Miami-Dade Community College; B.A., University of Florida; GSPIA University of Pittsburgh
- WHELLEY, Joanne; Associate Professor, School of Social Work; B.A., M.S.W., Catholic University of America; Ph.D., Fordham University
- WHITE, Jo Anne; Coordinator of PA Program, School of Graduate Medical Sciences; B.A., Madrid, Spain
- WHITE, Roger; Instructor in Sport and Exercise Sciences; Head Coach, Women's Golf; Facilitator, Golf Industry Management Program; B.A., M.S., Michigan State University
- WHITEMAN, Alan S.; Associate Professor and Program Director, Health Services Administration; B.A., Michigan State University; M.B.A., Wayne State University; Ph.D., Walden University
- WHITTAKER, Madeleine G.; Director of Records and Correspondence Management; B.S., Chestnut Hill College; M.Ed., SUNY at Buffalo
- WHITTAKER, Madeline K.; Transcript Evaluator; B.A., St. Thomas University
- WHORF, Robert; Professor of Law; B.A., Brown University; J.D., Syracuse University College of Law
- WICKER, John; Director of Music/Campus Ministry; B.A., University of Miami
- WILD, Susan L.; Professor of Law; B.A., Eckerd College; J.D., University of Nebraska College of Law
- WILKINSON, Richard C., Assistant Director of Admissions, B.A., University of South Florida; M.A., George Washington University
- WILLIAMS, Lynda K.; Assistant Director of Field Instruction, School of Social Work; B.A., Stevens College; M.Ed., University of Missouri; M.S.W., Doctoral Candidate, Barry University
- WINSTON, Anna; Technology Support Assistant/Web Developer, Division of Enrollment Services; A.S., Miami Dade Community College
- WINTER, Gregory S.; Assistant Professor of Management; B.S.B.A., University of Florida; M.B.A., University of Pennsylvania; Ph.D., University of Illinois
- WOLMAN, Clara; Associate Professor of Education; B.A., M.A., Hebrew University of Jerusalem, Israel; Ph.D., University of Minnesota
- WONG, Roman M.; Assistant Professor of Management Information Systems; Honours Diploma, Lingnan College of Hong Kong; M.B.A., University of North Carolina at Charlotte; Ph.D., Southern Illinois University

WORKMAN, Gayle; Associate Dean, School of Human Performance and Leisure Sciences; Associate Professor of Sport & Exercise Sciences; B.S., Bowling Green State University; M.S., Slippery Rock University; Ph.D., The Ohio State University

WORLEY, Mary Rode; Studio Manager/Production Coordinator, David Brinkley Studio; A.A., A.S., Miami-Dade Community College; B.A., Barry University

WOYCHOWSKI, Vincent C.; Director of Graphics/Printing

YAZBECK, Sal; Regional Coordinator for Information Technology, Broward and Palm Beach; Assistant Professor of Information Technology, School of Adult and Continuing Education; B.B.A., Florida Atlantic University; M.B.A., Ph.D., Nova Southeastern University

YEATTS, Karol; Associate Professor, B.A., Florida Atlantic University; M.Ed., North Texas State University; Ed.D., Nova Southeastern University

YOUNG, Dianne; Director, Treasure Coast, School of Adult and Continuing Education; B.S., Northern Illinois University; M.B.A., DePaul University

YOUNG, Stanley; Director of Security; B.P.A., M.S., Barry University

YOUNG, Toyna L.; Professor of Law; B.A., University of Florida; Graduate Program, American University of Paris; J.D., University of Florida College of Law

ZIDE, Marilyn; Associate Professor of Social Work; B.S., M.S.W., Ph.D., Barry University

ZOET, Sonja; Admissions Counselor; B.A., Saint Olaf College; M.S., Minnesota State University

ZUCCO, Linda; Academic Advisor, Palm Beach Gardens, School of Adult and Continuing Education; B.L.S., Barry Univeristy

ZUNIGA, Alicia; Assistant Professor of Biology; Director, B.S. in Biology / MLS Program, Histotechnology Track; B.S., Catholic University of Chile; M.S., Florida International University; Ph.D., Nova University

ZUNIGA-GALINDO, Wilson; Assistant Professor of Computer Science and Mathematics; B.S., National University of Colombia; B.S., Francisco Jose De Caldas University (Colombia); M.S., University of Los Andes (Colombia); D.S., Institute of Pure and Applied Mathematics (Brazil)

INDEX

Academic Calendar	6	Degree-Seeking Applicants	12
Academic Dishonesty	39	Desktop Computing	43
Academic Information	31	Disabilities	16
Academic Resources	41	Discounts	25
Accounting, M.B.A.	83	Dishonesty, Academic	39
Accreditation and Memberships	4	Education, School of	92
Address, University Telephone	3	Education, M.S.	93
Administration and Faculty	272	Educational Computing and Technology, M.S., Ed.S.	106
Administrative Organization	265	Educational Leadership, M.S. Ed.S., Ed.D.	109
Admissions	11	Electronic Commerce, M.S.	84
Advisors	31	Elementary Education, M.S.	111
Alumni Association	23	Elementary Education/ESOL, M.S.	112
Anatomy, M.S.	176	ELS Language Centers	14
Anesthesiology, M.S.	205	Emotionally Handicapped	114
Archives	9	Environmental Services	9
Arts and Sciences, School of	52	Exceptional Student Education, M.S.	113
Athletic Training, M.S. Specialization	192	Exceptional Student Education, Ed.S.	116
Attendance	31	Exercise Science, M.S. Specialization	195
Biology, M.S.	209	Expenses	24
Biomechanics, M.S. Specialization	194	Faculty	272
Biomedical Science, M.S.	212	Family Educational Rights and Privacy Act	8
Broadcasting, Certificate Program	61	Fees	24
Buildings and Facilities	9	Financial Aid, Eligibility and Application	26
Business, Andreas School of	80	Financial Aid, Nursing	27
Business Administration, M.B.A.	81	Financial Aid, Graduate Medical Sciences	28
CAL Program	42	Financial Aid, Social Work	27
Campus Recreation Office	22	Financial Aid, Veterans Assistance	30
Campus Store	23	Food Service	23
Career and Counseling Center	15	Good Standing, Probation, Suspension	32
Center for Excellence in Learning and Teaching	43	Grade Appeal	37
Central Computing	43	Grade Reports	32
Change of Address/Phone	11	Grading System	35
Change of Graduate Program	11	Graduate Credit for Qualified Seniors	32
Change of Status	12	Graduate Medical Sciences, School of	154
Civic Chorale	23	Graduate Student Status	35
Class Adjustments	32	Graduation Requirements	36
Communication, M.A.	59	Grievance and Appeals	37
Communication, Organizational, M.S.	60	Guest Students	12
Computing and Technology, Educational	106	Guidance and Counseling, M.S., Ed.S.	96
Computing Services	43	Hazing	40
Contents, Table of	5	Health Services, Student	19
Counseling, M.S., Ed.S. Ph.D.	96	Health Insurance	19
Counseling Services	15	Health Services Administration, M.S.	218
Curriculum & Instruction, Ed.S.	105	Health Services Administration, M.B.A.	83
David Brinkley Studio	44	Higher Education Administration, M.S.	117
Degrees and Majors, Graduate	33	History of the University	8
Degrees and Majors, Undergraduate	34		

Human Performance and Leisure Sciences, School of	190	Pastoral Ministry for Hispanics, M.A.	75
Human Resources Development and Administration (HRDA), M.S.	118	Pastoral Theology	78
HRDA Leadership of Not-for-Profit/Religious Organizations, M.S.	119	Photography, M.A., M.F.A.	64
Information Technology, Division of	43	Physician Assistant, M.C.M.Sc.	165
Information Technology, M.S. Program	48	Plagiarism	39
Instructional Computing	44	Podiatric Medicine, D.P.M.	155
International Business, M.B.A.	83	Podiatric Medicine, D.P.M./M.B.A., Dual Degree Option	157
Intercultural, O'Laughlin Center	18	Policies and Procedures	37
International Applicants	13	PreK Primary Education, M.S.	122
International Student Services	18	PreK Primary Education/ESOL	124
IT Support Desk	43	Probation	32
Leadership and Education, Ph.D.	128	Psychology, M.S.	55
Learning Center	41	Psychology, Clinical, M.S.	53
Library Services	44	Psychology, School Psychology, M.S., S.S.P.	55
Loans, Student	28	Publications	23
Management, M.B.A.	83	Reading, M.S., Ed.D.	124
Management Information Systems, M.B.A.	83	Readmission	11
Marketing, M.B.A.	83	Recreation, Campus	22
Marital, Couple, and Family Counseling, M.S., Ed.S.	100	Recitals and Exhibits	23
Marital, Couple, and Family Counseling and Mental Health Counseling, M.S., Ed.S.	100	Refund Policy	26
Medical Leave Policy	38	Rehabilitation Counseling, M.S., Ed.S.	97
Mental Health Counseling, M.S., Ed.S.	100	Scholarships	28
Mentally Handicapped	116	Sexual Harassment	39
Ministry, Doctor of, D.Min.	69	Social Work, School of	244
Mission Statement	7	Social Work, M.S.W.	244
Montessori Elementary Education, M.S., Ed.S.	120	Social Work, Ph.D.	259
Montessori Early Childhood Education, M.S., Ed.S.	120	Sport and Exercise Psychology, M.S. Specialization	196
Movement Science, M.S.	192	Sport and Exercise Sciences, Department of	192
Name Change	11	Sport Management, M.S., M.S./M.B.A.	197
Natural and Health Sciences, School of	204	Sports Activities	22
Network Services	45	Student Life	15
Non-Degree-Seeking Applicants	12	Student Right to Know Act	8
Notices	4	Student Services	15
Nursing, School of	229	Substance Abuse	39
Nursing, Accelerated B.S.N. to M.S.N. Option	231	Summer Sessions	31
Nursing Administration, M.S.N.	234	Suspension	32
Nursing Administration, MSN-MBA Option	235	Technology and TESOL	108
Nursing, Doctor of Philosophy	239	Theatre Presentations	23
Nursing Education, M.S.N.	235	Theology, M.A.	68
Nursing, Master of Science	230	TOEFL	14
Nursing, Family Nurse Practitioner, M.S.N.	235	Transfer Credit Policies	32
Nursing, R.N./B.S. to M.S.N. Bridge Option	231	Trustees	264
Nursing, Seamless R.N. to M.S.N. Option	232	Tuition and Fees	24
Occupational Therapy	223	Tuition Discounts	29
Organizations	20	Tuition Payment Plan	25
		Undergraduate Degrees	34
		University Life	15
		Veterans	30
		Withdrawal	32

NOTES

NOTES

