

# BARRY UNIVERSITY

2008-2009  
Graduate Catalog



Barry University reserves the right to make changes to this catalog without notice.  
Changes will be available online.  
[www.barry.edu/gradcatalog](http://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](mailto:finaid@mail.barry.edu)

E-mail: [admissions@mail.barry.edu](mailto: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

# TABLE OF CONTENTS

Academic Calendar .....	5	Educational Leadership, M.S., Ed.S. ....	130
Accreditation .....	6	Exceptional Student Education, M.S. ....	133
Mission Statement .....	7	Higher Education Administration, M.S. ....	135
General Information .....	8	Human Resource Development and	
Buildings and Facilities .....	9	Administration, M.S. ....	136
Admissions .....	12	Montessori Education Programs, M.S., Ed.S. ....	137
International Applicants .....	14	Early Childhood Education .....	138
Student Life, Division of Student Affairs .....	16	Elementary Education .....	138
Dean of Students .....	16	Reading, M.S. Ed.S. ....	139
Career Services .....	16	Doctor of Philosophy (Ph.D.) in Leadership and	
Center for Counseling and Psychological Services .....	17	Education with specializations in Educational	
Office of Commuter Affairs .....	17	Technology, Exceptional Student Education,	
Disability Services .....	17	Higher Education Administration, Human	
O’Laughlin Inter-Cultural Center .....	20	Resource Development and Leadership .....	142
Student Health Center .....	22	College of Health Sciences .....	170
Student Activities .....	23	Master of Science Program in Anesthesiology .....	171
Honor Societies .....	25	Master of Science in Biology .....	175
Volunteer and Community Service Center .....	28	Master of Science in Biomedical Sciences .....	178
Tuition, Fees, and Financial Aid .....	31	Post-Baccalaureate Biomedical Science	
Academic Information .....	39	Combination Program .....	183
Policies and Procedures .....	46	Master of Science in Health Services Administration .....	185
Academic Resources .....	51	Certificate Program in Health Services Administration .....	189
Division of Information Technology .....	53	Post-Baccalaureate Histotechnology Program .....	191
School of Adult and Continuing Education .....	56	Master of Science in Nursing, M.S.N. ....	193
Administration, M.A. ....	58	Nurse Administrator Specialization .....	197
Public Administration, M.P.A. ....	58	MSN/MBA Dual Degree Option .....	197
College of Arts and Sciences .....	61	Nursing Educator Specialization .....	198
Communication		Acute Care Nurse Practitioner Specialization .....	199
Broadcast Communication, M.A. ....	63	Family Nurse Practitioner Specialization .....	199
Public Relations and Corporate Communication, M.A. ....	64	Traditional MSN for RNs with Bachelor’s Degree	
Certificate Program in Broadcasting .....	66	Out-of-Field .....	200
Fine Arts		Accelerated MSN for RNs without a	
Photography, M.A. ....	68	Bachelor’s Degree .....	200
Photography, M.F.A. ....	68	Doctor of Philosophy in Nursing, Ph.D. ....	204
Psychology		Doctor of Nursing Practice, D.N.P. ....	207
Clinical Psychology, M.S. ....	74	Master of Science in Occupational Therapy .....	211
School Psychology, S.S.P. ....	76	Professional Master of Public Health .....	218
Psychology, M.S. ....	76	School of Human Performance and Leisure Sciences .....	225
Theology and Philosophy		Movement Science, M.S. ....	228
Practical Theology, M.A. ....	81	Exercise Science Specialization .....	230
Doctor of Ministry, D.Min. ....	83	Injury and Sport Biomechanics Specialization .....	231
Pastoral Ministry for Hispanics, M.A. ....	91	Sport and Exercise Psychology Specialization .....	232
Pastoral Theology, M.A. ....	94	Movement Science, Five Year B.S. to M.S. ....	232
Interdisciplinary Program .....	97	General Option .....	233
School of Business .....	100	Sport Management, M.S. ....	234
Business Administration, M.B.A. ....	102	Sport Management, M.S./M.B.A Dual Program .....	235
Graduate Certificate Program .....	104	Sport Management, B.S. to M.S. ....	236
Accounting, MS. ....	104	School of Law (Orlando, FL) .....	243
Management, M.S. ....	105	School of Podiatric Medicine .....	259
School of Education .....	112	Doctor of Podiatric	
Counseling Programs M.S., Ed.S. ....	117	Medicine, D. P. M. ....	259
Marital, Couple, Family Counseling/Therapy .....	117	D.P.M./M.B.A. Dual Degree Option .....	262
Mental Health Counseling .....	117	D.P.M./M.P.H. Dual Degree Option .....	263
Marital, Couple, Family Counseling/Therapy and		Physician Assistant Program, M.C.M.Sc. ....	278
Mental Health Counseling Dual Specialization .....	117	Master of Science in Anatomy, M.S. ....	297
Mental Health Counseling/Rehabilitation		School of Social Work .....	304
Counseling, Dual Specialization, M.S., Ed.S. ....	118	Master of Social Work, M.S.W. ....	304
Rehabilitation Counseling .....	118	Doctor of Philosophy in Social Work, Ph.D. ....	325
School Counseling, M.S., Ed.S. ....	118	Trustees .....	335
Ed.S. in Counseling .....	119	Administrative Organization .....	336
Ph.D. in Counseling .....	122	Administration/Faculty .....	346
Curriculum and Instruction, Ph.D. ....	127	Index .....	369

# ACADEMIC CALENDAR 2008-2009

\*Please note that some schools may have another schedule i.e., ACE, Podiatric Medicine

## \*SUMMER 2008

StART I Tuesday-Wednesday, June 24-25  
StART II Friday, Saturday, June 27-28

## \*FALL 2008

Orientation New Faculty/Staff Monday, August 18  
Assembly Tuesday, August 19 (morning)  
Professional Development Sessions  
    New Faculty/Staff Tuesday, August 19 (afternoon)  
StART III Friday, August 22  
New Student Investiture Friday, August 22 (evening)  
New Student Orientation Friday-Sunday, August 22-24  
Registration Thursday (Transfers)-Friday, (First-Year) August 21-22  
Classes Begin Monday, August 25  
Labor Day Monday, September 1  
Fall Holiday Friday, October 10  
Thanksgiving Holiday Thursday-Sunday, November 27-30  
Classes End Friday, December 5  
Final Exams Monday-Friday, December 8-12  
Commencement Saturday, December 13

## \*SPRING 2009

Registration Monday-Tuesday, January 8-9  
Spring StART Monday, January 8  
Classes Begin Wednesday, January 12  
Martin L. King Holiday Monday, January 19  
Spring Break Monday-Sunday, March 2-8  
Easter Holiday Thursday-Sunday, April 9-12  
Classes End Friday, May 1  
Final Exams Monday-Friday, May 4-8  
Commencement Saturday, May 9

## \*SUMMER I, 2009

Classes Begin Monday, May 11  
Classes End Friday, June 19

## \*SUMMER II, 2009

Classes Begin Monday, June 22  
Classes End Friday, July 31

## \*SCHOOL OF ADULT AND CONTINUING EDUCATION (ACE)

### FALL 2008

Session A August 11-October 6, 2008  
Session B October 11-December 13, 2008

### SPRING, 2009

Session January 7-March 4, 2009  
Session B March 7-May 8, 2009

## 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 College of Arts and Sciences are accredited by 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). Programs in the **Adrian Dominican School of Education (i.e., Elementary Education/ESOL; ESE/ESOL; PreK/Primary (Early Childhood)/ESOL; School Counseling; and Reading)** and the **School of Human Performance and Leisure Sciences** (i.e., Physical Education) are approved by the DOE and, because of Florida's reciprocal certification agreement, are in a position to graduate students eligible for teacher certification in most states. The **Educational Leadership program** is also DOE-approved. The School of Education's **Counseling programs** in marital, couple, family counseling and therapy, mental health counseling, and school 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** B.S.W. and M.S.W. programs are fully accredited by the Council on Social Work Education. The **School of Podiatric Medicine** 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).

In the College of Health Sciences, the **undergraduate and master's programs for the Division of Nursing** are accredited by the Commission on Collegiate Nursing Education. The undergraduate nursing program is approved by the Florida Board of Nursing. The **Occupational Therapy Program** is accredited by the Accreditation Council for Occupational Therapy Education. The **Cardiovascular Perfusion Program** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The **Anesthesiology Program** is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The **Bachelor of Science in Biology with a Histotechnology specialization** is approved by the Florida Department of Health, Board of Clinical

Laboratory Personnel and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The **Athletic Training Program** is accredited by the Commission on the Accreditation of Athletic Training Education (CAATE).

All programs offered by the **D. Inez Andreas School of Business** are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

Barry University's **School of Law** is fully accredited 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.

# 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, in both undergraduate and graduate education, 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, through its 9 academic schools, 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 commits itself to excellence in teaching at all levels, and values its undergraduate, graduate and professional programs supporting their search for knowledge through research and study. 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 9,000 students, served by well over 2,100 administrators, faculty members, and support staff representing diverse religious, cultural, and ethnic backgrounds. Barry is coeducational and fully accredited.

Since Barry first opened its doors in 1940, the faculty and administration have combined efforts to develop high quality academic programs so that needs of both the students and the local community would be served. Examples of this development include the inauguration and accreditation of such programs as Nursing, Teacher Education, Medical Technology, and Social Work. Needs of the local community led Barry to begin graduate programs for men and women in 1954, a Continuing Education Program in 1974, a School of Business in 1976, a Division of Biological and Biomedical Sciences in 1983, and a School of Podiatric Medicine in the Fall of 1985, and School of Law in 1999.

Located near the bustling downtown district of Orlando, the School of Law has assembled a faculty and student body committed to excellence in legal education. While retaining the intellectual challenge presented by traditional law school courses, the school has developed an extraordinary skills and clinical program. Students develop not only a thorough grounding in legal principles, but are provided the opportunity to

develop advocacy, counseling, and mediation skills. With deep respect for all religious values, the School of Law provides an opportunity to develop the values that will provide lifelong commitment to ethics and service to the broader community. As a mission driven institution, the School of Law is committed to educating individuals to be excellent lawyers and valuable and contributing members of society.

Barry University has had six 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; Sister Jeanne O'Laughlin, 1981-2004; and Sister Linda Bevilacqua, July 2004 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 54 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.

## GENERAL GRADUATION RATE DATA

Currently, the 6-year graduation rate is 39.4% for full-time, first-time freshmen entering in the Fall of 2000.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

## BUILDINGS & FACILITIES

**ADMINISTRATION BUILDING**—This one-story building, located at Barry University – Orlando, houses the university administration, law school dean, law school administration and moot court facilities.

**ADRIAN HALL**—Constructed in 1940 and originally named Angelicus, Adrian Hall houses the Administrative Information Systems Center, Cashier/Business Office, and Registrar; the administrative offices for the College of 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 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.

**BENINCASA HALL**—Named for St. Catherine Benincasa of Siena, Benincasa opens fall 2005. Located on NE 115th Street behind the Health and Sports Center, Benincasa is a mirror-image of Kolasa Hall and is comprised of double and single rooms with private bathrooms in each. Benincasa houses male and female upper-class students and is the home of the Honor's Program Learning Community and has a lounge on each floor, one of which is dedicated to students in the Honor's Program.

**BROWNE HALL**—Built in 1985, Browne was named after Sister M. Dorothy Browne, Barry's third president. It houses male and female students in double suites; a bathroom shared between two rooms. Browne houses predominantly upper-class.

**CENTER FOR COMMUNITY HEALTH AND MINORITY MEDICINE**—This building houses classrooms and administrative offices for the School of Podiatric Medicine.

**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 House was built through the Dunspaugh Foundation in 1962. It serves as a co-ed residence hall – a central lobby separates male and female wings. Dalton, the first female wing, is composed of suites, which share a bathroom between double rooms. Dunspaugh, the male wing, has a large community bathroom on each floor. Dalton-Dunspaugh is exclusively for new students. A computer lounge sponsored by the Division of Information Technology is located in the lobby area.

**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 including Budget, Finance, Purchasing and Accounts Payable, as well as several departments from the Division of Enrollment Services such as Operations, Transcript Evaluation and Information Systems Technology.

**FINE ARTS QUADRANGLE**—The Fine Arts Quadrangle is comprised of art, photography, theatre and music studios, lecture rooms, faculty offices, the departmental office of Fine Arts, the Pelican Theatre, and the **Shepard & Ruth K. Broad Performing Arts Center**, a 1,000-seat capacity auditorium.

**FLOOD HALL**— Built in 1987, Flood Hall was named after Sister Trinita Flood, the fourth president of Barry. It houses male and female students in double suites; a bathroom is shared between two rooms. Flood houses predominately upper-class students.

**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 Podiatric Medicine.

**GRADUATE STUDIES CENTER**—This one-story building, located at Barry University – Orlando, houses classrooms, and School of Law faculty.

**HPLS ANNEX**—The building is located at 99 NW 115<sup>th</sup> St., houses classrooms, laboratories, and offices for HPLS.

**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.

**JOHN & NETA KOLASA HALL**—Located on NE 115th Street behind the Health and Sports Center, Kolasa opened in 2002 and is comprised of double and single rooms with private bathrooms in each. Kolasa houses male and female upper-class students and has a lounge on each floor, two of which offer Division of Information Technology computers and printers for student use.

**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 College 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**— Mottram-Doss residence hall was completed in 1990 and is named after Reneé Mottram-Doss, one of Barry’s benefactors. It contains 16 five-bedroom/two-bath and three-bedroom/one-bath apartments. Mottram-Doss houses students in all classes – freshman, sophomore, junior, senior.

**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.

**R. KIRK LANDON STUDENT UNION**—Built in 2004, the Student Union houses all Departments of Student Services, the Fitness/Wellness Center, the Department of Recreation, Dining Services, Campus Bookstore, Student Concierge Center, ID office, Sports Grill and Public Safety office.

**SAGE HALL**— Built in 1984, Sage Hall was named after Robert F. Sage, one of Barry's benefactors. Sage houses male and female first-year and transfer students in double suites; a bathroom is shared between two 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 Human Resources, Payroll, Quality Improvement Program, Desktop Computing Services, the Business Center and activity areas, including the Buc Stop snack bar, meeting rooms, 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**— Built in 1946 through the generosity of the Edyth Bush Foundation, Weber Hall was named for former Barry President Mother Genevieve Weber. It houses female, predominantly first-year students. It contains single, double, triple, and quad rooms, with en-suite and community bathrooms.

**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 Division of Nursing are located here. In 1987 a four-classroom wing was added and named Wiegand Annex.

# ADMISSIONS

## General Information

Anyone wishing to pursue graduate studies at Barry University must complete an appropriate application. 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.
4. Admission To Class.

Some schools and programs allow applicants to pursue a limited number of credits before the application process is completed and a decision rendered. Applicants admitted to course work under this designation are NOT yet admitted to the program. **Full admission to the program is neither implied nor guaranteed. Furthermore, applicants with this designation are NOT eligible for any forms of federal financial aid.** Not every program allows this option. For those programs allowing this option, applicants must submit:

- 1) the completed application
- 2) the application fee (or waiver)
- 3) proof of receipt of bachelor’s degree or higher (master’s or higher for post-graduate applicants) from a regionally accredited or internationally recognized institution.

For complete details, please contact the Office of Admissions.

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 ALL 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 or course work, 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 applicants seeking readmission, the catalog being used at the time of readmission will serve as the reference document.

## 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 Affairs.

## Change of Graduate Program

Applicants who wish to change their graduate program prior to registration must inform the Office of Admissions **in writing**, and, in some cases, must reapply or submit other documentation. Students who wish to change to another academic program within their same school, e.g., Arts & Sciences, must contact the Office of Graduate Admissions and complete a Change of Major form. Acceptance to the new program is not guaranteed. Students who wish to change to another academic program in a different school at Barry University must complete a Change of School Form, obtainable at the Office of Admissions. Change of program after registration is contingent upon approval by the dean(s) of the school(s) involved and the Vice President of Student Affairs.

## Change of Address/Phone

Applicants are responsible for informing the Office of Admissions **in writing** of any change of address, email 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 (e.g., 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 or appropriate waiver. The on-line and paper applications may be found at [www.barry.edu](http://www.barry.edu). A paper application can also be obtained by contacting the Office of Admissions.
3. submit a statement of purpose (goals) or career narrative statement or essay answers as required by the specific school or program.
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. Transcripts must be provided from each college or university attended. If credits have been transferred to another university the official transcript from the originating school must still be provided.

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 or program.
7. submit any additional information required by the Office of Admissions or the individual school or program.
8. 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 must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL). The minimum acceptable score may be higher for some programs. The TOEFL may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction.
9. **Permanent Resident Status**—When an applicant has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented to the Office of Admissions with the application. International applicants should refer to the International Applicants section of this catalog. The responsibility for obtaining all admission credentials rests with the applicant.

## Active/Inactive Status

A degree-seeking student remains active unless not enrolled in consecutive sessions. If a student is not enrolled in two consecutive sessions (e.g. Fall/Spring; Spring/Fall) he/she will become inactive. When readmitted, he/she will be required to meet admission and program requirements in place at the time of re-admission.

## Non-Degree-Seeking Applicants

Applicants 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 or appropriate waiver. 2) present evidence of receipt of a bachelor's degree or higher (master's degree or higher for specialist or doctoral applicants) 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.

Applicants 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 and the general graduate application should be used, not the non-degree application. (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 applicants 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 applicant is one who has received university level education outside of the United States of America and/or an applicant 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)

A Certificate of Eligibility (Non-Immigrant "F-1" Student Status) from the United States Bureau of Citizenship and Immigration Services will be provided to admitted applicants 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) (A copy of the proper form may be obtained from [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments)); and,
2. a bank letter stating that the applicant 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. (A sample bank letter may be obtained from [www.barry.edu/graddocuments](http://www.barry.edu/graddocuments)).

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 credit hours at the master's/specialist level each semester or 6 credit hours at the doctoral level).
- Obtain permission from the U.S. Bureau of Citizenship and Immigration Services before transferring schools or working off-campus.
- Hold a current valid passport and a current visa that is valid for the duration of the full course of study.

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 applicants are in good health and able to maintain a serious program of study. Please see the Student Health Center

section of this catalog on page 21 for health requirements for international students and all students residing in campus housing.

Note: Students may not reside in university housing or register for classes without having met the requirements of Barry University's Student Health Services Office.

## Application Procedures For International Applicants

1. Please follow application procedures for degree-seeking applicants as stated earlier in this catalog. International applicants requiring the F-1 (Student Visa) are not permitted to study as non-degree or guest students.
2. Submit a completed application form with a \$30 **nonrefundable** application fee or appropriate waiver. All monies must be paid in U.S. dollars. The on-line and paper applications may be found at [www.barry.edu](http://www.barry.edu). A paper application can also 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 transcripts or statements of marks 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.**
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. A list of such agencies may be found at <http://www.naces.org/members.htm>. 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. English Proficiency: 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 550 on the Test of English as a Foreign Language (TOEFL) or at least 213 on the computer-based

TOEFL or at least 79 on the internet-based TOEFL. The TOEFL may be waived for applicants with a minimum of 24 college level academic credits earned from an institution in which English is the basis of instruction and classroom interaction. The minimum acceptable score may be higher for some programs. For complete TOEFL information refer to [www.toefl.org](http://www.toefl.org), email [toefl@ets.org](mailto:toefl@ets.org) or write to: TOEFL/TSE Services, P.O. Box 6151, Princeton, New Jersey 08541.

## Intensive English Instruction

Intensive English instruction is offered at Barry University through the ELS Language Centers. More information is available at [www.els.edu/MiamiShores](http://www.els.edu/MiamiShores). Students who complete Masters Level 112 are not required to sit for the TOEFL examination (see TOEFL above). Applicants 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.edu](mailto:mia@els.edu), by calling (305) 899-3390, by fax at (305) 892-2229 or by letter 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 offers limited scholarships, grants and graduate assistantships to international graduate students for some programs. Please contact the Office of Admissions for more details.

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 AFFAIRS

The Student Affairs 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 Affairs 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 Office of the Dean of Students provides support for the intellectual and personal development of all students through a combination of advocacy, programming, and services that enhance the quality of campus life. Additional areas of responsibility include: guidance, fostering educational goal attainment, making appropriate referrals, promoting faculty-student collaboration, alcohol & other drug education, and managing the disciplinary process. Other special initiatives include the Mentor Program, the Bookstore Lecture Series, and the Dean of Students Forum series.

## CAREER SERVICES

### 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 Career Services 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. In order to serve all students, evening appointments are available by request.

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

1. Career development and planning to assist students and alumni.
2. Innovative, informative career programs including activities, presentations, and seminars.
3. Interaction with area employers to promote career development within the surrounding community. Career Services offers communication and interaction with employers nationwide to increase recruiting opportunities.
4. Collaboration with faculty and staff to provide services for students in a comprehensive manner.
5. A commitment to extend Career Services' resources beyond a traditional Monday - Friday format by utilizing Internet technology. Career Services is committed 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:

- Career Expos and Interview Days
- Career Interest Inventories
- Career Library Resources
- Full-time and Part-time Job Listing via E-Campus Recruiter
- Individual Career Counseling



- On-campus Recruiting
- Resume Writing, Interview Skills Assistance

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

### **ORI 300 Senior Transition (1)**

Special one-semester course open to all second-semester junior or senior students. The goals of the course are to begin the adjustment process from the undergraduate academic life to graduate school or the world of work.

## **CENTER FOR COUNSELING AND PSYCHOLOGICAL SERVICES**

### **Personal Counseling**

The purpose of the Center for Counseling and Psychological Services 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.
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 cell phone 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.

## **OFFICE OF COMMUTER AFFAIRS**

Commuter students currently comprise two-thirds of the Barry University student body. The purpose of the Office of Commuter Affairs is to meet the practical,

social, academic, informational, and advocacy needs of all commuter students, including undergraduate, graduate, ACE, and off-campus site commuters. It also functions as a resource to commuter students about the university and our community.

Commuter Affairs 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 experience. Services include transit information, discounted metro passes and metro decals, locker rentals, carpooling, commuter meal plans, off-campus housing listings, a commuter lounge, and private study area.

Furthermore, the Office 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**

The purpose of the Office of Disability Services is to provide information, advocacy and academic accommodations to those students with documented disabilities. The office supports the caring environment of Barry University through its one-on-one relationships with students and strives to provide a holistic educational experience which prepares each student to be united and equal with the non-disabled population, while assuring their human and legal rights.

### **Procedures and Guidelines**

Students must present medical or extensive educational documentation of all disabilities. Accommodations for students with disabilities are granted on a case-by-case basis, in accordance with medical and professional information in the student's record, legal precedent, and the national standards for services for students with disabilities. Reasonable accommodations are made on a case-by-case basis. Appeals of accommodation requests may be made through the Disability Appeals procedures.

Faculty are encouraged to contact the Director of Disability Services for more information regarding accommodations and services.

### **Appeals process**

Accommodations are granted on a case-by-case basis by those students who are eligible under our documentation guidelines and in compliance with all Federal and State Laws.

The Student may appeal any decisions related to their request for accommodations to the Director of Disability Services in writing within 10 days. Any position, paper, brief, medical documentation or other written material which the student desires to be reviewed shall

be submitted together with the notice of appeal. The Director shall investigate and respond in writing to the notice of appeal stating his or her decision together with the reasons for either affirming or reversing either previous decision as to an accommodation or auxiliary aid. If the student wishes to appeal the decision of the Director, she/he may file a grievance with the University ADA Coordinator, Dr. Eileen McDonough.

### **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 (within the last 3 years) 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 a service unless students present verification of needs from ODS.

### **Documentation**

Documentation is necessary to establish a disability and the need for accommodations. Students must provide current documentation (within the past 3 years) 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 Policy

In compliance with federal regulations, it is the policy of Barry University to respond to student requests for course substitutions due to a disability, on a case-by-case basis and in a manner that does not result in discrimination.

It is the policy of the University that substitutions for courses that are an integral part of the students major will not be granted. However, it is possible for students with a disability to petition for a substitution of certain course requirements that are not integral to his/her major.

### Procedures

The student should make the request in writing to the Director of the Office of Disability Services (ODS), along with all clinical documentation that would be relative to the request. Clinical documentation must be no more than 3 years old and meet the documentation guidelines of the university. (All documentation guidelines are listed on our web site at [www.barry.edu/disabilityservices](http://www.barry.edu/disabilityservices)). The Director of the ODS will forward it to the Chair of the Department of the student's academic major along with her/his recommendation. The Chair of the Department will present the request to the appropriate School academic committee (which will be set up in each School and will include the Dean of the School and any relevant faculty and/or staff including a representative from the General Education/Distribution Requirements Curriculum Committee if the course is a distribution or general education course). If the request is approved, then the School Committee will recom-

mend a course substitution and respond in writing to the student with a copy sent to the ODS, the student's academic advisor and the Office of Registrar to be placed in the student's permanent file. If the course substitution is denied, the student must be informed in writing within 10 days of the committee's meeting with the reasons for denial. A copy of all correspondence must go to the ODS.

The following procedures are guidelines, and the School Committee will recognize that individual circumstances may alter them somewhat. For example, in the case of a student with a learning disability after attempting a course twice or more and who has made good faith efforts to complete the course requirements, the School Committee may determine that the student need not attempt the course another time with accommodations.

- I. In most cases the student should attempt the course, requesting accommodations.
  - A. If the student believes accommodations are necessary, the student should request a meeting with his ODS counselor to discuss these accommodations. It is the student's responsibility to make this request. Students are urged to inform instructors of accommodation needs as early as possible in the semester. They will need to present an accommodation memo from ODS documenting that he or she is registered with the ODS, has a documented disability and will need to be provided the outlined accommodations. The student must give ODS permission to release this information.
  - B. The instructor and student will work out the details of implementing accommodations.
  - C. The student and ODS counselor and teacher should continue to meet periodically for feedback on how the accommodations are working, making revisions as needed.
- II. If a good faith effort has been made on the part of the instructor and the student to accommodate for the disability, and the student still believes the required course has the effect of discrimination based on the disability, the student may request that a substitution be made. However, in some instances, because the accommodation would be so involved or time consuming that it would significantly alter the course; the student may make the request before attempting the course.
- III. Requesting a substitution:
  - A. The student should make a written request to:
    1. The Director of ODS
    2. The request will be forwarded to the Chair of the Department of the student's academic major.

- B. The request should include:
1. the course in question;
  2. the nature of the disability and the reason for the request (the reason that taking the required course would amount to discrimination based on the disability);
  3. the student's history with the course or subject matter, including any attempts to pass the class, whether accommodations were requested, and what accommodations were available;
  4. The student should attach documentation of the disability from a qualified diagnostician, and may attach letters or other documents supporting the request. Documentation refers to a diagnosis made by medical, psychological, education, rehabilitation, or other professionals qualified to make the particular diagnosis.
- C. Once the School Committee has made a decision, the Committee Chair will respond in writing to the student within ten (10) working days following the receipt of the request. If the student is located at a remote off-campus site, the decision of the School Committee will be provided by telephone and followed in writing via certified mail. In addition, any denial of the request will include reasons for that decision in writing. If the request is denied, and the student wishes to pursue the request the following procedures need to be followed;
- D. The request will go to a second committee, known as "The 504 Committee" The Chair of the 504 Committee will review the request and documentation, and will set a meeting to occur no later than (thirty) 30 working days following receipt of the request. The 504 Committee Chair will invite representatives from the affected academic departments and the student may be present at this meeting as well.
- E. The student will be given a minimum of ten (10) working days advance notice of the meeting date. The student will be informed at this time that he or she may bring representatives knowledgeable about the disability. These representatives might be staff from ODS, Rehabilitation Counselors, faculty members who specialize in the disability, or persons qualified in the diagnosis/treatment of the disability.
- F. The 504 Committee Chair will schedule additional meetings if needed, and the 504 Committee will reach a decision based on the individual circumstances and the law.
- G. The 504 Committee Chair will inform the student in writing within ten (10) working days of the decision.

- H. The 504 Committee decision may be appealed to the Provost who will make the final decision and respond in writing within ten (10) working days of notification.

## INTERCULTURAL CENTER

The Intercultural Center (ICC) provides resources, services, and programs designed to develop the multicultural and international dimensions of Barry University. ICC provides immigration advising, advocacy, support, and other key resources and services to international students and scholars. The Center further seeks to challenge existing cultural stereotypes and misconceptions, to enhance the college's awareness of the perspectives and needs of its diverse community members, and to aid the college's mission of achieving a multicultural living and learning community. And finally, it functions as a crucial liaison within the Barry community, and various local, state and federal agencies.

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 United States Citizenship and Immigration Services regulations, ICC maintains a complete file on each international 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 6 credits for doctoral students. At all times, a student must make satisfactory progress toward completion of a degree program.

The Intercultural Center also provides advisement with regard to any academic, financial, personal, and immigration matters during business hours, Monday through Friday, 8:30 am to 5:00 pm. ICC works closely with the international admissions office to ensure a smooth transition upon arrival at the university. A **mandatory** check-in and orientation program for new international students is held prior to registration for Fall and Spring semesters. In accordance with USCIS regulations, students are responsible for bringing the following documents during check-in: endorsed I-20 or DS-2019 form, a valid passport, a valid visa and an arrival/departure card (I-94). Failure to submit these documents will subject the student to IS restriction which prevents registration of classes.

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

1. International Assistant Program
2. ICC forums, workshops and events
3. Festival of Nations
4. Cultural Extravaganza

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

**Internship Requirement** — The United States Citizenship and Immigration Services (USCIS formerly INS) defines “curricular practical training” as employment which is an integral or important part of your curriculum, including: internship, externship, practicum, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with Barry University. All international students **must** receive employment authorization on the back of their I-20D which would specify permission to engage in curricular practical training (cpt) and must be careful to limit cpt to no more than 20 hours per week.

## CENTER FOR LEADERSHIP & TRANSITION SERVICES (CLEATS)

The purpose of the Center for Leadership and Transition Services (CLEATS) is rooted in the University’s mission of providing a quality education, the assurance of a religious dimension, service to the community, and presence within a more caring environment. The Center is responsible for developing comprehensive transition support, retention, family outreach, and leadership development programs for the Division of Student Affairs from a multicultural approach.

The Center supports a student-focused environment and provides students with opportunities to explore and set personal goals, identify, understand, and apply their own personal value system, explore the richness of Barry University’s diverse community, learn the connection between leadership, academic excellence, and career development, establish a connection with campus life, and develop attitudes and skills encouraging lifelong learning.

The Center will foster collaboration among campus departments, individual students, and student organizations toward the goal of presenting a comprehensive transition support and leadership development program that facilitates social, educational, spiritual, cultural, cognitive, and ethical development.

## TRANSITION SUPPORT PROGRAMS

The first year of college is critical to the long-term success of students. The difference between a successful first year and an unsuccessful one can be as simple as getting help with a class or roommate. CLEATS was created to assist students in making their way through

college, with a special emphasis and focus placed on the satisfaction of first-year students. It assists first-year students in solving problems and is committed to building the confidence of first-year students so they can focus on their academic responsibilities. The first-year student formula for success is very simple: participate in activities, make friends, and work toward academic achievement.

**StART** — “Student Advanced Registration and Transitioning” is a two-day program designed to introduce first-year undergraduates to life at Barry and serve as a major component to the university’s student transitional support efforts. Through the StART program’s informational sessions, placement and challenge testing, meetings and receptions, new students will become acquainted with the Barry University community. Students will meet with representatives from their academic school and register for fall semester classes. They will also discover the rich variety of activities and programs available at Barry University.

StART also offers an important opportunity for students and their families to meet faculty and staff and to learn firsthand about the philosophy of education that will guide your studies at Barry University.

**Orientation** — serves as the second major component in the university’s transitional support efforts for new students. Mandatory for all new students, New Student Orientation focuses on cultural, spiritual and social orientation to Barry University. Orientation is collection of programs and activities facilitated by undergraduate student leaders called the Orientation Team. The Orientation Team facilitates numerous small group gatherings which, provide a give-and-take pattern of learning and establishing new relationships among new students and their peers. This program is attended by both freshman and transfer students.

**New Student Investiture** — is the official welcoming ceremony for new students to Barry University. Held at the start of the fall orientation, the New Student Investiture is an inter-faith ceremony which highlights the religious dimension of Barry University and commemorates the opening chapter of college life at Barry for the entering class. New students and their families are the honored guests at this ceremony.

## LEADERSHIP DEVELOPMENT PROGRAMS

College is about more than what is taught within the walls of a classroom. It is about getting involved and becoming a part of campus life. From joining a student organization to volunteering in the community, leadership skills are a necessity and the personal development and growth that students experience will make them more organized, confident and capable of handling the responsibilities of college and their career. Students will have the chance to greatly enhance their ability to

work in a more effective and efficient manner with a broader scope of people.

CLEATS provides leadership development through a program called BLAST (Barry's Leadership and Skills Training). BLAST is facilitated by a leadership team 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. Leadership programs offered through the Center include:

- Emerging Leaders
- Leadership Conferences
- Leadership Luncheons
- Leadership Recognition
- Leadership Speaker Series

## Course Descriptions— Orientation Prefix: ORI

### 100 Freshman Seminar (1)

A special one-semester course open to all freshman and new students. Goals of the course are to help students adjust to the University, and to develop positive attitudes about themselves and the learning process while learning skills essential for academic and personal success.

## OFFICE OF RESIDENTIAL LIFE

The purpose of the residential life program is to work with students, staff, and faculty in the creation of a caring and learning environment in which students can find opportunities to excel academically and interpersonally. The department provides ways in which students can better understand themselves and others in their community. Freshmen are encouraged to apply for housing and experience on-campus living.

On-campus accommodations within the residence halls are available only to full-time, degree-seeking, undergraduate students. A limited number of housing spaces are available off-campus for graduate students.

Acceptance by the University does not assure a student of on-campus housing. The student must complete an application for housing in order to receive consideration. Housing assignments are made on a first-applied, first-served basis, in priority order of the date of application.

In applying for housing, each applicant must pay a \$200.00 room security deposit. This deposit will remain in a separate account and carry over from year to year while the student is residing on campus. After a room has been properly checked out, the \$200.00 deposit will

be released. Students must contact the Cashier/Business Office to receive a refund of any monies.

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

Students offered housing must provide proof of health insurance or will automatically be billed for university insurance. A Health Information Form must be completed and submitted to Student Health Services.

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

## STUDENT HEALTH CENTER

**The Health Center located in Landon 104, 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 Student Health Center serves as the primary advocate for the health of Barry University students by integrating the critical role of college health into the university mission.

SHS provides quality health care utilizing a nursing model in collaboration with a local contracted family practice physician to promote a healthy community and healthy individuals as critical components of student learning.

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 (student must assume financial responsibility for these services).
4. Provisions of over the counter medications
5. Limited in-house prescription services \*
6. Administration of immunizations including: MMR's, Tetanus, Hepatitis A&B, Varivax, PPD's, Menomune, & Flu \*
7. Administration of the student health care insurance benefits
8. Health education and illness prevention
9. Pharmacy delivery service from a local pharmacy

\*Please Note: There will be a nominal fee billed to the student account for these services.

### Responsibility of Students:

- Based on the ACHA guidelines for institutional prematriculation immunizations, all students residing in campus housing, and international students attending Barry University on an F-1 or J-1 visa are **required** to provide proof of two MMR (measles, mumps, Rubella) vaccinations and a tetanus diphtheria and pertussis vaccination (Tdap) in the last 10 years, and the Meningococcal vaccination prior to entry into Barry University.
- The SHC recommends that all registered fulltime student not only receive MMR and Tdap, in addition **all students** are strongly encouraged to provide a statement of good health and proof of hepatitis B, hepatitis A, Varicella, Meningococcal, annual Influenza vaccinations and PPD screenings prior to attending Barry University.
- All resident and international students are required to complete a current health history (included in the health form).
- All fulltime students are recommended and all students residing in campus housing and all international students attending Barry University on an F-1 or J-1 visa are **required** to obtain adequate health insurance. Due to the inconsistency of many privately sponsored international insurance plans, beginning Fall, 2007, all International students attending Barry University on an F-1 or J-1 visa will need to purchase the student insurance plan unless they are covered by an embassy insurance plan or an United States corporate sponsored plan through an employer. Proof of insurance will be required by an online waiver. More information can be obtained by visiting the Student Health Center's web site @ [www.barry.edu/healthservices](http://www.barry.edu/healthservices).
- **If proof of adequate insurance by hard waiver is not received in SHC prior to first 14 days of the semester the fee for the Barry sponsored student insurance plan is non refundable.**
- According to Barry University class attendance policy it is the responsibility of the student to notify the professor in advance of an absence regardless of the reason. The SHC never provides an excused absence. The excusal is at the professors' discretion. Reasons for medical absences are limited to hospitalization, communicable disease, or long-term illness and are only sent at the request of the student seen in the SHC.
- All students are encouraged to make an appointment prior to coming to the SHC. Walk-in students will be triaged by a registered nurse or student health advisor upon arrival at the SHC and an appropriate treatment plan or referral will be given to the student.

- The SHC hours are Monday-Friday 9AM-5PM. There is a Student Health Advisor available through the RA or Campus Security for on after hours on campus emergencies. Student Health Advisors are 3rd and 4th year nursing students, who are trained as first responders. In addition, all students covered by the Barry University student insurance policy have access to a 24 nurse line.

## STUDENT ACTIVITIES

The Office of Student Activities (OSA) is committed to the mission of Barry University and the Division of Student Affairs. The guiding philosophy of the Office recognizes that the development of the whole student is achieved through in-class and out-of-class learning opportunities and experiences provided through programs designed to enhance cultural, intellectual, leadership, personal, and professional development. When afforded these opportunities for learning and growing, students will graduate from the institution with a better understanding of themselves and their peers, as it relates to their organizations, chosen professions and responsibilities as part of a larger community.

The Office of Student Activities encompasses student organizations, leadership development, student programs and events, Multicultural affairs, club and organization governance, Greek life and Commuter affairs. The staff, through the implementation of student development theories in a variety of instructional settings, assists students in developing environments which enhance diversity, promote ethical and moral development, encourage civic engagement, promote the establishment of meaningful interpersonal relationships, and provide leadership and experiential learning opportunities.

### Multicultural Affairs

The purpose of Multicultural Affairs is to foster a more diverse campus community by supporting students that have been historically underrepresented and underserved because of their ethnic/racial background, gender, religion, or sexual orientation, to succeed both academically and socially. By providing resources, advocacy and implement programs that celebrate, educate, raise awareness and create opportunities for intercultural exchanges, Multicultural Affairs is working to ensure a more diverse learning environment for all students at Barry University.

### Campus Events & Programming

While academics will be a major focus of your college career, the Office of Student Activities at Barry University believes that a complete college education requires involvement in activities, events, and programs

outside the classroom. Therefore, the office plays a major role in the social and educational programming throughout the campus.

**The Campus Activities Board (C.A.B.)** — an advisory board to the Office of Student Activities, plans, coordinates and presents many of the on and off campus wide programs, trips and events. C.A.B. strives to provide dynamic and diverse programs and events that meet the needs and interests of the Barry University student community. Programs include evening entertainment such as bands, comedians, talent shows, and game shows. Large scale and/or traditional programs include the Labor Day Pool Party, Founders' Day Celebration, and Homecoming. Fall Holiday trips to Walt Disney World and Busch Gardens are scheduled annually as well as trips to local attractions. C.A.B. also implements cultural and educational programs such as the Culture Shox Series. Each event is designed to educate beyond the walls of a classroom.

### **Adventure Series**

The Adventure Series serves the educational, recreational, and developmental needs of the Barry University community by utilizing human-powered outdoor adventure pursuits, experiential education methods, and the natural environment. The program provides opportunities for challenging experiences in outdoor settings while promoting a responsible and sustainable land-use ethic. In doing so, Adventure Explorers can address individual recreational needs as well as provide out-of-classroom academic support experiences. Students are encouraged to discover the thrilling adventures of South Florida such as sailing, hiking, rock climbing, scuba diving, kayaking, horseback riding & more.

### **Mosaic**

Mosaic Cultural & Creative Arts Series developed by the Office of Student Activities newest for students to explore an array of cultural arts programs and activities through a variety of mediums. Whether attending a theatrical performance, one of the world's finest ballets, going to a cultural festival or experiencing a new artisan's work at an exhibit, Mosaic enables students to celebrate their freedom of expression and inquiry as well expose them to the rich tapestry of culture and arts that South Florida is renowned for.

### **Synergy**

Synergy is a series of skill building and training workshops to aid students in the development of their leadership style and personal development. An integral component of Synergy is to prepare participants to utilize critical thinking, to develop effective verbal, non-verbal and written communication skills, how to delegate and collaborative and cooperative teamwork.

Students can attend workshops "a-la-carte" or they can apply to the Leadership Academy – a track based, intensive leadership and skill developing program. Successful completion of the Leadership Academy culminates with a graduation ceremony and recognition as a certified student leader.

### **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. United by the Student Organization Council (S.O.C.) and funded by the Student Government Association (S.G.A.), these groups encompass a wide range of interests and welcome your participation.

### **ARTS ORGANIZATIONS**

- Dance Club
- Gospel Choir
- Opulent Image Models

### **BUSINESS ORGANIZATIONS**

- Accounting Association

### **COMMUNICATION/MEDIA ORGANIZATIONS**

- Buccaneer Newspaper
- Lambda Pi Eta Honor Society
- WBRY Radio Station

### **EDUCATION ORGANIZATIONS**

- Bachelor of Social Work Network
- Education Association at Barry
- American Society for Training and Development
- Kappa Delta Pi Honor Society
- Phi Delta Kappa Honor Society

### **GOVERNING ORGANIZATIONS**

- Campus Activities Board
- Interfraternity Council (IFC)
- Panhellenic Council (PHC)
- National Pan-Hellenic Council (NPHC)
- Multicultural Greek Council (MGC)
- Student Government Association
- Student Organization Council

### **GREEK ORGANIZATIONS**

- Alpha Delta Gamma Fraternity
- Alpha Phi International Sorority
- Kappa Alpha Psi Fraternity
- Omega Phi Chi Sorority
- Phi Sigma Sigma Sorority
- Tau Kappa Epsilon Fraternity
- Zeta Phi Beta Sorority



**HONOR SOCIETIES**

Alpha Chi (Coeducational Junior and Senior)  
 Alpha Mu Gamma (Languages)  
 Beta Beta Beta (Biology)  
 Chi Sigma Lota (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 Delta Kappa (Education)  
 Phi Epsilon Kappa (Sport/Exercise)  
 Phi Eta Sigma (Freshmen)  
 Phi Gamma Mu (Social Science)  
 Psi Chi (Psychological)  
 Sigma Tau Delta (English)  
 Sigma Theta Tau (Nursing)  
 Sigma Xi (Research)  
 Theta Alpha Kappa (Theology)

**INTERNATIONAL ORGANIZATIONS**

Black Student Association  
 Caribbean Student Association  
 Haitian Inter-Cultural Association  
 Jamaican Association  
 Latin American Students Association  
 Virgin Islands Student Association

**HEALTH CARE ORGANIZATIONS**

American Medical Students Association  
 Biomedical Society  
 Nursing Students Association  
 Phi Epsilon Kappa Honor Society  
 Pre Physician Assistant Club  
 Sigma Theta Tau Honor Society

**POLITICAL ORGANIZATIONS**

Bachelor of Social Work Network  
 Student Government Association

**RECREATIONAL/SPORTS ORGANIZATIONS**

B.L.I.S.S.  
 Cheerleading Team  
 Dance Club  
 Soccer Club

**RELIGIOUS ORGANIZATIONS**

Campus Crusaders for Christ  
 Delta Epsilon Sigma Honor Society  
 Kappa Gamma Pi Honor Society  
 Theta Alpha Kappa Honor Society

**SCIENCE ORGANIZATIONS**

Chemistry Club  
 Beta Beta Beta Honor Society  
 Gamma Sigma Epsilon Honor Society  
 Psi Chi Honor Society  
 Sigma Xi Honor Society

**SERVICE ORGANIZATIONS**

Habitat For Humanity  
 Pals 4 Paws  
 Student Ambassador Team

ALL STUDENT ORGANIZATIONS ARE SUBJECT TO REGISTRATION RENEWAL.

**GREEK LIFE**

The Greek men and women of Barry University are founded upon the principles of developing quality leaders through commitment to academic excellence, dedicated service to the University and its surrounding community and the promotion of healthy and responsible social interaction while maintaining a unified Greek environment.

Greek affiliation is an excellent way to enhance your college career. Governed by the Interfraternity, Panhellenic, National Pan-Hellenic, and Multicultural Greek Councils, Barry's fraternities and sororities encourage interpersonal, academic, moral, ethical and professional development through a wide range of leadership and involvement opportunities. The fraternities and sororities at Barry University include:

Alpha Delta Gamma Fraternity  
 Alpha Phi International Sorority  
 Kappa Alpha Psi Fraternity Inc.  
 Omega Phi Chi Sorority  
 Phi Sigma Sigma Sorority  
 Tau Kappa Epsilon  
 Zeta Phi Beta Sorority Inc.

**STUDENT UNION OFFICE**

Concierge Center  
 Information Desk  
 ID Services  
 Union Facility Services  
 Landon Hall #103, 305-899-4900  
 e-mail: [infocenter@mail.barry.edu](mailto:infocenter@mail.barry.edu)  
 Web Page: <http://www2.barry.edu/vpss/id.htm>

**Hours of Operation:**

Monday through Friday – 7:00am – 9:00am  
 Saturday and Sunday – 10:00am – 8:00am

\* (Hours vary during holidays and summer terms)

## Concierge Center and Information Desk

Our campus specialist can inform you about locations, hours, and services offered on campus and in the local community. Our qualified staff will do everything possible to assist you with your various needs.

Some of the standard services we offer include local phone calls, sending and receiving of faxes, lamination, change for on-campus laundry and vending, on-site daily newspapers, database of information on local and state-wide events and attractions, and more.

## ID Services

Photo identification cards are issued to each student at the time of their initial registration at the university. It is expected that the ID card will be retained throughout the students' university experience.

Students are expected to carry their ID at all times while on campus.

The card is the property of Barry University and is intended solely for its use. When requested by a university official, students are required to produce their identification. It is not transferable and must be returned upon request. Misuse of the ID card will result in disciplinary action.

Currently, the library, the computer lab, and athletic facilities are using our computerized magnetic stripe system. Therefore, those services can only be accessed with a valid ID Card. Sodexo food services, the Follett bookstore and most on-campus laundry facilities also accept the Barry ID Card as a mode of payment. However, money or a meal plan must be added to your ID card prior to make any purchases with your card. Bookstore and Laundry money can be added to the ID card account through Student Account Services (Adrian Hall Room 112). Student ID cards must be validated for each semester. To validate ID's students must present a current printout of classes or other acceptable proof of registration for the current term.

## Union Facility Services

### Room Reservation

The Landon Student Union Hall serves as the primary facility for students to meet and gather on campus. Specific space within Landon Hall can be reserved for student-oriented functions on a first come, first serve basis. All Landon Hall space reservation must be requested through the Student Union Office on a Barry University Reservation form. For more details, simply stop by our office.

### Posting and Publicity

Only registered student organizations, academic units, university departments and approved non-university entities may publicize in Landon Hall. All publicity material intended for Landon Hall must be approved

and by the Student Union Office. For more details simply stop by our office. Messages can also be posted on the Barry Television Information Channel. Request forms are available in our office or on the Student Web. Just go to [www.student.barry.edu](http://www.student.barry.edu), click on Student Life, click on information center, and then click on the link "Information Channel Request Form."

## 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); Beta Gamma Sigma (Business); 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, Health & Sports Center includes an indoor gymnasium, a strength and conditioning center with a full complement of cardiovascular machines and free weight equipment, a human performance lab, a biomechanics lab, and student locker rooms. In addition, there are lighted outdoor baseball, softball, and soccer fields, as well as a racquet sports complex that includes lighted tennis courts and three-walled racquetball courts. Also located on campus is a new, state-of-the-art fitness center located in the Landon Student Union; the Miller Studio which serves as the primary site for wellness activities and modern dance instruction; 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. Barry has captured 7 NCAA Championship titles since 1989 (3 in Women's Soccer in 1989, 1992, and 1993; 3 in Women's Volleyball in 1995, 2001, and 2004, and Men's Golf in 2006).

### **Campus Recreation & Wellness, Intramurals, and Club Sports**

The mission of the Department of Campus Recreation & Wellness (CRW) 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. CRW 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.

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

Wellness activities are the hottest activity classes on campus. Ranging from aerobics to yoga, Barry students can enjoy the cardiovascular benefits of heart pounding activities, or meditate and stretch in classes designed to focus on inner strength. The variety of classes and the extensive schedules cater to even the busiest student. Best of all, they are FREE to students, and some classes can even be taken for credit as part of our Instructional Sports and Recreation (ISR) program.

Intramural sports draw a number of students with perennial favorites like flag football, softball, soccer and basketball leading the way. Extramural 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. Intramural sports, extramural sports, and club sport participants must show proof of medical insurance.

Open recreational facilities for the Barry University community include the Landon Student Union fitness center which features state-of-the-art Cybex cardiovascular equipment including treadmills, elliptical trainers, stair climbers, and recumbent and upright bikes. In addition, it is equipped with a full line of Cybex plate-loaded resistance training machines, and a full gamut of free weights, including squat/power racks and Smith machines. The main court gymnasium, the outdoor tennis and racquetball courts, the Thompson Hall Studio, the swimming pool, the sand volleyball court, and our lighted, multipurpose fields round out an array of recreational facilities available for student participation. All CRW participants are required to present a valid Barry ID for admission.

Students who plan to remain on campus during the summer may find work opportunities with the BUCKid's Summer Camp. This summer program targets our student, faculty, and staff population with school age children between the ages of 5-13.

### **OFFICE OF MISSION AND MINISTRY**

This Office includes Campus Ministry and Mission Integration. 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.

## VOLUNTEER AND COMMUNITY SERVICE CENTER

The Volunteer and Community Service Center was established in 1992 in the wake of Hurricane Andrew. Its purpose is to further Barry University's mission of service to the community at both the local and global levels. The Center serves as a link between students, faculty and staff who wish to work with those in need within the greater Miami area.

Opportunities for involvement include:

- Habitat for Humanity — currently involved in building houses for families in the local community
- Camillus House — a local homeless shelter and soup kitchen
- Alternative Spring Break — a weeklong excursion filled with meaningful and educational work with underprivileged communities in the US or abroad
- America Reads — a literacy program with placements in area schools in conjunction with Federal Work-Study

The Center works closely with numerous South Florida agencies to ensure every student has the opportunity to be matched with a community experience designed specifically to meet personal and academic needs.

The Volunteer and Community Service Center is charged with organizing a Volunteer Fair, facilitating Freshman Volunteer Day, establishing a Community Service Leadership Roundtable, serving as a liaison to national service organizations; developing a fully integrated service learning program and maintenance of co-curricular transcripts.

## CAMPUS BOOKSTORE

Barry Bookstore, operated by Follett Higher Education Group, is open for the services and needs of Barry students. The bookstore, located on the first floor of the R. Kirk Landon Student Union, supports your academic needs with textbooks, reference materials, supplies, and academic software. Barry Bookstore also carries bestsellers, gift cards, DVDs, CDs, snacks, electronics, and a wide variety of Barry Merchandise. Purchases may be made using cash, credit/debit card with a VISA or Mastercard logo, personal check, and/or University debit card. Items may also be purchased on line at [www.barry.bkstr.com](http://www.barry.bkstr.com).

## DINING SERVICES

Barry University Dining Services offers a variety of dining choices for students and visitors to the Miami Shores campus. All resident students are required to choose from one of five meal plan options. Commuter students can purchase a commuter meal plan through the Cashier/Business Office or make cash purchases at any of the dining facilities.) The opening of the Landon Student Union in the Fall of 2004 brought a new upscale dining experience to campus. The following gives a brief description of each facility, along with its regular hours of operation. Please be sure to check the campus website for updated information and changes that may occur during break periods and holidays.

### **Roussell Dining Hall:**

#### **(Landon Student Union, 2nd Floor)**

*Roussell Dining Hall offers restaurant-quality food with unlimited seconds! Roussell Dining Hall centers on quality and variety. Choose from the many culinary platforms we offer at Barry University: Classics (traditional entrees and sides); International (the ultimate sauté station); Pizzarette (pizzas, hot sandwiches and individual casseroles); The Grille (burgers, fries and more); Sub and Sandwich (made to order deli); Soup and Salad (fresh and healthy); Desserts (cookies, cakes and fresh baked treats); and Beverages.*

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Full-service meals are served seven days per week. Regular semester hours of operation are: Monday – Friday, hot breakfast from 7:30 a.m. to 10:00 a.m., continental breakfast from 10:00 a.m. to 11:00 a.m., hot lunch from 11:00 a.m. to 2:00 p.m., light lunch from 2:00 p.m. to 3:00 p.m., and dinner from 4:30 to 7:30 p.m. Roussell Dining Hall features a Late Night meal on Mondays and Wednesdays from 10:30 p.m. to 11:30 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.

### **Grill 155:**

#### **(Landon Student Union, 1st Floor)**

*The Grill 155 features Starbucks coffee and espresso drinks; signature burgers, grilled sandwiches and fried favorites; monthly specials; Grab 'n Go sandwiches, salads and sushi, plus a variety of cold beverages.*

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit or debit cards, Flex Bucs, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Wednesday, from 11:00 a.m. to 8:00 p.m., Thursday from 11:00 a.m. to 11:00 p.m. and on Friday, from 11:00 a.m. to 5:00 p.m. The Grill 155 is closed on weekends.

**Buc Stop Café:****(Thompson Hall, 1st Floor)**

*The Buc Stop Café features Einstein's Bagels (including shmearred bagel sandwiches, Bistro Salads, fresh baked cookies and pure squeezed orange juice among many others); Starbucks coffee and espresso drinks; Edy's Ice Cream cones, cups, shakes and sundaes; The Grille (serving up burgers, grilled sandwiches and fried favorites); Grab 'n Go sandwiches, salads and sushi; plus a wide variety of snacks and cold beverages.*

This facility serves resident and commuter students, plus faculty, staff and guests of the University. Purchases can be made with cash, credit or debit cards, Flex Bucs, or declining balance accounts from resident or commuter meal plans. Regular semester hours of operation are: Monday – Thursday, the Café is open from 7:30 a.m. to midnight with Einstein's Bagels open from 7:30 a.m. to 6:00 p.m. and the Grill open from 7:30 a.m. to midnight. On Friday, the Café is open from 7:30 a.m. to 8:00 p.m. with Einstein's Bagels open from 7:30 a.m. to 6:00 p.m. and the Grill open from 7:30 a.m. to 8:00 p.m. On Saturday, the Café and Einstein's Bagels are open from 8:30 a.m. to 2:00 p.m. and the Grill is closed. On Sunday, the Buc Stop Café is closed.

**Le Café International**

*Le Café International provides a selection of grab-and-go items, Espresso coffees, baked goods, smoothies, sandwiches, and some salads.*

There are two locations to serve students, faculty, staff and guests – one in the lobby of Wiegand, and the other outside the south end of Garner. Purchases can be made using cash, credit cards, or Flex Bucs. Regular semester hours of operation are: Monday – Friday 7:30 am to 6:30 pm. at the Wiegand location and 7:30 am to 7:30 pm at the Garner location

**PUBLIC SAFETY**

Landon Student Union, Room 100

Barry University has a full-time security force supplied by 50 State Security Service, Inc. Under the guidance of the university's Director of Public Safety, this trained group of security officers helps to preserve the academic environment and high quality of life on campus. Public Safety also offers programs regarding personal safety and crime awareness.

**THEATRE, MUSIC AND DANCE PERFORMANCES**

The University Department of Fine Arts produces a diversified program of dramatic, dance, and music presentations. All departmental performances, are free of charge and open to the entire campus and local community.

**BARRY UNIVERSITY CIVIC CHORALE**

The Civic Chorale is an organization dedicated to developing singing expertise and proficiency in interested individuals, all styles and periods of music. It is open to non-Music major students for course credit, and to interested community participants. The Chorale performs in public concerts in the Fall and Spring in combination with the University Chamber Ensemble.

**FINE ARTS EXHIBITIONS**

The Art and Photography faculty schedule student exhibitions and faculty exhibitions, and on an occasional basis exhibitions by outside contemporary artists. Barry University points with pride to graphic design, art and photographs executed by senior Art and Photography majors which are displayed throughout campus buildings.

**PUBLICATIONS**

University publications include *Barry Magazine* and *Alumni Connection*, co-published three times a year, and *BUCWIS*, an on-line, employee newsletter posted daily, 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 students.

**ALUMNI ASSOCIATION**

From graduation day forward, all alumni of Barry University are members of the Alumni Association. The Association is governed by a Board of Directors that is representative of over six decades of Barry alumni and the University's ten schools.

The Alumni Board meets four times a year on the Barry campus to plan goals and manage the supporting activities of the Association.

The Association fosters scholarship programs and promotes the engagement of alumni through clubs that are emerging in the University's home state of Florida and around the country. The clubs are charged with offering worthwhile activities and projects that foster networking among Barry alumni and provide a continued stake in the life of the University for all participants.

The Alumni Relations Office, 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 clubs. With support from the Alumni Relations office, the Association keeps alumni connected through E-News, the electronic newsletter, the on-line Alumni directory and the Alumni website [www.barry.edu/alumni](http://www.barry.edu/alumni). Alumni achievements are featured in *Alumni Connection*, a

special section of Barry Magazine. The Alumni Benefits Brochure details all services provided to alumni.

Annual events include Alumni and Family Reunion Weekend (a celebration of the Barry spirit and an opportunity to relive memories of university life) and the bi-annual Distinguished Alumni Awards Dinner recognizes alumni from each of Barry's ten schools.

Throughout the year, the Alumni Association hosts family events, such as Breakfast with Santa and the Annual Easter Egg Hunt.

For information about the Alumni Association, please call the Alumni Relations Office at 305-899-3175 or you may visit our website at [www.barry.edu/alumni](http://www.barry.edu/alumni).

# TUITION, FEES, AND FINANCIAL AID

## STATEMENT OF RESPONSIBILITY

In consideration of acceptance for enrollment at Barry University, the student and/or guarantor guarantee the payment of all costs for tuition, fees, room, board, and all other financial obligations incurred while in attendance at the University.

In addition, all financial obligations to the University must be met as a condition of graduation and participation in commencement ceremonies.

## 2008-2009 TUITION AND FEE SCHEDULE

Effective July 1, 2008-June 30, 2009

### TUITION:

Master's Level (Graduate) Programs,	
per credit .....	\$815.00
Summer II (2008), per credit .....	815.00
Summer I (2009), per credit .....	815.00
All Doctoral (Ph.D.) Programs, per credit .....	930.00
Podiatric Medicine*	
Full-time, per year .....	26,300.00
Part-time, per credit .....	930.00
5 <sup>th</sup> Year and beyond, per year .....	13,150.00
Physician Assistant	
Full-time, per year .....	26,300.00
Master's in Public Health	
Full-time, per year .....	14,025.00
Audit	
Graduate - Masters &	
Specialists, per credit .....	815.00
Ph.D., per credit .....	930.00
Law School (refer to School of Law	
catalog for current rate)	

\*Students exercising the dual DPM/MBA option will incur an additional expense of \$3,520 per year.

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

At Barry University, the purpose of the Office of Cashier/Business Office (CBO) 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 Cashier/Business Office, 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.**

The following terms and conditions are financial requirements of your education related to this registration.

- Once you formally register for classes, you assume the responsibility for understanding Barry University's official policies concerning schedule changes, satisfactory academic progress and the financial policies of the University as described in the Barry University Student Handbook. You will check your Bucmail daily and keep your postal address current to ensure receipt of all University correspondence. It is your responsibility

## FEES:

Application (all programs) .....	30.00
CLEP (per credit) .....	100.00
Credit by examination (per credit) .....	100.00
Professional Liability .....	50.00
Deferred Payment Plan .....	50.00
Corporate Deferred Payment Plan .....	50.00
Tuition Management Payment Plan	
Per Semester .....	75.00
Annually .....	90.00
Tuition Management Late Payment .....	100.00
Returned Check .....	100.00
Late Payment Corporate or Deferred Plan .....	500.00
Lost I.D. Card .....	15.00
Transcript, each official .....	10.00
Health Insurance (cost + \$10) .....	VARIABLE
Graduation Application Fee** .....	150.00
Late Registration .....	100.00

\*\*Fee applies each time a student registers for graduation

NOTE: Graduate students must be enrolled in 4 or more credits to qualify for Health Insurance unless authorized by the Student Health Center. Health Insurance is available on semester basis. A student may choose to pay the insurance company directly or have it charged to the student account.

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

to keep track of your account balance and financial aid information.

- Registration constitutes a financial agreement between you and the University. Tuition, fees and other charges you incur, including but not limited to housing, meal plans, and bookstore charges ("Charges"), shall be added to your student account, and are considered a loan for educational benefit. Installment payment arrangements will be automatic with a non-refundable deferred payment fee for any Charges which are not covered by financial aid or have not been paid in full within ten (10) business days of the charge. For fall you have until the first Monday in July and for the spring the third Monday of November before the ten (10) days begins.
- In the event that you become delinquent in paying Charges or default in repaying Charges you will be liable for attorneys' fees and any other costs incurred by Barry to collect any monies due from you, whether or not litigation is instituted.

## REGISTRATION PAYMENT ARRANGEMENTS

Tuition, fees and other charges you incur, including but not limited to housing, meal plans, and bookstore charges (“Charges”), shall be added to your student account, and are considered a loan for educational benefit. Installment payment arrangements will be automatic with a non-refundable deferred payment fee for any Charges which are not covered by financial aid or have not been paid in full within ten (10) business days of the charge. For fall you have until the first Monday in July and for the spring the third Monday of November before the ten (10) days begins.

## PROFESSIONAL DISCOUNTS PROVIDED BY THE UNIVERSITY

**Clergy/Religious:** Members of religious communities who work a minimum of 30 hours per week for their respective churches receive a 30 percent tuition discount for all graduate programs. Proof of affiliation is required at each registration. Please contact the Department of Theology and Philosophy for further information.

**Doctor of Ministry:** A 30 percent tuition discount is available for students in the Doctor of Ministry program.

**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.

**Nurses:** A 30 percent tuition discount is available for registered nurses enrolled in the M.S.N. program. Students enrolled in the Doctoral Nursing Program are entitled to a 20 percent tuition reduction. Please contact the Division of Nursing for additional information.

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

**Teachers:** Any full-time \*\*Florida teacher presenting a signed contract for the current school year, or a letter from his/her principal at the time of registration, is entitled to a reduction on tuition for Education programs. 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.

## TUITION MANAGEMENT SYSTEMS PAYMENT PLAN

Barry University offers the services of Tuition Management Systems, Inc. (TMS), providing an alternative 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 TMS directly at 1-800-722-4867 for additional information.

Any delinquent payments or cancellation of plans may result in the assessment of a \$500.00 fee.

## AUTOMATIC DEFERRED PAYMENT PLAN AGREEMENT

I (Student) Agree That If I Default On My Payments, The Entire Balance Will Become Immediately Due And Payable.

I Further Agree To Waive Demand, Notice Of Non-Payment, And Protest.

I Understand That Delinquency May Result In Assignment To A Collection Agency, An Attorney, Or Both.

I Agree To Pay The Full Balance Due Plus Any Late Payment Fees, Collection Agency Fees, Attorney’s Fees (Including A Reasonable Hourly Attorney’s Fee For Time Spent By Any In-House Attorney), Court Costs, And All Other Charges Associated With The Collection Of This Debt.

If I Default On This Debt I Authorize Barry University To Disclose Any Relevant Information To Credit Bureau Organizations And Collection Agencies, And Further Authorize Barry To Contact My Employer.

Any delinquent payments or cancellation of plans may result in the assessment of a \$500.00 fee.

Note: There are no payment plans for courses less than 9 weeks.

Note: These payment plans are designed for current students and current terms ONLY. Plan approval must be obtained immediately upon registration, and no later than the end of the first week of the semester.



## PAYMENT PLAN DATES

FALL	August 1st	October 1st	November 1st
SPRING	December 15th	February 1st	March 1st
SUMMER I	May 1st	June 1st	
SUMMER II	June 1st	July 1st	
BOTH SUMMERS	May 1st	June 1st	July 1st
CORPORATE DATES	6 weeks after the end of the term		

If registration takes place after the first payment it is due within 10 business days of that registration.

## CORPORATE REIMBURSEMENT DEFERMENT

Students who receive corporate reimbursement may defer the portion of the reimbursable tuition until six weeks after the last day of class. There is a \$50.00 processing fee per semester. Proper documentation on company letterhead must be submitted at the time of each registration stating eligibility, amount/ percentage reimbursed, grade requirement, etc. Under no circumstances will payment be deferred for more than one term (e.g. incomplete grades, continuous matriculation, etc.). Payment becomes due immediately upon course withdrawal or course failure.

## FLORIDA PREPAID COLLEGE PROGRAM

All students who are enrolled in the Florida Prepaid College Program are required to fill out the Florida Prepaid form and submit a copy of their card with each registration.

## SPONSOR/THIRD PARTY BILLING

Students who are eligible to receive third party sponsorship are required to submit proof of sponsorship at the time of registration. This paperwork must be submitted with each registration. It is the student's responsibility to make sure that payment is made upon submission of third party billing.

## 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. The Period of Schedule Adjustment ends on the last day of late registration or on the Wednesday of the first week of class for each semester or summer session.

## CHANGES MADE DURING THE PERIOD OF SCHEDULE ADJUSTMENT

Students dropping courses during the Period of Schedule Adjustment (begins first day of registration for a specific semester or summer session; ends on the

last day of late registration) will receive total refund for the course and special course fee, if applicable, as long as the student remains enrolled in the University. The Period of Schedule Adjustment ends on the last day of regular registration.

## STUDENT DISMISSAL

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

## GRADE/TRANSCRIPT/DIPLOMA RELEASE

As long as money is owed to the University, release of grades, diplomas, official or unofficial transcripts, certification of attendance or statements of degree completion is prohibited.

## 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 4 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, together 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. For purposes of determining the percentage of credit, the first week of classes will be considered the start of the semester.

*These calculations are based on a normal thirteen week semester.*

### Summer School Tuition and Fees Credits

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.

*These calculations are based on a normal five week semester.*

**ALL FEES, OUTSIDE OF TUITION AND ROOM AND BOARD, ARE NONREFUNDABLE.**

### REFUNDABLE CREDIT

Any refundable credit that results from a payment that was made by a credit card will be refunded by a direct credit to the original credit card.

### 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 Graduate PLUS Loans
5. 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.

## 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.

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 admissions students should submit the Free Application for Federal Student Aid (FAFSA). Individuals whose applications are selected for verification may have to submit additional documentation. Students will be notified if their tax returns or verification forms are required to complete the verification process.

You are encouraged to complete the FAFSA on the internet at <http://www.fafsa.ed.gov>. Please remember to enter Barry University’s Federal School Code of

001466 on the FAFSA, and to sign your application electronically with a PIN number . (You may also print the signature page and mail it to the address specified.)

Incoming students who apply for financial aid can expect to receive notification of their financial aid awards following notifications of acceptance to Barry. Returning students will be notified of their financial aid awards upon completion of their financial aid file.

## TYPES OF FINANCIAL AID

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.

### Loans

#### FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFELP)

Low-interest loans for students who are registered at least half-time, are provided by private lenders such as banks, credit unions, savings and loan associations and other organizations. There are three types of FFELP loans for graduate and professional students: the Subsidized Federal Stafford Loan, the Unsubsidized Federal Stafford Loan and the Graduate PLUS Loan.

The **Subsidized Federal Stafford Loan** is need based. The government assumes the interest for the Subsidized Stafford Loan while the student is in school and during the six month grace period. The annual limit is \$8500. The maximum aggregate debt (Lifetime limit) that can be accumulated is \$65,500, including the debt assumed for the undergraduate study. The interest rate is a fixed rate at 6.8%. There may be an origination fee of up to 3% and a default fee up to 1% which is deducted at the time of disbursement. Repayment begins six months after the student ceases to be enrolled at least half-time.

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 \$20,500 per year, with an aggregate loan limit (Lifetime limit) of \$138,500 minus any funds received under the Subsidized Stafford Loan program. (Students in the School of Podiatric Medicine see Podiatric Medicine (D.P.M.) Loans.) The interest rate is a fixed rate at 6.8%. There may be an origination fee of up to 3% and a default fee up to 1% which will be deducted at the time the loan is disbursed. Repayment begins six months after the student ceases to be enrolled at least half-time.

The **Federal Plus Loan for Graduate and Professional Students** The Graduate Plus Loan is an addi-

tional loan that graduate or professional students can apply for after they apply for Federal Stafford loans. Students can borrow the Graduate PLUS loan up to the cost of attendance less other financial aid. Students interested in this program must be credit worthy but the credit review is less stringent than with private loans. The interest rate is a fixed rate of 8.5% with no aggregate limit. The loans have an in school deferment so you won't have to make principle payments as long as you won't have to make principle payments as long as you are enrolled in school at least half-time.

**The Federal Perkins Loan Program** This low-interest (5%) loan, made by Barry University, but federally subsidized, is awarded to students based on exceptional financial need. A student must complete and sign a promissory note with the school. Repayment begins 9 months after leaving school. These loans are generally awarded in amounts ranging from \$1,000 up to \$6,000 annually and are subject to funding availability.

**The Alternative or Private Loan Programs** are for students who find the federal loans insufficient to meet their educational expenses. These loans are offered by private lending institutions 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 information on 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.

## Division of Nursing

### NURSING TUITION REDUCTION, TRAINEESHIPS AND SCHOLARSHIPS

Students enrolled in the Division 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 Podiatric Medicine

### 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 Podiatric Medicine.

### DR. HERBERT FEINBERG MEMORIAL SCHOLARSHIP FUND

This fund was established by the family of Dr. Herbert Feinberg, one of the original members of the Executive Advisory Council Podiatric Medicine Program. The award is made annually to academically qualified podiatric medical students. For information, call the School of Podiatric Medicine.

### 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 Podiatric Medicine.

### PODIATRIC ACADEMIC SCHOLARSHIP

The Barry University's School of Podiatric Medicine 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 the School of Podiatric Medicine may borrow through the Federal Stafford Loan Program to help offset their cost of attendance. The maximum a first year student can borrow per year cannot exceed \$40,500 and the maximum a second, third and fourth year student can borrow per year cannot exceed \$47,167. The total aggregate debt

that can be accumulated is \$224,000, including any debt assumed during undergraduate study.

As previously mentioned, there are **Graduate Plus and 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. Information pertaining to these loans may be obtained from the Office of Student Financial Aid.

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

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

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

### **Scholarships for Physician Assistant Program Students**

#### **DEAN'S CLINICAL 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 week 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 stationery 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.

### **Standard Academic Progress**

Federal regulations require that financial aid recipients make satisfactory academic progress in order to remain eligible for federal financial assistance. The requirements designed by the U.S. Department of Education include a qualitative and quantitative set of guidelines meant to ensure that those receiving financial aid are steadily progressing toward graduation.

All graduate students must meet the minimum academic standards of their school in order to be eligible for Title IV financial aid. However, satisfactory progress is not to be confused with "good standing." A student can meet Barry University's definition of "good standing" and be allowed to enroll, but may not meet the minimum federal standard of satisfactory progress to receive financial aid. Students must maintain at least a 2.0 cumulative GPA and complete at least 67% of their attempted credits to be eligible for financial aid. Students are also required to complete their degree program within 150% of its published length in order to remain eligible for Title IV financial aid.

These conditions must be met for students to remain eligible for any federal aid set forth in Title IV of the Higher Education Act. This includes (but is not limited to) Federal Subsidized Stafford loans, Federal Unsubsidized Stafford loans, Federal Graduate PLUS loans and Federal Perkins loans. It does not affect private student loans. Students have the right to appeal all Standard of Academic Progress decisions. Information concerning the appeal process is available at the Office of Financial Aid.

## **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).**

## Incomplete

Only in an emergency situation may a student request an incomplete “I” grade. It is the student’s responsibility to arrange with the instructor for satisfactory completion of course requirements. An incomplete grade must be redeemed within the semester following its receipt, unless otherwise stated, or the student will be automatically awarded a final grade of “F”. “I” grades, even when redeemed, are part of the official transcript.

## 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 responsibility 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 by an agency accredited by the NACES (National Association of Credential Evaluation Services)

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:

Administration, M.A.  
Public Administration, M.P.A.

### College of Arts and Sciences:

Department of Communication  
Broadcast Communication, M.A.  
Public Relations & Corporate Communication, M.A.  
Department of Fine Arts  
Photography, M.A.  
Photography, M.F.A.  
Department of Psychology  
Clinical Psychology, M.S.  
Psychology, M.S.  
School Psychology, S.S.P.  
Department of Theology and Philosophy  
Practical Theology, M.A.  
Ministry, D.Min.  
Pastoral Ministry for Hispanics, M.A. (SEPI)  
Pastoral Theology, M.A. (Venice, Florida only)  
Interdisciplinary Program  
Liberal Studies, M.A.

### Andreas School of Business:

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

### Adrian Dominican School of Education:

Counseling, M.S., Ed.S.  
With specializations in:  
Marital, Couple, Family Counseling and Therapy  
Marital, Couple, Family Counseling and Therapy and Mental Health Counseling  
Mental Health Counseling  
Mental Health Counseling and Rehabilitation Counseling  
Rehabilitation Counseling  
School Counseling  
Counseling, Ph.D.  
With specialization in:  
Marital, Couple, Family Counseling and Therapy

Curriculum and Instruction, Ph.D.

With specializations in:

- Culture, Language and Literacy (TESOL)
- Curriculum Evaluation and Research
- Early Childhood Education
- Elementary Education
- Reading, Language and Cognition

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

Exceptional Student Education, M.S., Autism

Endorsement; Gifted Endorsement

Higher Education Administration, M.S.

Human Resource Development and Administration (HRDA), M.S.

Leadership and Education, Ph.D.

With specializations in:

- Educational Technology
- Exceptional Student Education
- Higher Education Administration
- Human Resource Development
- Leadership

Montessori Early Childhood Education, M.S., Ed.S.

Montessori Elementary Education, M.S., Ed.S.

Reading, M.S., Ed.S., Reading Endorsement

### **School of Podiatric Medicine:**

Podiatric Medicine, Doctor of Podiatric Medicine, D.P.M.

Podiatric Medicine, Doctor of Podiatric Medicine, D.P.M., D.P.M./M.B.A., D.P.M./M.P.H.

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 Exercise Science, Injury and Sport Biomechanics, Sport and Exercise Psychology, General Specialization

Movement Science, Five Year B.S. to M.S. with specializations Injury and Sport Biomechanics-Athletic Training and Exercise Science

Sport Management, M.S.

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

Sport Management, Five Year B.S. to M.S.

### **School of Law:**

Juris Doctor, J.D.

Contact 321-206-5600 or 866-JD-BARRY for further information.

### **College of Health Sciences:**

Anesthesiology, M.S.

Biology, M.S.

Biomedical Sciences, M.S.

Health Services Administration, M.S.

Nursing, M.S.N., D.N.P., Ph.D.

Occupational Therapy, M.S.

Public Health, M.P.H.

### **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

### **College of Arts & Sciences**

Broadcasting Certificate

Theological Studies Certificate

### **College of Health Sciences**

#### **Nursing**

ARNP Certificate Program (Family) for MSN Prepared Nurses

Nursing Administration Certificate for MSN Prepared Nurses

Nursing Education Certificate for MSN Prepared Nurses

ARNP Certificate Program (Acute Care) for MSN Prepared Nurses

#### **School of Business**

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

#### **School of Education**

Educational Leadership:

Certification only

Modified Core

Florida Catholic Schools Option

Exceptional Student Education:

Autism Endorsement

Gifted Education Endorsement

## 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 College of Arts and Sciences

- Advertising, B.A.
- Art, B.A., B.F.A.
  - Art History
  - Ceramics
  - Graphic Design
  - 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.
- History, B.A.
- International Studies, B.S.
- Liberal Studies, B.A.
- Mathematical Sciences, B.S.
- Music, B.M.
  - Music Performance
  - Musical Theatre
  - Sacred Music
- Philosophy, B.A.
- Photography, B.F.A., B.A.
  - Photo/Biomedical/Forensic
  - Photo/Fine Art
- 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.F.A.
- Theology, B.A.

### The Andreas School of Business

- Accounting, B.S.
- Economics, B.S.
- Finance, B.S.
- International Business, B.S.
- Management, B.S.
- Marketing, B.S.

### The School of Education

- Elementary Education/ESOL, B.S.

### The College of Health Sciences

- Cardiovascular Perfusion, B.S.
- Cytotechnology, B.S.
- Diagnostic Medical Ultrasound Technology, B.S.
- Medical Technology, B.S.
- Nuclear Medicine Technology, B.S.
- 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./B.A. to M.S.N. Bridge Option
  - Three-Year Option, B.S.N.
  - Two-Year Option, B.S.N.

### 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.
- Leisure and Recreation Management, B.S.
- Physical Education, B.S.
- Sport Management, B.S.
  - Sport Management—Diving Industry
  - Sport Management—Golf Industry
- Sport Management, B.S. to M.S.

### 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
	*A-	3.7 honor points per credit
	*B+	3.4 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
Audit	AU	No honor points per credit
Not Reported	NR	No Grade Reported is given when the professor fails to turn in his/her grades on the due date. Upon submission the NR is changed accordingly.

### In Progress

IP In Progress

### No Credit

NC No credit

### Incomplete

I An incomplete grade must be made up within the semester following its receipt. It is the student's responsibility to arrange with the instructor for satisfactory completion of course requirements. Incomplete grades assigned in the semester of graduation will result in postponement of graduation. Upon completion of the course, the student must re-apply for the next graduation.

### Incomplete Grade

redeemed with grade of A	IA	4.00 honor points per credit
redeemed with grade of A-	IA-	3.70 honor points per credit
redeemed with grade of B+	IB+	3.40 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. Does not calculate into GPA; does count as attempt for repeat purposes.

\* The plus/minus grading option is not used in the School of Education, School of Podiatric Medicine and College of Health Sciences.

\*\* The grade of D is not used in the School of Business, College of Health Sciences Division of Nursing, School of Social Work or the School of Education.

## School of Podiatric Medicine

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

## Requirements for Degree Conferral

Most graduate programs at Barry University allow candidates seven years to complete their degree requirements. However, the time limitations imposed by some programs may vary and it is the responsibility of the degree candidate to determine the applicable time limit. Please refer to the section of the catalog outlining your program of study for requirements specific to your degree.

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) submit a "Graduation Application" 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. A \$150 graduation application fee applies each time a student registers for graduation

**Note: With the exception of the School of Law, honors are not awarded at the graduate level.**

Graduating students with outstanding financial obligations of \$1,000 or greater will not receive a cap and gown and will not be permitted to participate in the graduation ceremony.

## 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 3-5 business days upon approval from Cashier/Business Office.
- The fee for each transcript is \$10.00.
- 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. This does not apply to students enrolled in the School of Podiatric Medicine in which the deans of the schools have final authority on grade appeals.

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 (except for the School of Podiatric Medicine) with regard to challenges to grades. A student wishing to challenge a grade will proceed in the following manner:

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

later than five working days after receiving the department chair's decision in the case. The dean will make an informal investigation, hearing both the student and the faculty member, and attempt an informal reconciliation. The dean will render a decision within thirty calendar days and inform the student and faculty member in writing.

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

## **POLICY ON MEDICAL LEAVE**

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

When a student experiences serious medical or psychological problems while enrolled as a student in Barry University, he or she may request to take a voluntary medical leave-of-absence. If approved by the Vice President for Student Services, the student will leave campus, be granted grades of W in all enrolled courses (even if the normal deadline for withdrawal without academic penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Barry after the problem has been treated and resolved.

Similarly, the University may require a student to take a medical leave-of-absence if, in the judgment of the Vice President for Student Services or his/her designee, the student (a) poses a threat to the lives or safety of himself/herself or other members of the Barry community, or (b) has a medical or psychological problem which cannot be properly treated in the University setting, or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Barry Community. While on medical leave, a student may not return to the campus without prior permission from the Vice President for Student Services, or designee.

In making the decision to require a student to take a medical leave, the Vice President for Student Services or his/her designee acts out of concern for the student and his or her rights, concern for other students and concern for the University as a whole. The Vice President will have to consider whether the University is able to provide the level of care and guidance needed, whether there is a likelihood that the student will pose a threat to himself, herself or others and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits. While on medical leave a student may not return to the campus without prior permission from the Vice President for Student Services, or designee.

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

## **READMISSION REQUIREMENTS FOR MEDICAL LEAVES**

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

withhold readmission until such time that appropriate treatment has been received.

A student on medical leave, who wishes to return, must initiate a request for readmission at least one month prior to anticipated return by writing a letter to the Vice President for Student Services, or his/her designee, detailing what has been accomplished during the absence. The student's letter and a supporting letter from an appropriate healthcare professional are the basis upon which the Vice President, or his/her designee, makes the judgment that the health circumstances causing the student to leave have been adequately addressed and that there is a reasonable assurance that the student will be able to resume his/her studies.

The letter from the healthcare professional must address at least the following questions: What were the reasons for the student seeing you, how often did you meet, what gains were made, do you feel the student is able to handle the intellectual, physical and personal demands of being a full-time resident/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

Carol Clothier, Assistant Dean

Mark Rokhfeld, Director, Math Lab

The mission of the Barry University Learning Center is to develop independent, successful learners through provision of professionally designed and delivered academic services. The Learning Center, located in Garner 113, actively seeks to provide professional assistance to all University departments in meeting the needs of their students.

In order to meet student and faculty needs, the Learning Center provides a variety of services through the Reading Lab, Writing Center, and Mathematics Lab. Professional staff provides learner centered instruction through individual and small group activities, including collaborative study groups and computer based technology. Seminars, focusing on developing skills and strategies for academic success, are scheduled throughout the term. Also, supplemental support seminars are offered to support specific courses in the academic disciplines.

The Reading Lab is open throughout the day, and helps students with comprehension and vocabulary skills, as well as effective study, test taking and time management strategies. The Writing Center and Mathematics Lab, however, is open throughout the day and evening. In order to address specific grammar questions, graduate students may come in to the Writing Center on a “walk in” basis for a 30 minute session with a tutor; arrange an hour appointment for papers with 10 or more pages, ( no thesis or dissertations); set up an individual 5 session seminar on basic writing skills; or, attend an advertised seminar. The Mathematics Laboratory offers a full range of support for students, supporting courses ranging from basic developmental mathematics through pre-calculus, trigonometry, physics, statistics and computer science.

The Barry University Learning Center is the academic hub of many valuable services available to Barry University students, and works collaboratively with faculty to develop independent, successful learners.

# The CAL Program

The Center for Advanced Learning (CAL) Program at Barry University is built on the research-supported belief that students with learning disabilities and attention deficit disorders can succeed at the university level if given adequate and accessible professional support. The CAL program is designed to meet the needs of students with learning disabilities and attention deficit disorders who have the intellectual potential and motivation to complete a university degree or graduate studies. It is a comprehensive, professionally staffed, and structured approach which aims to increase academic self-direction, and career development. The goal of the program is to develop students' understanding of the skills and strategies they may employ to circumvent their individual learning disabilities successfully, in life as well as academia.

Services include:

- content based tutoring with professional staff on an individual basis to improve reading, writing, oral communication, and mathematics skills needed at the university level;
- instruction in learning and study strategies based on individual needs;

- small-group subject area tutoring;
- academic counseling;
- individual and small-group personal and career counseling;
- testing and classroom accommodations; and
- advocacy with faculty to facilitate course success.

First year, transfer, and currently enrolled Barry University students who are in need of these special services are welcome to apply. Students admitted to the CAL Program are expected to meet the requirements of the University and their specific degree programs. Students are admitted to the CAL Program on a case-by-case basis upon the recommendation of the Program Director and the Division of Enrollment Services. Admission into the CAL Program will be determined by a review of standardized test scores; high school or college transcripts; current psychoeducational test results; IEP; additional diagnostic or medical reports; an essay; a letter of recommendation; and a personal interview with the Program Director.

# DIVISION OF INFORMATION TECHNOLOGY

Yvette Brown, M.S., Chief Information Officer

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 provide the University with a strong, dynamic, competitive edge through the strategic planning and deployment of new technologies; and to maximize cost-effective use of resources through the use of a centralized model for technology management. The division consists of an administrative layer called IT Administration, and eight support departments addressing the different resource needs of the University. All non-instructional support from the division is coordinated through a centralized helpdesk.

## WORKPLACE AND INSTRUCTIONAL TECHNOLOGIES SERVICES (wITs)

Linda Cahill, Ph.D., Assistant Chief Information Officer and Director for Workplace and Instructional Technologies

Workplace and Instructional Technologies Services (wITs) was originally created to support faculty and staff in the effective use of instructional and workplace technologies. Training for faculty and staff is regularly held for small groups in the wITs' training lab, Library 301, and it is also customized according to topic, time, and location of training participants. wITs' four full-time trainers and instructional designers extend support to students via in-class orientations and guest lectures on topics such as the use of Barry's course management platform and basic applications. It also maintains an online orientation for students that addresses student computing in general, with a special focus on distance learning (<http://student.barry.edu>->Academic Resources->Distance Learning & Teaching). The faculty is updated regarding trends in instructional design through two newsletters published by wITs (DoIT News and wITs Review Newsletter,

<http://bucwis.barry.edu>->News and Publications) and it collaborates with the Faculty Senate to provide special faculty development events. Call 305-899-4005 for more information.

## DESKTOP COMPUTING SERVICES

Wesley Ng-A-Fook, Director, Desktop Computing

Desktop Computing Services provides an efficient and cost effective support structure for the University owned/leased computers and peripheral equipment, both on campus and at the off-sites. DCS advises on technology needs, and is responsible for the configuration, installation, and maintenance of all desktop computing equipment.

## IT SUPPORT DESK

Darrell D. Duvall, M.S., Director

The IT Support Desk provides a wide range of services for students on and off campus. They provide support to students connecting to BarryNet, which is the university's wired and wireless network. They also provide support to all students experiencing problems accessing on-line resources such as the library's electronic databases and their Barry email account. In addition to this, they assist students with username and password issues.

The IT Support Desk is located in Garner Hall, room 241, and can be contacted by calling (305) 899-3604, by visiting the support website at <http://help.barry.edu>, or by sending e-mail to [helpdesk@mail.barry.edu](mailto:helpdesk@mail.barry.edu). The hours of operation are available on the support website and by calling. Barry University 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. In addition to this, Microsoft Office Professional is available to students for purchase at a significantly discounted price. Visit <http://help.barry.edu> for further information.

## ACADEMIC COMPUTING SERVICES

Hernan Londono, M.S., Associate Chief Information Officer and Director of Academic Computing Services

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

### Computer Labs

John Beynon, M.S., 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 nine networked classrooms for hands-on computer usage. Each room is equipped with an average of 25 Windows-based computer workstations, and a multimedia projection system. Faculty wishing to reserve a room can do so at <http://bucwis.barry.edu/ics/classLabs/classroomRequest.htm> or by calling extension 4043.

### Lab Hours (During Fall and Spring Semesters)

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

Sunday .....	10:00 AM – 10:00 PM
Monday – Thursday .....	7:30 AM – 12:00 AM
Friday .....	7:30 AM – 10:00 PM
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) 899-3893 or at Barry University Web site.

### Printing Services

Laser printing is available in the main lab for a fee of 5 cents per page. Color printing costs \$1.00 per page for plain paper printouts and \$1.50 for color overhead transparencies. The cost of making thermal black transparencies is 50 cents each. Large format printing (i.e., poster boards) is also available. Contact the IT Support Desk at (305) 899-3604 for further information and pricing.

## Audiovisual Department

Lynch Hymn, B.L.S., 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/doi2/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, B.A., Production Coordinator & Studio 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

Kenneth S. Venet, M.L.S., Interim 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 910,528 items; over 250 electronic databases many with full text availability; and over 2,000 journal titles.

## PUBLIC SERVICES

Marietta DeWinter, M.L.S., Assistant Director

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

Library hours (during fall and spring semesters)

Sunday .....	10:00 AM – 10:00 PM
Monday – Thursday .....	7:30 AM – 12:00 AM
Friday .....	7:30 AM – 10:00 PM
Saturday .....	10:00 AM – 10:00 PM

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, M.L.S., Interim 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

Marietta DeWinter, M.L.S., Head of Technical Services/Librarian

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

Justin Moses, Director for Server and Messaging Systems

Kerri-Quaan Stewart, Director for Applications Development and Database Administration

Network and Information Systems is responsible for the administration of a number of computer servers running on Microsoft Windows platform. These computers are the primary servers for "BARRYPNET," 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>

### BarryNet Accounts

All registered students are provided with a BarryNet account. The account provides access to all university computing resources, which include e-mail services, web resources, and network applications.

### Email

E-mail is an official method for communication at Barry University. The University may send communications to students via e-mail. Students are responsible for the consequences of not reading, in a timely fashion, University-related communications sent to their official Barry University student e-mail account. Students are expected to check their Barry University official e-mail on a frequent and consistent basis in order to remain informed of University-related communications. E-mail can be accessed by visiting <http://webmail.barry.edu>.

### 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.

# SCHOOL OF ADULT AND CONTINUING EDUCATION

Faculty: Allen, Ayers, Braunstein, Brock, Deeb, Feito, Horner, Lockett, Maybee, Meloun, Mitchell-Reed, Olson, Orman, Pita, Provitera, Romano, Rushing, Scully, Sussman, Swaner, Zavodska

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

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.

### DEGREE PROGRAMS

**Master of Arts in Administration**  
**Master of Public Administration**

### ADMISSION REQUIREMENTS

- A baccalaureate degree from a regionally accredited or internationally recognized college or university with a cumulative grade average of B or higher (an overall GPA of 3.00 or higher on a four-point scale). Official transcripts of all previous college or university studies must be submitted.
- Submission of a completed application form with a \$30.00 non-refundable fee. The fee is waived for Barry University alumni.
- An acceptable score on one of the three entrance exams: Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or Miller Analogies Test (MAT). The entrance exam (GMAT, GRE, or MAT) may be waived if the applicant has accumulated a minimum of five years of full-time professional work experience in administration, executive decision making, training and development, leadership, or comparable fields. The applicant must provide original and verifiable evidence of work experience supplemented by the applicant's resume or vitae and professional references (**see below – Professional Work Experience**). Upon review of the documented evidence, the applicant will be notified if the entrance exam requirement is waived.
- Two original and verifiable letters of recommendation from professional and/or academic sources.
- An essay of at least 750 words, which explains why the applicant wishes to pursue their chosen degree and how it will help to fulfill their personal and professional goals. Applicants should also describe in detail their accomplishments, experiences, values, potential for professional excellence, and commitment to completing their chosen degree program. Moreover, applicants



should include information about how they work, think, and interact with people, as well as on any other potentially relevant topics.

- International applicants whose previous college or university studies were not in English must earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) or 213 on the computer-based or 80 on the internet-based versions of this test. Applicants must also satisfy all of criteria which are outlined in the section of the University Graduate Catalog on International Applicants.

In order to receive full admission, all of the above items should be submitted before applicants register for their first courses. If any item is missing or incomplete, applicants may be granted provisional acceptance and may be allowed to register for a limited number of credit hours while stipulated admission or academic requirements are being satisfied. In this situation, full admission to the degree program is neither implied nor guaranteed.

### Professional Work Experience

Applicants seeking to have the entrance exam waived must provide original and verifiable documentation of a minimum of five years of full-time professional work experiences on letterhead stationary written by their supervisors. They must also include the names of references from the organization(s) where they have worked. An applicant's resume or vitae must include the following items:

- Complete employment history in reverse chronological order, with name of organization, titles, dates, and whether worked part-time or full-time.
- Educational history in reverse chronological order, indicating dates of attendance and degree(s) earned.
- A complete list all training or workshop activities attended or participated in.
- A complete list all publications and presentations authored or co-authored.
- A complete list of projects actively participated in, including responsibilities, positions held, and dates of the project duration, including contact names(s) and contact information for each project.
- A complete list of academic and/or professional awards received, including the basis for selection and the date(s) of the honor(s).
- A list of hobbies, interests, and activities, including any significant accomplishments related to them.

**NOTE:** *Falsification of any information in this documentation will be considered a violation of the University's Academic Dishonesty Policy and appropriate measures will be taken. Measures may include rejection of an application or dismissal from the degree program, if the applicant has begun course work. Refer to the University Graduate Catalog and the ACE Student Bulletin for more details on these policies and measures.*

### TRANSFER COURSES

The transferability of credits from another institution to Barry University is at the discretion of the Dean, who has the final word on how many credits and which courses may transfer, subject to an upper limit of six semester credit hours. Potential transfer courses/credits must be graduate level, must have been completed at a regionally accredited college or university, and must show on an official transcript with a grade of B or higher. Only credits will be transferred, not grades or grade point averages, and any credits, which are accepted, will be counted as having been taken in year one of the time limitation to complete the degree program.

### PROBATION AND DISMISSAL

A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above. Students with a semester **or** cumulative GPA below 3.00 will be placed on academic probation. Also, students who earn more than two grades of "C" or a grade below a "C" during their academic program are placed on probation. Probation will be lifted the following semester if the student achieves a cumulative GPA of 3.00 or above with no more than two 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 two consecutive semesters will be dismissed. If a student receives a third "C" or below, then s/he must repeat a course, in which s/he earned the deficient grade, when the course is next offered. Any student who fails to maintain a cumulative GPA of 3.00 for two consecutive semesters will not be eligible for VA benefits. A student who has been dismissed for academic reasons may not petition the Dean for readmission until one year has elapsed from the date of the dismissal notification. Upon readmission, the student will be considered on academic probation and must remove one of the earned deficient grades by repeating a course in which a grade of "C" or below was earned. A course may only be repeated once and a student may only repeat three courses. 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 dismissed from the program.

## GRADUATION REQUIREMENTS

Candidates for a Master degree 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 three courses may be repeated and a course may only be repeated once;
- 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 degree completion with the University Registrar on the appropriate form signed by the relevant (site) advisor in the School of Adult and Continuing Education. A \$150 fee applies.

## MASTER OF ARTS IN ADMINISTRATION (MAA)

The Frank J. Rooney School of Adult and Continuing Education (ACE) of Barry University, in collaboration with the Adrian Dominican School of Education (ADSOE) and the Andreas School of Business (ASB), offers a Master of Arts in Administration degree program. It is a graduate degree program designed with an emphasis on both the art and science of effectively leading and managing modern organizations. **NOTE:** This is not a Master of Business Administration (MBA) degree program. Students who are interested in a MBA should consult the section of this catalog on the D. Inez Andreas School of Business.

The program addresses the development of competencies in administration, leadership, applied research, managing change and projects, interpersonal relations, teamwork, and information technology which contribute to workplace success in all organizations – public, private, and not-for-profit – through both theoretical course content and also by application and practice throughout the curriculum. The degree program is a total of *thirty semester credit hours*. However, prior to enrolling in the degree program, applicants may be required to take one or more of the following prerequisite courses, if the subjects (or equivalent) have not been covered in previous coursework: ADM 303 Administrative Theory and Practice; ADM 353 Leadership Development; and ADM 464 Human Resource Administration.

Students who complete the requirements for this degree and, if qualified, may add a *post-graduate certificate in Business Management* by completing an *additional twelve semester credits* of business courses through the School of Business.

Upon completion of the degree program, students will be able to:

- Understand and apply the knowledge and skills critical to administrative effectiveness in today's organizations.
- Assess the various administrative and managerial theories/perspectives as they relate to problem solving within a wide range of organizational structures.
- Evaluate the various administrative theories, applications and approaches within the broad social, economic, technological, and political environments of private, public or not-for-profit organizations.
- Synthesize the degree's knowledge and skills in order to develop administrative competencies and applications.
- Apply the degree program's knowledge and skills to their own organization.

## THE CURRICULUM

REQUIRED COURSES		(30 Credits)
ADM/PUB	521	Applied Administrative Concepts
ADM/PUB	535	Research Methodologies
ADM	545	Values and Ethics in Administration
ADM	568	Changing Environment of Administration
ADM	680	Project Management
HRD	646	Dynamics of Change and Planning
HRD	648	Group Behavior in Organizations
HRD	652	Diversity in the Workplace
ADM	515	Information Technology Concepts
ADM	699	Capstone: Applied Project

## MASTER OF PUBLIC ADMINISTRATION (MPA)

The Frank J. Rooney School of Adult and Continuing Education (ACE) at Barry University, in cooperation with the School of Arts and Sciences (A&S), offers a Master of Public Administration (MPA) degree program. The degree program is designed as a *professional development program for adult learners with a focus on the administration of public, non-profit, and other organizations which serve a public purpose*. The MPA is generally considered to be the terminal professional degree for practitioners in public service. Its philosophical background and explicit content are grounded in an assessment of how the modern public sector work-

place has evolved and the factors responsible for this evolution. The curriculum is designed to address the critical administrative competencies in this evolving environment through skills development in the context of a theoretical foundation. The degree program also incorporates adult learner principles and strategies.

The program places an emphasis on developing critical administrative competencies via course content which contains theory, application, and practice throughout the curriculum. Also, in addition to developing a core body of administrative knowledge and skills, the degree program will provide an effective grounding in applied public policy, policy analysis, and program evaluation. Upon completion of their course work, students will be able to:

- Understand and apply the knowledge and skills critical to public administrative effectiveness in today's public and non-profit organizations
- Assess the various administrative and managerial theories/perspectives as they relate to problem solving within a wide range of organizational structures
- Evaluate various public administration theories, applications, and approaches within the broad social, economic, technological, and political environments of public and not-for-profit organizations
- Synthesize the degree's knowledge and skills in order to develop public administrative competencies and applications
- Apply the degree program's knowledge and skills to analyze competently and to evaluate effectively public policy as applied in the operations of public or non-profit organizations.

The program consists of a minimum of thirty semester credit hours of approved course work. The program is arranged in a common core of twenty-one semester credit hours (seven courses). In addition, nine semester credit hours of elective courses (three courses) may be taken from courses offered as public administration (PUB), general administration (ADM), or human resources development (HRD). Students may be required to take one or more of the following prerequisite courses, if the subjects (or equivalent) have not been covered in their previous coursework: POS 303 Public Policy and Administration, PUB 402 Values and Ethics in Public Administration, PUB 403 Public Budgeting and Finance, and PUB 406 Human Resources in the Public Sector.

## THE CURRICULUM

### REQUIRED COURSES (18 Credits)

ADM/PUB	521	Applied Administrative Concepts
ADM/PUB	535	Research Methodologies
PUB	605	Public Policy Analysis and Evaluation
PUB	635	Leadership in Public Purpose Organizations
PUB	647	Public Law and Administration
PUB	650	Public/Private Enterprise

### ELECTIVE COURSES (9 Credits)

The additional required nine elective credits may be taken from the following courses:

ADM/PUB	545	Values and Ethics in Administration
ADM	568	Changing Environment of Administration
ADM	680	Project Management
HRD	646	Dynamics of Change and Planning
HRD	648	Group Behavior in Organizations
HRD	652	Diversity in the Workplace
ADM	515	Information Technology Concepts
PUB	623	Productivity Improvement in the Public Sector
PUB	660	Public Policy and the Administrative Process
PUB	662	Non-Profit Administration
PUB	670	Public Planning and Growth Management

### CAPSTONE COURSE (3 Credits)

ADM/PUB	699	Capstone: Applied Project
---------	-----	---------------------------

## Course Descriptions

### ADM 515 Information Technology Concepts (3)

This course examines information systems in today's organizations. Managing computer resources will be discussed with emphasis on the way information technology is used to meet Organizational needs.

### ADM 521 Applied Administrative Concepts (3)

The course will address the administration and organizational behavior competencies required to be successful in the 21<sup>st</sup> century workplace. Emphasis is placed on managing and leading for high performance in today's dynamic, constantly changing work environment.

**ADM 535 Research Methodologies (3)**

In this course, students undertake an in-depth review and critical analysis of research topics using qualitative and quantitative methodologies. Upon this course completion, students will be exposed to various analytical and statistical paradigms, tools, and techniques for decision-making and research evaluation.

**ADM/PUB 545 Values and Ethics in Administration (3)**

This course is designed to create an awareness and sensitivity to the values and ethical issues inherent in private and public administration decisions. The Judeo-Christian moral basis for the values and ethical practices in government and business today will be presented along with the legal requirements for complying with legislated ethical standards

**ADM 568 Changing Environment of Administration (3)**

This course addresses the impacts on administrative decision-making from external environments including the political, natural, international, technical and societal environments.

**ADM 680 Project Management (3)**

This course examines the technical and administrative aspects of complex projects. Students will learn the project life cycle and software tools to create functional, managerial, and organizational requirements to manage groups and plan & control projects.

**ADM/PUB 699 Capstone: Applied Project (3)**

This is a course in which students integrate and synthesize the learning experiences acquired in the program. Students plan and write a project by applying and integrating a variety of skills and knowledge covered in the curriculum. Prerequisite: ADM/PUB535

**PUB 605 Public Policy Analysis and Evaluation (3)**

This course is designed to examine the theory and practice of public policy analysis and evaluation as it is conducted in complex political environments by public sector agencies and organizations.

**PUB 623 Productivity Improvement in the Public Sector (3)**

This course will provide information on the techniques for measuring and improving productivity in public organizations. Current management thought such as Total Quality Management (TQM) will be taught and analyzed for its potential in the public sector.

**PUB 635 Leadership in Public Purpose Organizations (3)**

Leadership is essential in any organization for it to function effectively and productively. This course reviews the very special characteristics of leadership in public purpose organizations. Issues such as the impact of the political process on leadership, navigating media storms, leading and empowering employees, and maintaining a focus on public purpose are addressed.

**PUB 647 Public Law and Administration (3)**

The role of public administrative law and procedure for taught as it applies to both public and private decision-making. The effects of public administrative law and rule making will be presented along with the oversight provided by legislatures and the public policy processes inherent in making and sustaining public policy through administrative law.

**PUB 650 Public/Private Enterprise (3)**

This course reviews the scope of public/private enterprise structures in the United States. Furthermore, it examines the scope of public/private partnerships, privatization of public services, and contracting for public services from the private sector.

**PUB 660 Public Policy and the Administrative Process (3)**

The classic confrontation between “politics” and “administration” will be examined in this course. The historical context of the “Good Government Movement” of the Nineteenth Century; the rise of the professions in public management; the issues of responsiveness and patronage will be taught and applications made to current state and local government administrative practice. The political process and public policy making will be examined.

**PUB 662 Non-Profit Administration (3)**

This course provides the student with an understanding of the role of non-profit organizations in the scope of public-private purposes. It examines the role of boards and staff, vision and mission, funding and accountability, excellence in operations and sustainability.

**PUB 670 Public Planning and Growth Management (3)**

The classic management function of planning is reviewed in its state and local government contexts. Emphasis is placed on planning for growth management and on strategic planning in public decision making.

# COLLEGE OF ARTS AND SCIENCES

Karen Callaghan, Ph.D., Dean and Associate V.P. of Undergraduate Studies

Mark E. Wedig, O.P., Ph.D., Associate Dean for Graduate Studies

Tony Wallner, Ph.D., Associate Dean for Undergraduate Studies

Faculty: Alexandrakis, Austin, Bosworth, Burgues, Chojnacki, Estevez, Ewing, Fairbanks, Ferrer-Wreder, Gordon, Hicks McMahon, Iozzio, Koncsol, Koperski, Latkovich, Lizama, Major-Sanabria, Marill, Miranda, Molinari, Muscarella, Nelson, Owens, Peterson, Presmanes, Ratzmann, Rockwell, Rytteke, Samra, Sause, Saverimuttu, Schaab, Shine, Sirimangkala, Starratt, Sunshine, Szuchman, Vizcaino, Vogel, Wated, Weber, Wedig

Graduate education in the College 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 with carrying 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 College 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 College of Arts and Sciences offer the following graduate degree programs:

## DEPARTMENT OF COMMUNICATION

- Broadcast Communication, M.A.
- Public Relations and Corporate Communication, M.A.
- Certificate Program in Broadcasting

## DEPARTMENT OF FINE ARTS

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

## DEPARTMENT OF PSYCHOLOGY

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

## DEPARTMENT OF THEOLOGY

- Practical Theology, M.A.
- Certificate in Hispanic Ministry
- Ministry, D.Min.
- Pastoral Ministry for Hispanics, M.A. (SEPI)
- Pastoral Theology, M.A. (Venice, FL only)

## INTERDISCIPLINARY PROGRAM

- Liberal Studies, M.A.

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

## ADMISSION REQUIREMENTS AND POLICIES

- Bachelor's degree from a regionally accredited or internationally recognized institution with at least a 3.0 grade point average (B) as indicated by official 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.
- See individual degree programs for test requirements.
- 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 and an electronic copy on a CD of the master's thesis, one to remain in the Department and two copies and the cd to remain in the Library.

The Doctor of Ministry student is required to provide three bound copies and an electronic copy on a CD of the D.Min. Thesis, one to remain in the Department and two copies and the cd 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 re-admittance 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 College of Arts and Sciences also offers the following undergraduate programs:

Advertising  
 Art  
   Art History  
   Ceramics  
   Graphic Design  
   Painting and Drawing  
 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  
   Music Performance  
   Musical Theatre  
   Sacred Music  
 Philosophy  
 Photography  
   Photo/Fine Art  
   Photo/Biomedical/Forensic  
 Political Science  
 Pre-Engineering  
 Pre-Law  
 Psychology  
 Public Relations  
 Sociology  
 Spanish  
 Theatre  
 Theology

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

# DEPARTMENT OF COMMUNICATION

Faculty: Chojnacki, Gordon, Hicks McMahon, Nelson, Samra, Saverimuttu, Sirimingkala, Vogel (Chair)

## MASTER OF ARTS IN BROADCAST COMMUNICATION

The purpose of the Master of Arts in Broadcast Communication is to prepare individuals for careers in various electronic media professions, such as broadcast television and radio, wired media, satellite media, and new and emerging media. Students have the opportunity to cultivate practical skills in electronic media, and develop both theoretical and research ability in the field.

### ADMISSION REQUIREMENTS

Full admission to the Master of Arts in Broadcast Communication is open to candidates who meet the following requirements:

- See School of Arts and Sciences requirements, graduate section.
- A bachelor's degree from a regionally accredited or internationally recognized institution of higher education.
- An undergraduate grade point average of 3.0 or better in an appropriate discipline.
- A minimum combined score of 1000 on the verbal and quantitative sections of the GRE.
- 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 must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL).
- A maximum of 6 graduate semester hours with a grade of B or better may be transferred into the program with the approval of the graduate faculty committee. Students may not transfer credits after they have entered the program.
- Two letters of recommendation.

### GRADUATION REQUIREMENTS

The Master of Arts in Broadcast Communication requires the successful completion of the required core (15 credit hours), and seven courses (21 hours) from the approved electives for a total of 36 hours. The student also is required to successfully complete a comprehensive examination during the last term of coursework.

Every student in the M.A. in Broadcast Communication program must pass the Writing Proficiency Exam by the end of the first semester. 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 (36 semester hours)

#### Core: (15 semester hours)

COM	507	Communication Theory	3
COM	595	Communication Law	3
COM	637	Communication Research	3
COM	647	Qualitative Research	3
COM	651	Intercultural Communication	3

#### Electives: (21 semester hours)

COM	518	Broadcast News*	3
COM	597	Media Management	3
COM	605	Advanced Television Production	3
COM	626	Media Programming	3
COM	697	S/T: Media Criticism	3
COM	697	S/T or Elective	3

COM	650	Final Video Project	3
COM	699	Thesis Guidance	3 – 6

\*Students must first demonstrate competency with studio equipment or complete COM 514 (Audio and Video Production) before enrolling in COM 518 (Broadcast News).

\*\*Prerequisites apply to some courses

## MASTER OF ARTS IN PUBLIC RELATIONS AND CORPORATE COMMUNICATION

The purpose of the Master of Arts in Public Relations and Corporate Communication is to prepare individuals for careers in various areas of internal and external public relations as well as corporate communication within a variety of organization types. Students have the opportunity to cultivate practical skills in these areas while developing both theoretical and research ability in the field.

### ADMISSION REQUIREMENTS

Full admission to the Master of Arts in Public Relations and Corporate Communication is open to candidates who meet the following requirements:

- See School of Arts and Sciences requirements, graduate section.
- A bachelor's degree from a regionally accredited or internationally recognized institution of higher education.
- An undergraduate grade point average of 3.0 or better in an appropriate discipline.
- A minimum combined score of 1000 on the verbal and quantitative sections of the GRE.
- 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 must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL).
- A maximum of 6 graduate semester hours with a grade of B or better may be transferred into the program with the approval of the graduate faculty committee. Students may not transfer credits after they have entered the program.
- Two letters of recommendation.

### GRADUATION REQUIREMENTS

The Master of Arts in Relations and Corporate Communication requires the successful completion of the required core (15 credit hours), and seven courses (21 hours) from the approved electives for a total of 36 hours. The student also is required to successfully complete a comprehensive examination during the last term of coursework.

Every student in the M.A. in Relations and Corporate Communication program must pass the Writing Proficiency Exam by the end of the first semester. 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 (36 semester hours)

#### Core: (15 semester hours)

COM	507	Communication Theory	3
COM	595	Communication Law	3
COM	637	Communication Research	3
COM	647	Qualitative Research	3
COM	651	Intercultural Communication	3

#### Electives: (21 semester hours)

COM	509	Organizational Communication	3
COM	512	Persuasion	3
COM	590	PR Principles and Case Studies	3
COM	613	Leadership and Decision Making	3
COM	616	Communication and Conflict Management	3
COM	638	Strategic Issues and Crisis Management	3
COM	690	Public Relations Campaigns*	3
COM	699	Thesis Guidance	3 – 6

- 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).



## CERTIFICATE PROGRAM IN BROADCASTING

### ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited or internationally recognized institution with at least a 2.5 grade point average as indicated by transcripts.
- An essay describing personal career goals and showing how a certificate in broadcasting will help fulfill these goals.
- 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 must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL).
- Two letters of recommendation.
- 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 broadcast communication 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)
<b>Communication</b>	Communication abilities sufficient for interaction with others orally and in writing	Give directions
<b>Hearing</b>	Auditory ability sufficient to respond to oral instructions	Monitor audio levels, respond to directions given through a headset
<b>Visual</b>	Visual ability sufficient for monitoring video sources	Focus shot, follow movement of people and objects in video shot, adjust audio and video levels
<b>Mobility</b>	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
<b>Motor Skills</b>	Gross and fine motor abilities sufficient to operate broadcast equipment	Operate switcher, linear and non-linear editors, focus cameras
<b>Social Behavior</b>	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 (15 to 18 hours)

COM	514	Audio and Video Production	3
COM	518	Broadcast News	3
COM	595	Communication Law	3
COM	605	Advanced Television Editing	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. Note: COM 514 does not apply towards either of the M.A. and M.S. degrees in Communication.

### 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 understand concepts and develop the skills 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 resolving 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.

**647 Qualitative Research Methods (3)**

An introduction to qualitative research methods and techniques and their application to qualitative research design. Emphasis will be on types of qualitative information, methods of data collection, analysis and presentation of results, and the appropriateness of qualitative designs. Students will learn the different approaches to qualitative methods as well as design, conduct, and analyze an actual research study of their own.

**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 non-dominant 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: completion of 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.

# DEPARTMENT OF FINE ARTS

Faculty: Lizama (Chair), Curreri, Ewing, Rockwell, Rytteke, Weber

## MASTER OF FINE ARTS IN PHOTOGRAPHY

## MASTER OF ARTS IN PHOTOGRAPHY

### MISSION STATEMENT:

The goals of the Department of Fine Arts graduate programs in photography are derived from the mission of Barry University. Based upon the tradition of the liberal arts, the program provides the students with the theories, methods, practical skills, and historical context of fine art photography. Through classes, events, and mentoring, the department strives to foster individual creativity, aesthetic sensitivity and self-expression. The department's curricula provide cultural enrichment to the campus and larger community through exhibitions.

Through an in-depth understanding of the course materials, students gain the tools, knowledge, skills and confidence that allow them to be problem solvers and become independent thinkers. The graduate coursework cultivates creative and logical thinking, as well as research and reflection, which will continue the intellectual and professional growth beyond the classroom. Embracing diversity of cultures and religions is explored through critiques and assignments in photography and art history courses. Ethical responsibilities are addressed in courses that deal with professional standards of behavior and moral controversies in the arts as well as in all art history courses. Students learn to bridge the gap between the classroom and the world of professional and fine art photography, encouraging the growth of initiative and development of leadership skills.

### PURPOSE STATEMENT:

The MFA and MA programs in photography offer selected students the opportunity to pursue goals in the areas of creative work in photography and digital media. The program stresses acquisition of a broad range of knowledge and skills in the area of fine art photography. The primary emphasis of this program is the use of the photographic medium for creative expression and communication. Graduate photography students are individuals in transition between being students who are learning techniques not available in previous undergraduate study and being independent working artists/photographers developing a personal style of art and aesthetics. Often they are refining 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).

The MFA and MA programs in photography offer graduate swing courses in traditional black & white and color photography, alternative processes, large-format photography, lighting, digital media, fine art printing and the history of art and photography. Independent studies are offered in part to create an environment to resemble real life where the working artist is involved in supervised, but independent production of art without the structure of a class. Developing a philosophy of one's own art and verbally expressing aesthetic ideas are also part of the graduate curriculum. Candidates are required to produce a written thesis and a thesis exhibition at the Barry University Gallery for completion of their M.F.A. or MA degree.

The Master of Fine Arts (MFA) is the terminal degree in photography. This degree has become the standard for those who intend to teach at the college level. Courses are offered to help students wishing to pursue a career in college level teaching. The MFA is also appropriate for individuals seeking to further

develop their professional careers as practicing artists and photographers. The MFA program consists of a minimum of three years of graduate study emphasizing an individualized, interdisciplinary approach to photography. The MA degree in photography offers personal enrichment and enhanced technical skills, with limited opportunity to teach. An MA degree consists of 36 semester hours usually taken over four semesters.

### **PROGRAM GOALS:**

- To stimulate creative and technical excellence at an advanced photographic level.
- To support and maintain mastery of traditional as well as contemporary analogue and digital photographic processes.
- To nurture and develop students individual aesthetic demonstrating originality and creativity.
- To facilitate a process of artistic maturation by developing close mentoring relationships between faculty and students in an open learning environment.
- MFA candidates' creative and technical outcomes will be assessed through faculty evaluation/critique and in part by a substantial one-person thesis exhibition. MA candidates will be similarly evaluated, but as part of a group exhibition.
- MFA candidates should be able to express their artistic intention and philosophies in a written formal thesis.

### **ADMISSIONS REQUIREMENTS:**

- Bachelors degree with a minimum 3.0 gpa from a regionally accredited or internationally recognized institution.
- Portfolio of 20 copy slides or original artwork on CD showing creativity and technical skill using the medium of photography.
- Two official copies of transcripts from each institution attended.
- Official test score copies of either:  
MAT (Miller's Analogies Test) (suggested minimum score of 40) or  
GRE (Graduate Record Examination) scores (suggested minimum combined score of 1000)
- 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 must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL).
- Two letters of recommendation

- After portfolio is submitted an informal personal or phone interview with photography faculty is required.
- A 350 word statement on how the MFA of MA degree from Barry University will help fulfill your goals.
- Completed application form.
- A non-refundable application fee.
- Application packet, official transcripts and official examination scores should be sent to:  
Barry University  
Division of Enrollment Services  
11300 NE Second Avenue  
Miami Shores, Florida 33161-6695
- Deadlines for submission of portfolio/application:
  - March 31 for Fall enrollment
  - October 31 for Spring enrollment
  - Please do not submit portfolio material during Summer Break from May to August.

### **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 solo thesis exhibition.
- Maximum length of time to complete the M.A. degree is seven years, to include a successful group exhibition.
- Students interested in changing from the M.A. program into the M.F.A. must do so prior to receiving the M.A. degree. Coursework may be applied to only one degree.
- Students wishing to change from the M.A. to the M.F.A. program must notify the Fine Arts Graduate Committee, formally apply, submit a portfolio for committee review, and be officially accepted by the committee.
- 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 is 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 A MFA Grad. Thesis Exhibition	5 cr.
PHO 691 B MFA Grad. Thesis	4 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 M.A. 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 549	3 cr.	The Art of Web Design
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 691A	5 cr.	MFA Graduate Thesis Exhibition
*PHO 691B	4 cr.	MFA Graduate Thesis
PHO 699	3-6 cr.	Internship
ART 509	3 cr.	History of Art: The Renaissance
ART 510	3 cr.	History of Art: Art in the Age of Rembrandt
ART 511	3 cr.	History of Art: 19 <sup>th</sup> Century European Art
ART 517	3 cr.	History of Art: 20th Century Art
ART 550	3 cr.	Collage
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

\*MFA only

**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, the independent production of art. Students must complete 12 credits of graduate courses prior to enrolling in an Independent Study.

**M.F.A. THESIS:**

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 artwork. 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 exhibition and thesis are requirements for the courses, PHO 691A MFA Graduate Thesis Exhibition and PHO 691B MFA Graduate Thesis which are the final requirements for the degree. As these are the most important final requirements and must have 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. See course descriptions for details.

## **TEACHING PREPARATION FOR M.F.A. STUDENTS:**

The terminal MFA degree is the standard academic credential to teach photography at the university level. With the permission of the Fine Art Graduate Committee, MFA students have the opportunity to take up to three semesters of College Teaching Prep (PHO 661 A&B and PHO 662 A&B) courses to provide teaching experience under the tutelage of knowledgeable photographic educators. In addition, students may elect to participate in the practical running and maintenance of a university photography facility (PHO 660 College Teaching Prep I).

## **COURSE DESCRIPTIONS**

### **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.**

An exploration of electronic photo-based media as an expressive visual medium through the use of digital imaging programs, primarily Adobe Photoshop. The class will cover digital imaging technique as well as discussions about digital artists, critical thinking, principles of the photographic language and aesthetics in relation to, and impact on personal creativity and expression. (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 as well as discussions about digital artists, critical thinking, principles of the photographic language and aesthetics in relation to, and impact on personal creativity and expression. Prerequisite: Knowledge of Photoshop and permission of Instructor. (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 introduce 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 3 cr.**

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 3 cr.**

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 and permission of Instructor. (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. 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. (Special fee).

#### **PHO 520 History of Art: Photography 3 cr.**

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

#### **PHO 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: Proficiency in Adobe Photoshop).

**PHO 549 The Art of Web Design 3 cr.**

A course in the art of web design used as an informational and expressive visual medium through the use of software programs. Prior knowledge of computer basics and Adobe Photoshop required. The class will cover individual creativity, design skills, web development techniques as well as discussions about digital artists, web structure and critical reviews of existing art web sites. Creation of a fine art web portfolio showcasing student's own artwork. Prerequisites: Permission of Instructor.

**PHO 559 Independent Study 3 cr.**

Individual or small group tutorials. Content is developed for specific interests and needs of student(s). Students must complete 12 credits of graduate courses prior to enrolling in an Independent Study. May be repeated. Permission of Advisor, Faculty Supervisor, Chair and Dean.

**PHO 601 Photography Practicum I 1-3 cr.**

Practical development of photographic skills beyond the objectives of regular course offerings through collaborations on photographic projects for a client from the University. May be repeated for a maximum of 3 credit hours. Permission of Advisor and Faculty Supervisor.

**PHO 602 Photography Practicum II 1-3cr.**

Advanced development of practical photographic skills beyond the objectives of regular course offerings through collaborations on photographic projects for a client from the University. May be repeated for a maximum of 3 credit hours. Prerequisite: PHO 601 and permission of Advisor and Faculty Supervisor.

**PHO 659 Independent Study 3 cr.**

Advanced level individual or small group tutorials. Content is developed for specific interests and needs of student(s). May be repeated. Prerequisite: 6 credits of PHO 559 and permission of Advisor, Faculty Supervisor, Chair and Dean.

**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. Permission of Fine Arts Graduate Committee.

**PHO 661A College Teaching Prep. IIA 1 cr.**

A course designed to expose the MFA student to teaching methodology, techniques, and design in PHO 203 Basic Photography. The student must attend and assist faculty in all PHO 203 lectures and labs during the semester. Permission of Fine Arts Graduate Committee. (M.F.A. students only).

**PHO 661B College Teaching Prep. IIB 2 cr.**

The MFA student will team teach lectures and labs in PHO 203 with a faculty member during the semester. Faculty members will mentor, assist, observe and evaluate the student in the classes. (Pre-requisite PHO 661A and permission of Fine Arts Graduate Committee).

**PHO 662A College Teaching Prep. IIIA 1 cr.**

A course designed to expose the MFA student to teaching methodology, techniques, and design of PHO 303 Intermediate Photography. The student must attend and assist faculty in all PHO 303 classes during the semester. Permission of Fine Arts Graduate Committee. (M.F.A. students only).

**PHO 662B College Teaching Prep. IIIB 2 cr.**

The MFA student will team teach lectures and labs in PHO 303 with a faculty member during the semester. Faculty members will mentor, assist, observe and evaluate the student in the classes. (Pre-requisite PHO 662A and permission of Fine Arts Graduate Committee).

**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 691A MFA Graduate Thesis Exhibition 5 cr.**

The graduating M.F.A. student must successfully complete both PHO 691A and PHO 691B (9 credits total) as the final requirements for graduation. In PHO 691A the student must create 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. Prerequisite: permission of Fine Arts Graduate Committee.



**PHO 691B MFA Graduate Thesis 4 cr.**

After successful completion of PHO 691A, the graduating M.F.A. student enrolls in PHO 691B to write his/her graduate thesis on the works in the exhibition. Guidelines for the written thesis may be found in the Department of Fine Art's current Graduate Handbook. Graduation is contingent upon successful completion of the one-person exhibition and written thesis. Prerequisite: PHO 691A and permission of Fine Arts Graduate Committee.

**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. Permission of Advisor, Instructor, Chair and Dean required.

**PREFIX: ART****ART 509 History of Art: The Renaissance 3 cr.**

The art and architecture of the Renaissance in relation to the political, religious and social structures of the fifteenth and sixteenth centuries. Emphasis will be placed upon the Italian Renaissance, with Northern Renaissance art also being covered

**ART 510 History of Art: Art in the Age of Rembrandt 3 cr.**

European art and architecture from 1600-1750, during the Baroque and Rococo eras Rembrandt, Vermeer, Caravaggio, Bernini, Rubens, and Velazquez are among the artists whose work transformed European visual culture during this time, as did Versailles in the realm of palace and garden design. These developments will be studied in relation to contemporary society, science and religion.

**ART 511 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 517 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.

**ART 550 Collage 3 cr.**

The study of the collage medium of two dimensional art made by pasting together varying materials on a flat surface. (Special fee).

# DEPARTMENT OF PSYCHOLOGY

Faculty: Ferrer-Wreder, Koncsol, Major-Sanabria, Muscarella, Peterson, Shine, Starratt, Szuchman (Chair), Wated

## MISSION OF THE DEPARTMENT

The mission of the Department of Psychology is derived from the mission of the university. Grounded in the tradition of the liberal arts, the study of psychology offers students the opportunity to engage in scientific inquiry into human thought, emotion and behavior in order to formulate important questions and discover meaningful answers. The faculty encourages students to apply their skills and knowledge to solve individual, interpersonal and societal problems with sensitivity to diversity and awareness of their own values. Thus, the mission of the Department of Psychology is to prepare students to be thoughtful and contributing citizens of the world.

## CLINICAL PSYCHOLOGY PROGRAM

### 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 knowledge of the discipline, basic clinical skills, and the establishment of an identity as a professional in the field of psychology.

The Master of Science in Clinical Psychology was first offered in Fall 1982 to respond to community needs

for mental health services. Currently, there are two options for completing the program. The 36-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 a doctoral degree. The 60-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 program has the following specific goals:

1. To assure that the program curriculum is consistent with the scientist-practitioner model of training as described by the American Psychological Association. This includes study of the core areas of psychology, opportunities for participation in ongoing research, and completion of an independent research project (thesis) that contains an acceptable experimental method and design, data collection, and statistical analysis. Students are encouraged to submit their work for presentation or publication in a professional venue. Consistent with the scientist-practitioner model, students learn to read psychological research and to apply it to practice in both the conceptualization of psychopathology and the use of appropriate treatment interventions.
2. To offer didactic instruction and clinical skills training in psychological evaluation and reporting, including diagnostic interviewing, intellectual assessment, and objective and projective personality assessment.
3. To offer didactic instruction and clinical skills training in psychiatric diagnosis using the most current version of the *Diagnostic and Statistical Manual*.
4. To provide clinical skills training in the general and specific technical skills associated with the practice of standard psychologically based therapy.
5. To assure that all aspects of training emphasize issues of individual and cultural diversity.

6. To assure that the 36-credit master's degree option provides the academic and clinical training most useful for entry into a doctoral program in clinical psychology.
7. To assure that the 60-credit master's degree option curriculum meets the State of Florida guidelines for licensure of graduates as Mental Health Counselors and follows the criteria endorsed by the Master's in Psychology Accreditation Council.
8. To offer, in the 60-credit master's degree option, didactic instruction and practical experience in psychological treatment including exposure to both individual and group intervention models. This includes a supervised clinical internship in a community-based mental health setting as part of the clinical training.

### ADMISSION REQUIREMENTS AND POLICIES

- See School of Arts and Sciences requirements, graduate section
- Prerequisites in lifespan developmental psychology, theories of personality, tests and measurements, physiological psychology and abnormal psychology (15 undergraduate credit hours)
- A combined score of at least 1000 on the verbal and quantitative sections of the GRE is preferred
- Two 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. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board.

### DISMISSAL

The following are causes for dismissal:

- More than two C grades
- Any one grade lower than C
- A C in a repeated course

### GRADUATION REQUIREMENTS

Students must complete the degree with a minimum grade point average of 3.0 (B) with no more than two Cs for the duration of the program. If a student earns a C in any of the following courses, the course must be repeated: PSY 596, PSY 602, PSY 610, PSY 615, PSY 628. No more than two courses may be repeated. The 60-credit Clinical Psychology option requirements may be adjusted due to changes in the licensing law.

### Required Courses (60 semester hours)

PSY	507	Statistics and Research Design	3 cr
*PSY	528	Human Sexuality	3 cr
PSY	564	Advanced Lifespan Development	3 cr
*PSY	594	Physiology and Treatment of Substance Abuse	3 cr
PSY	596	Techniques of Therapy	3 cr
PSY	602	Clinical Psychopathology	3 cr
PSY	610	Clinical Assessment I	3 cr
PSY	615	Legal, Ethical and Professional Issues for Clinicians	3 cr
PSY	625	Advanced Personality	3 cr
PSY	628	Case Conceptualization and Treatment Planning	3 cr
*PSY	635	Group Therapy	3 cr
*PSY	643	Vocational Psychology	3 cr
*PSY	645	Community Psychology	3 cr
PSY	646	Social and Multicultural Foundations of Practice	3 cr
PSY	665	Clinical Psychology Practicum	3 cr
*PSY	675	Clinical Psychology Internship	6 cr
PSY	699	Master's Thesis	6 cr
		*Psychology Elective	3 cr

\*Students completing the 36-credit option do not complete these courses.

## SCHOOL PSYCHOLOGY PROGRAM

The Master of Science (M.S.) in Psychology is awarded to students in the School Psychology Program after the completion of a minimum of 30 credits. The combination of the Master's in Psychology and Specialist degree in School Psychology (SSP) 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 71-credit program (M.S. and SSP) 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. 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 a regionally accredited or internationally recognized 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 lifespan developmental psychology, physiological psychology, theories of personality, abnormal psychology, and tests and measurements
- Two letters of recommendation

### ADDITIONAL REQUIREMENTS

Because of the applied nature of the program and the variety of interpersonal relationships that 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. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board.

### DISMISSAL

The following are causes for dismissal:

- More than one C grade
- Any one grade lower than C
- A C in a repeated course

### 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. Only one course can be repeated.

## Master's Level Courses (Minimum of 30 semester hours)

### Psychological Foundations (9 semester hours)

PSY	564	Advanced Lifespan Development	3 cr
PSY	602	Clinical Psychopathology	3 cr
PSY	625	Advanced Personality Theory	3 cr

### Educational Foundations (9 semester hours)

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

### Psychoeducational Evaluation Methods (9 semester hours)

PSY	507	Statistics and Research Design	3 cr
PSY	612	Clinical Psychoeducational Assessment	3 cr
PSY	608	Research Design in Psychology	3 cr

### Psychoeducational Interventions (6 semester hours)

PSY	620	Behavior Modification	3 cr
PSY	644	Techniques of Consultation	3 cr

## 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 lifespan developmental psychology, physiological psychology, theories of personality, abnormal psychology, and tests and measurements
- Two letters of recommendation
- Passing grade on the General Knowledge portion of the Florida Teacher Certification Exam (FTCE)

## 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. In cases of misconduct, including legal, ethical, or academic violations, the faculty will refer the case to the University Judicial Board.

## DISMISSAL

The following are causes for dismissal:

- More than one C grade
- Any one grade lower than C
- A C in a repeated course

## GRADUATION REQUIREMENTS

Students must earn a minimum of 38 semester hours of graduate course work beyond the master's degree with a minimum grade point average of 3.0 (B) with no more than one C. If a student earns the C in any of the following courses, the course must be repeated: PSY 552, PSY 613, PSY 614, PSY 636, PSY 648, PSY 649. Only one course may be repeated.

Because all courses required for the M.S. in Psychology are considered foundational for the SSP degree, students must complete these courses or the equivalent. In cases where all of these courses have not been completed, they will be added to the student's SSP requirements.

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 must pass the Florida Teacher Certification Exam (FTCE) 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 (6 semester hours)

PSY	552	Child and Adolescent Psychopathology	3 cr
PSY	639	Introduction to Neuropsychology	3 cr

### Educational Foundations (6 semester hours)

PSY	642	Diagnostic Teaching Techniques	3 cr
PSY	646	Social and Multicultural Foundations of Practice	3 cr

### Psychoeducational Evaluation Methods (11 semester hours)

PSY	613	Intellectual Assessment of Children and Adolescents	3 cr
PSY	614	Behavior and Personality Assessment of Children and Adolescents	3 cr
PSY	636	Psychological Assessment of Children 0-5	3 cr
PSY	701	Directed Research	2 cr

### Psychoeducational Interventions (6 semester hours)

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

### Field Placement (9 semester hours)

PSY	648	School Psychology Practicum	3 cr
PSY	649	School Psychology Internship	6 cr

## Course Descriptions— Psychology Prefix: PSY

*Certain courses numbered at the 500 level are 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. Prerequisite: PSY 320 or equivalent (Fall)

### 528 Human Sexuality (3)

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

### 531 Psychological Disorders (3)

This course is intended for professionals in mental health related fields who are peripherally engaged in the direct diagnosis and treatment of mental disorders but require sufficient knowledge of such disorders to make appropriate referrals. Description of selected mental disorders from a DSM perspective and empirically based intervention options will be emphasized. Prerequisites: Introduction to Psychology (Fall)

**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. Prerequisite: PSY 602 (Fall)

**564 Advanced Lifespan Development (3)**

Physical, intellectual, social, and emotional development throughout the lifespan. Prerequisite: PSY 382 or equivalent (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, identification of 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)

**594 Physiology and Treatment of Substance Abuse (3)**

Consideration of habituating and addicting drugs, including alcohol, and their effects upon society. Prerequisite: PSY 490 or equivalent (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 DSM-IV with an exploration of case history materials. Diagnostic and therapeutic issues are considered. Prerequisite: PSY 413 or equivalent, PSY 625 (Spring)

**608 Research Design in Psychology (3)**

Covers aspects of quasi-experimental design, program evaluation and methods of analysis of psychological data. Prerequisite: PSY 507 (Spring)

**610 Clinical Assessment (3)**

Rationale, administration, scoring, and interpretation and report writing of the Wechsler Adult Intelligence Scale –III, the MMPI-2. Prerequisites: PSY 320 or equivalent, PSY 507, PSY 602 (Fall)

**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. Prerequisite: PSY 320 or equivalent (Spring)

**613 Intellectual Assessment of Children and Adolescents (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 Children and Adolescents (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)

**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. (Spring)

**625 Advanced Personality (3)**

Historical foundations, contemporary theory, and research in the area of personality. Prerequisite: PSY 325 or equivalent (Fall)

**628 Case Conceptualization and Treatment Planning (3)**

Covers the use of the DSM multiaxial diagnostic model in case conceptualization and treatment planning. Treatment planning, behavioral assessment, the application of specific cognitive-behavioral treatment interventions, outcome evaluation, and documentation are addressed. Prerequisite: PSY 596 & PSY 610 (Spring)

**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. Prerequisite: PSY 602 (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: PSY 552, PSY 564, PSY 571, PSY 612 (Spring)

**639 Introduction to Neuropsychology (3)**

Introduction to the foundations of functional neuro-anatomy, neurophysiology and neuropathology. Brain behavior relationships are introduced using a clinical neuropsychological approach. A lifespan approach is emphasized. Prerequisites: PSY 490 or equivalent, PSY 610 or PSY 612 (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. Prerequisites: PSY 571, PSY 613. (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 (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. Prerequisite: PSY 620 (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 Multicultural Foundations of Practice (3)**

Students apply their understanding of clients' cultural, historical, and sociopolitical context to develop and inform accurate assessment, interpretation and treatment interventions. Culturally-based interventions for working with diverse clients who present with a range of clinical issues are reviewed, with a special emphasis on crisis intervention and the influence of culture in the therapeutic context. Treatment approaches developed from a cultural frame of reference with attention to the intersections of the client's race, ethnicity, gender, class, acculturation level, and presenting problem are explored and applied to a variety of social settings, including assessments and interventions with children, parents, faculty within schools and human-service agencies. Materials are presented in an interactive seminar format using problem-based learning techniques and role playing. Prerequisite: PSY 641. (Fall)

**648 School Psychology 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. Prerequisite: Approval by the faculty and acceptance by placement site (Spring)

**649 School Psychology Internship (3, 3)**

1200 - 1500 hours of supervised field training designed to refine existing competencies in formal and informal assessment, consultation, and intervention. Prerequisites: Completion of all other coursework, approval by the faculty, and acceptance by placement site. (See "additional requirements" above.) (Fall, Spring)

**665 Clinical Psychology Practicum (3)**

165-hour practicum that includes clinical skills training and supervised experience in applied mental health facilities one day per week with a minimum of 40 client contact hours. Diagnostic and therapeutic skills are practiced. Prerequisites: approval of proposal for master's thesis, approval by the faculty, acceptance by placement site, and completion of all courses except PSY 628 and PSY 596 (these courses are required corequisites unless they have been previously completed). (Spring)

**675 Clinical Psychology Internship (3,3)**

1000-hour internship that provides the opportunity for the student to perform, under supervision in a mental health facility, a variety of clinically related activities that a licensed professional with a master's degree in clinical psychology would be expected to perform. The clinical experience includes a minimum of 240 hours of direct client contact hours. Weekly meetings with both faculty supervisors and field supervisors are required. Prerequisites: Successful completion of all courses with the exception of PSY 643 and PSY 654, approval by the faculty, and acceptance by placement site (Fall, Spring)

**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 faculty. Offered with the credit/no credit option only. Prerequisites: PSY 507. (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. (Fall, Spring)

**729 Continuous Registration (1)**

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



# DEPARTMENT OF THEOLOGY AND PHILOSOPHY

Faculty: Austin, Bosworth, Burgues, Estevez, Fairbanks, Iozzio, Koperski, Latkovich, Marill, Miranda, Molinari, Owens, Presmanes, Ratzmann, Sause, Schaab, Sunshine, Vizcaino, Wedig (Chair)

## GRADUATE PROGRAMS IN THEOLOGY AND MINISTRY

The Mission of the Department of Theology and Philosophy promotes the ongoing search for truth, and the practice of justice by interpreting the historical and contemporary world, engaging human experience, and God's revelation, through the Catholic and Dominican traditions of reasoned analysis and faith.

The graduate programs in the Department of Theology and Philosophy are accredited by the Association of Theological Schools in the United States and Canada (ATS).

The Department of Theology and Philosophy offers four graduate degree programs in theology and ministry: Master of Arts in Pastoral Ministry for Hispanics, Masters of Arts in Pastoral Theology, Master of Arts in Practical Theology, and the Doctor of Ministry.

## MASTER OF ARTS IN PRACTICAL THEOLOGY

The M.A. in Practical Theology is designed to equip students for competent leadership in communities of faith. The program is an advanced degree in Theology and integrates theological formation with a lived practice of ministry. The M.A. in Practical Theology program consists of a core curriculum in Biblical, Systematic, Liturgical, Moral and Practical Theology. Field education is designed to give the student the theological and ministerial tools for ecclesial ministry in the Roman Catholic Church and other Christian communities.

### Program Goals

The M.A. in Practical Theology assists students to develop:

- The capacity for critical and constructive theological reflection regarding the content and processes of practical theology

- Skill in design, implementation, and assessment of ministry
- An understanding of the various disciplines that undergird the area of practical theology
- Personal and spiritual maturity
- Competency for ecclesial ministry.

The M.A. in Practical Theology encourages students to:

- Understand the relationship between theology and ministry.
- Understand the historical development of the Christian tradition through the areas of biblical, systematic, liturgical and moral praxis.
- Integrate theological reflection within various cultural contexts.

## ADMISSION REQUIREMENTS AND POLICIES

- Completed application form
- Application fee (or waiver)
- Baccalaureate degree from a regionally accredited or internationally recognized institution with at least a 3.0 grade point average  
See College of Arts and Sciences requirements. Sufficient undergraduate preparation or life experience, usually 18 hours of undergraduate theology or religious studies. An acceptable score on the Miller Analogies Test or on the GRE
- Non-degree seeking acceptance: See "Admission Requirements and Policies" section for the College of Arts and Sciences
- Two letters of recommendation
- An interview with the members of the Graduate Theology Committee (when possible)
- Provisional acceptance may be granted on an individual basis. See "Admission Requirements and Policies" section for the School of Arts and Sciences.

## REQUIREMENTS FOR GRADUATION

### Course Work

For completion of the MAPT degree, students must 1) complete a minimum of 39 hours of course work, of which 6 credit hours must be fulfilled as Supervised Ministry; 2) pass written and oral comprehensive examinations.

### Supervised Ministry

During the program of study, with the assistance of the Director of Ministerial Formation, the student is placed in an appropriate Supervised Ministry for two semester-long learning periods. Each class in Supervised Ministry is worth 3 credit hours.

### Formation Plan

In conjunction with the Director of Ministerial Formation, the student in the M.A. in Practical Theology develops a formation plan involving spiritual direction, retreats and ministerial skills workshops during the duration of the M.A. program.

### Comprehensive Exams

The Department provides students with questions and a reading list for examinations in Old Testament, New Testament, systematic theology, liturgical theology, and moral theology. Each of these areas of theology are examined from historical and practical perspectives. The student is expected to prepare all topic areas and questions. On the day of the examination, the student is given one question from each area.

The oral examination is based on the responses to the written examination as well as on other topics and questions in the five areas. This part of the examination lasts one hour and is 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 with in the seven-year time limitation of the degree. Transfer credit must have the approval of the Chair of the Department.

## Time Limitations

A minimum of three years is required to complete the degree. Students may take no more than 6 credit hours per semester (Fall/Spring) and or (Winter/Summer). Students pursuing the Master of Arts in Practical 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 during regular semesters and during the Winter and Summer terms with two-week residencies.

## CORE CURRICULUM FOR THE MASTERS OF ARTS IN PRACTIAL THEOLOGY

(39 credit hours)

### Required Core

THE 552G	Method in Practical Theology	3
THE 609G	Introduction in Systemic Theology	3
THE 636G	Christology <b>or</b>	
THE 637G	Christian God	3
THE 620G	Supervised Ministry I	3
THE 621G	Supervised Ministry II	3

### Required Curriculum Distribution

One Old Testament Course	3
One New Testament Course	3
One Liturgical/Sacramental Theology Course	3
One Fundamental Morality Course	3
Elective coursework	12
Total	39

### Master of Arts in Practical Theology Course Listings

(Course descriptions are found following the description of the Doctor of Ministry Program)

## CERTIFICATE IN U.S. HISPANIC/LATINO THEOLOGY

The Department offers a Certificate in Hispanic/Latino Theology and Ministry as an opportunity for those who wish to acquire professional training in theology in light of the increasing number of Hispanic/Latino(a) Catholic congregations and to “reflect on the fundamental questions of human experience and study the responses to these questions proposed by the liberal arts and sciences [and] pursue continued spiritual, intellectual, physical, and professional growth and development.”

The Certificate program coheres with both the University mission and the mission of the Department to provide quality educational opportunities in the search for truth and the practice of justice through the Catholic and Dominican traditions of reasoned analysis and faith. The program is designed for personal enrichment and a greater understanding of the realities of Hispanic/Latino(a) Catholics.

The Certificate program requires a total of 15 course credit hours from among the curricular offerings of the graduate programs that are dedicated to the concentration in Hispanic/Latino(a) Theology and Ministry. Students are required to take a distribution core of two courses, three additional courses in the concentration.

## CORE

THE 630G/630 US Hispanic/Latino(a) Theology  
 THE 632G/632 Hispanic/Latino(a) Ministry and Practical Theology

Three from the following

THE 716G/716 Latino(a) Popular Religiosity and its Ethics of Solidarity  
 THE 717G/717 Feminista/Mujerista Theology  
 THE 718G/718 Liturgy and Preaching in Latino Congregations  
 THE 720G/720 Christian Spirituality and US Hispanic/Latino(a) Experience

Students in the Certificate program participate in class along with students in the other graduate programs of the Department, studying with the same faculty, and subject to the same evaluation.

## DOCTOR OF MINISTRY DEGREE PROGRAM (D.MIN.)

The Doctor of Ministry degree provides an opportunity for continued theological study in order to develop further and deepen theological reflection as it relates to ministerial practice. The program is designed for students to complete the following objectives:

- To enhance the practice of ministry with new skills and competencies that are necessary for ministerial leadership.
- To enrich the understanding of ministerial praxis in the context of academic study of the theological disciplines.
- To engage the ministerial practice with insights gained by theological reflection.
- To advance the appreciation of theological reflection for ministerial leadership.
- To facilitate the examination of a particular ministerial practice, correlate a theological approach to the practice, and propose a new understanding of that practice for contemporary ecclesial needs.

## COURSE OF STUDY

The D.Min. program utilizes multiple pedagogical approaches in its seminars, coursework, directed research and writing, and ministerial formation. The two seminars in practical theology provide the core of the student cohort experience. Each course is designed to address theological and ministerial questions through the methodologies of practical theology.

## AREAS OF RESEARCH

- Practical Biblical Theology
- Practical Sacramental/Liturgical Theology
- Practical Systematic Theology
- Practical Moral Theology
- Institutional Ministry, Military Ministry
- Hispanic/Latino(a) Theology & Ministry

## ADMISSIONS REQUIREMENTS:

- Completed application form identify intended concentration as Practical Biblical Theology, Practical Systematic/Liturgical Theology, Practical Moral Theology, Institutional Ministry or Military Ministry, or Hispanic Latino/a Theology and Ministry
- Application fee (or waiver)
- Master of Divinity or its equivalent
- three years of ministry experience
- written autobiography of ministry and theological journey
- interview with members of D.Min. Committee
- three letters of recommendation; one must be an academic reference.

## REQUIREMENTS FOR GRADUATION

For completion of the D.MIN degree, students must 1) complete a minimum of 44 credit hours comprised of 24 credit hours of coursework, 6 credit hours of core seminars, 6 credit hours of ministerial formation, and 8 credit hours of thesis; 2) students must participate in the Exit Experience; 3) students must register the thesis with UMI Dissertations Publishing (effective with 2007-2008 admissions).

## 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.

## CURRICULUM DISTRIBUTION

The D.MIN degree requires a curriculum distribution and the completion of 44 credit hours comprised of seminars, coursework, formation and a thesis-project.

### CORE

THE 800a Fundamentals of Practical Theology Seminar	3
THE 800 D.MIN. Integrative Seminar	3
THE 801 Thesis in Ministry	8
THE 802 Doctoral Ministerial Formation	6

### REQUIRED CURRICULUM DISTRIBUTION

Biblical Theology	3
Systematic/Liturgical Theology	3
Moral Theology	3
Elective coursework	15
Total	44

All graduate courses include peer learning.

At the start of studies the student participates in a 3 credit hour D. Min. Fundamentals of Practical Theology Seminar. This seminar is designed to prepare students in the praxis-theory-praxis methodologies of practical theology. Students are expected to use these methodologies in subsequent coursework and in the thesis-project.

Six hours of elective courses may be completed as directed independent 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 the D.Min. Integrative Seminar. This seminar is designed to assist students in the development of research skills, scholarly writing, and the thesis-project proposal. Students receive credit for this seminar upon approval of a mentor for the subsequent work of the thesis-project.

The D.Min. Thesis in Ministry (THE 801) demonstrates satisfactory integration of theological reflection with ministerial praxis; the thesis achieves, through the praxis-theory-praxis approach, a new vision of the candidate's ministry, which may be applied broadly to other ministerial contexts.

Doctoral Ministerial Formation (THE 802) provides an arena to critically reflect on ministerial skills and competencies, to develop strategic planning and assessment methods, and create "thick description" of ministerial contexts.

**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 winter and summer terms with two-week residencies only are not eligible to transfer credits from other institutions for the completion of the required distribution.

### EXIT EXPERIENCE – D.MIN. COMMISSION

This experience is designed for the candidate to formally present the thesis to mentors and faculty. The focus of the experience is the integration of the thesis into the candidate's theological perspective as applied to ministry.

### STUDY OPTIONS

A student who participates in the D.Min. program at Barry University may complete course work requirements through the following options:

1. **Traditional Academic Year** – graduate courses in theology and ministry are offered during the fall and spring semesters of each academic year.
2. **Winter and Summer Terms** – to meet the needs of students who are actively engaged in ministry, the Department devised the Winter and Summer Terms with Two-Week residencies. Each term begins 6 weeks prior to the residency period and ends 6 weeks following the residency for a total of 14 weeks of course activity. Students may register for two courses during the Winter and Summer terms.
3. **Study Through the Year** – occasionally students have the opportunity for a full-year immersion that can be accommodated with registration for each of the four periods of study the Department offers (fall, winter, spring, and summer).

### RESIDENCY REQUIREMENTS

The D.Min. program requires a minimum of one full year of resident academic study followed, ordinarily, by the completion of the thesis-project.

- Our Doctor of Ministry program residency requirements commit active ministers to the opportunity of significant disengagement from the usual routines of ministry in order to satisfy the time necessary for concentrated study and theological reflection.
- Students following Study Option I above fulfill residency requirements by registering for a minimum of one course each semester.
- Students following Study Option 2 above fulfill residency requirements by registering for a minimum of one course each term. In addition to a regular rotation of these term residencies, students follow-

ing this Study Option must spend an additional month in residence for sustained research, interaction with faculty and student colleagues, and thesis direction.

- Students following Study Option 3 above fulfill residency requirements by registering for a minimum of two courses in two separate periods of the four periods of study through the year.

## TIME LIMITATIONS AND COMPLETION DEADLINES

A minimum of one full year of academic study and the completion of the thesis-project are required. Except under extenuating circumstances, a student will be allowed no more than 6 years to complete the D.Min. degree.

Requests for exceptions to these limits (such as reduction or extension of time) due to extenuating circumstances should be directed to the Chair of the Department and will be considered by the D.Min. Committee.

Students not registering per the study options and residency requirements above must register for THE 729 to maintain status and matriculation in the program.

## AREAS OF 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 five areas of interests: Practical Biblical Theology, Practical Systematic/Liturgical Theology, Practical Moral Theology, Institutional and Military Ministry, and Hispanic/Latino(a) Theology and Ministry.

### 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 – 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 Sacramental/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 research investigates the insights and implications of sacramental and liturgical theology for their influence upon the experience of faith and prayer in the contemporary Christian church. Sacramental 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 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.

### Practical Systematic Theology

Rooted in the critical nexus of *fides et ratio*, systematic theology studies the sources, methods, and outcomes of Christian theological investigation and reflection in the context of a pluralist world. As its name suggests, systematic theology seeks to analyze and articulate the principle doctrines of Christian theology in a comprehensive and coherent manner in dialogue with contemporary culture, emerging thought paradigms, and ongoing human experience. These doctrines include the theology of God, Christology, pneumatology, ecclesiology, theological anthropology, and eschatology.

### Institutional Ministry and Military Ministry

Military chaplains and chaplains engaged in similarly institutionalized ministries are confronted with many challenges that are critical to institutions—challenges with colleagues, administrators, and their service corps. This area of research enhances the institution-sponsored certifications and provides opportunities for an advanced focus on the specialized field of ministry. Vital issues arising in the context of institutional life invite critical theological reflection to meet the pastoral needs of minister-leaders and those they serve.

## Hispanic/Latino(a) Theology and Ministry

The 2000 Census and its most recent revisions indicate that the Hispanic/Latino(a) population constitutes the largest minority group in the United States; the Regional Offices of Hispanic Ministry estimate that Hispanics/Latinos(as) represent nearly half of the U.S. Catholic community. This area of research articulates the lived experience of a culturally mediated faith and explores U.S. Hispanic/Latino(a) contextual theologies as a framework to analyze issues that arise in Hispanic/Latino(a) communities. As a contextualized study of theology and ministry, an understanding of the experiences of Hispanic/Latino(a) communities is attained.

### 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.*

#### 552G/552 Method in Practical Theology (3)

This course, required of all students in the Master of Arts in Practical Theology program, helps them make essential connections between theology and ministry. A selection of foundational methods in practical theology will introduce the relationship between the descriptive, historical and systematic tasks of theology. In addition to this, skills for theological reflection, critical description of ministry, and the strategic role of theology will be established.

#### 600G/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.

#### 601G/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.

#### 605G/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.

#### 608G/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.

#### 609G/609 Introduction to Systematic Theology (formerly 511) (3)

An overview of the history of the study of theology, an introduction to the major concerns and authors in the main areas of contemporary theology, and an introduction to the methods of theological research is provided by this course. It is required of all students in the M.A. in Practical Theology.

#### 610G/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.

#### 611G/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.

#### 612G/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.

#### 615G/615 Dominican Theologians of the 20th Century

This course examines the renewal of the Dominican tradition 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 renaissance of the French Dominicans to the influences of the Dominicans at Vatican II.

**616G/616 Prudential Reasoning in the Dominican Moral Tradition (3)**

The Dominican tradition of growth and development in the spiritual life figures prominently in the development of a moral theology of prudential reasoning and the virtues. This moral theology follows a Thomistic approach of the immanent nature of human action and its subsequent influence on the formation of a rightly ordered life. Acquired and theological virtues and grace become the source of the transformation from sin to new life. This course will explore the Dominican influence in the contemporary retrieval of virtue theory and its implications for the moral and spiritual growth of the person in community.

**620G/620 Supervised Ministry I (3)**

One of the two required courses in ministry for the M.A. in Practical Theology. Field placement in a semester-long ministerial setting, ministerial learning contract, and theological reflection will be provided.

**621G/621 Supervised Ministry II (3)**

One of the two required courses in ministry for the M.A. in Practical Theology. Field placement in a semester-long ministerial setting, ministerial learning contract, and theological reflection will be provided.

**623G/623 Leadership in the Old Testament (3)**

Survey of the Old Testament with particular attention to the theme of political and religious leadership. Introduction to the history of biblical interpretation in the Jewish and Christian traditions and how the theme of biblical leadership continues to influence contemporary politics and religion.

**625G/625 The Origins and End of the City of God (3)**

A study of the biblical traditions of creation and apocalypse and how they are related to each other and other aspects of Scripture. Particular attention to how these biblical traditions have been interpreted in ancient and modern times. Includes study of the intersection of religion, science, and politics.

**626G/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.

**628G/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.

**630G/630 US Hispanic/Latino(a) Theology (3)**

This course examines US Hispanic/Latino theology from the perspective of practical theology. Special attention will be given to US Hispanic/Latino contribution to theological method, inculturation, systematic theology, ecclesiology, theology of ministry, social ethics, biblical interpretation, and feminist thought.

**632G/632 Hispanic/Latino(a) Ministry and Practical Theology (3)**

The course exposes graduate students to the historical perspective of Hispanic/Latinos in the United States. It will survey the National plan for Hispanic ministry and documents of the USCCB and other pertinent pastoral criteria for Hispanic ministry.

**635G/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.

**636G/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.

**637G/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 in relation to the Triune God; special references to secularization and faith in God. Formerly THE 536.

**638G/638 Theology of Ministry (3)**

This course will examine the evolution of Christian ministry spanning from biblical times through the present. Attention will be given to the characteristics and foundations of ministry, the theology of priestly ministry, the theology of lay ministry, and the ecclesiologies and theologies of revelation and grace that undergird different theologies of ministry. Consideration will also be given to the model and method for reflection in ministry.

**641G/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).

**642G/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.

**643G/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.

**644G/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.

**645G/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.

**646G/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.

**647G/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.

**648G/648 War and Violence in the Old Testament (3)**

An examination of biblical passages involving war and other violence, with a focus on the Old Testament. Includes study of the tension between the Testaments on the issues of war and violence, the moral critique of Scripture, and how interpreters through the ages have responded to this tension and this critique. Biblical roots of just war theory and pacifism.

**651G/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.

**652G/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.

**653G/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.

**655G/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.

**656G/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.



**658G/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.

**659G/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.

**660G/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.

**661G/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.

**662G/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.

**663G/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.

**664G/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.

**665G/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.

**668G/668 The Psalms in Worship and Tradition (3)**

Detailed study of the book of Psalms, including its interpretation through history, and its use in worship and liturgy. The Psalms as a summary of the Bible.

**701G/701 Independent Studies (3)**

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

**705G/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.

**706G/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.

**707G/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.

**708G/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.

**709G/709 Topics in Liturgy and Sacraments (3)**

Selected topics of contemporary interest in liturgical and sacramental theology.

**710G/710 Topics in Systematic Theology (3)**

Specialized topics of interest to Faculty/Students.

**711G/711 Topics in Moral Theology (3)**

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

**712G/712 Topics in Moral Bioethics (3)**

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

**713G/713 Topics in Pastoral Ministry (3)**

Topics of interest to faculty and students.

**715G/715 Life, Times and Thought of Thomas Aquinas (3)**

An introduction to the theology of St. Thomas Aquinas, this course presents the major themes of Thomistic thought in the historical and intellectual milieu in which they emerged. In particular, through the study of various primary sources, the contribution of this medieval Dominican to the Catholic understanding of God, Christian anthropology, the moral life, the person of Jesus Christ and the work of the Holy Spirit will be examined; and his significance of the contemporary theology and pastoral practice will be explored.

**716G/716 Latino(a) Popular Religiosity and its Ethics of Solidarity (3)**

This course examines US Hispanic/Latino theology from the perspective of popular religiosity. Special attention will be given to the diverse popular religious expressions of the US Hispanic/Latino community and their origins in Latin America and the Medieval Iberian piety.

**717G/717 Feminista/Mujerista Theology (3)**

This course will critically reflect on the voices of Hispanic/Latino women engaged in theology in the United States, surveying the works of Feminista/Mujerista theologians in their attempt to understand and articulate the struggle of women in the US Hispanic/Latino context.

**718G/718 Liturgy and Preaching in Latino Congregations (3)**

A comprehensive examination of how both liturgical praxis and preaching in US Hispanic/Latino contexts mediates a particular ecclesial expression and therefore both challenges and accentuates contemporary liturgical theology and theologies of proclamation. This course will emphasize how a practical liturgical theology can advance both the practice and evaluation of contemporary preaching in Latino congregations.

**720G/720 Christian Spirituality and US Hispanic/Latino(a) Experience (3)**

An in-depth examination of Christian Spirituality in light of US Hispanic/Latino(a) experience. This course models Hispanic/Latino(a) spirituality as a public pursuit of wholeness and investigates the subject matter through organizing principles of the Family, Mestizaje, Popular Religion, and Festive Hope. This course will show how practical theological methods can assist in the critical examination of contemporary Christian spirituality, especially in the Hispanic/Latino(a) context.

**727G/727 Dominican Women Through the Ages (3)**

This course examines the change and expansion of Dominican Life through the various movements of women beginning in the 13th century through the present day. It will sketch out the primary patterns of development of these movements and investigate the cultural, sociological and ecclesiological impact of these women in their milieu. It will examine the changes in the Counter-Reformation and Baroque period and the unique historical development of Dominican women in the United States in the 19th and 20th centuries. These contexts will be analyzed and contemporary questions, problems and possibilities concerning Dominican women's life will be explored.

**729G/ 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 his/her 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.

**800A Fundamentals of Practical Theology Seminar (3)**

This course is for the beginning D. Min student. It will explore the pastoral and the theoretical foundations of practical theology in its intentionality of enhancing the Church's praxis. It will enable the students to use critical methods of theological reflection on specialized ministerial or pastoral practices.

**801 D. Min. Thesis in Ministry (8)**

Eight credit hours

**802 Doctoral Ministerial Formation (6)**

Six credit hours

## MASTER OF ARTS IN PASTORAL MINISTRY FOR HISPANICS

All coursework offered in the MA in Pastoral Ministry for Hispanics is conducted in Spanish.

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), located at 7700 SW 56 Street, Miami, FL 33155. SEPI is an educational branch of the Southeast Regional Office for Hispanic affairs, Region V and XIV of the National Conference of Catholic Bishops. For more information, please call (305) 279-2333 or email sepimiami@aol.com.

The purpose of the M.A. in Pastoral Ministry for Hispanics 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 or internationally recognized 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 fewer than three years and 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 (30 semester hours)

RSP 521	Planificacion y Evaluacion Pastoral/ Pastoral Planning and Evaluation	3
RSP 533	Teologia de los Ministerios/Theology of Ministries	3
RSP 560	Fundamentos de Teologia/Foundations of Theology	3
RSP 561	La Biblia: Su Mensaje Liberador/The Bible: Its Liberating Message	3
RSP 562	Jesus Liberador y Su Comunidad de Fe/Jesus Liberator & His Community of Faith	3
RSP 563	Los Sacramentos y la Creatividad Liturgica/The Sacraments & Liturgical Creativity	3

RSP 564	Historia de la Iglesia En Estados Unidos/ History of the Church in USA	3
RSP 565	Antropologia y Religiosidad Popular del Pueblo Hispano/Anthropology & Spirituality of Hispanics	3
RSP 566	Principios de Pastoral Hispana/Pastoral Principles for Hispanic Ministry	3
RSP 567	Principios Morales y Socialezs de la Iglesia/Ethical Principles & Social Doctrine	3

### Elective Courses (12 semester hours)

RSP 509	Seminario Pastoral I/Pastoral Seminar I	3
RSP 510	Seminario Pastoral II/Pastoral Seminar II	3
RSP 512	Seminario Pastoral III/Pastoral Seminar III	3
RSP 522	Trabajo y Decisiones en Equipo Team/Work & Team Decision	2
RSP 523	Desarrollo Psicologico Personal y de la Fe/Psychological Growth and Faith Development	2
RSP 524	Tecnicas de Comunicacion/Techniques of Communication	2
RSP 526	Dinamicas de Fe/Faith Dynamics	2
RSP 531	Evangelizacion y Cultura Hispana/ Evangelization & Hispanic Culture	2
RSP 532	Comunidad Eclesial Basica/Basic Ecclesial Community	2
RSP 534	Catequesis Hispana/Hispanic Catechesis	2
RSP 535	Pastoral Juvenil Hispana/Hispanic Youth Ministry	2
RSP 536	Pastoral Juvenil para Asesores Adultos/Youth Ministry for Adult Advisors	2
RSP 538	Musica y Liturgia Hispana/Hispanic Music & Liturgy	2
RSP 539	Religion y Sociologia/Religion & Sociology	2
RSP 540	Espiritualidad Contemporanea/ Contemporary Spirituality	2
RSP 587	Seminario/Seminar	1-6
RSP 592	Workshop	1-2
RSP 570	Directed Research	6

### Course Descriptions— South East Pastoral Institute Prefix: RSP

**509 Seminario Pastoral I/Pastoral Seminar I (3)**  
Overview of the Christian journey with reference to anthropological foundations, vocation, covenant, ecclesiology, and present models for pastoral ministry.

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

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

**521 Planificacion y Evaluacion Pastoral/Pastoral Planning and Evaluation (3)**  
Guidelines and skills toward designing and implementing a pastoral plan; emphasis on coordination, delegation of authority, and on-going evaluation in joint pastoral planning.

**522 Trabajo y Decisiones en Equipo/Team Work and Team Decisión (3)**  
Nature and development of groups; elements of group dynamics; types of leadership, defense mechanisms, techniques for group decision-making.

**523 Desarrollo Psicologico Personal y de la Fe/Psychological Growth and Faith Development (2)**  
Structure of personality as a channel of faith; personal wholeness, psychological growth, and conditioning by family, history, and culture as it affects pastoral action.

**524 Tecnicas de Comunicacion/Techniques of Communication (2)**  
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.

**526 Dinamicas de Fe/Faith Dynamics (2)**  
Process of faith; stages in faith development; faith experiences related to person, family, and community, fundamental values clarifications; revisions of life; communal prayer.

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

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.

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

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.

**533 Teologia de los Ministerios/Theology of Ministries (3)**

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.

**534 Catequesis Hispana/Hispanic Catechesis (2)**

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.

**535 Pastoral Juvenil Hispana/Hispanic Youth Ministry (2)**

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.

**536 Pastoral Juvenil Para Asesores Adultos/  
Youth Ministry for Adult Advisors (2)**

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.

**538 Musica y Liturgia Hispana/Hispanic Music and Liturgy (2)**

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.

**539 Religion y Sociologia/Religion and Sociology (2)**

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.

**550 Espiritualidad Contemporanea/  
Contemporary Spirituality (2)**

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.

**560 Fundamentos de Teologia/Foundations of Theology (3)**

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

**561 La Biblia: Su Mensaje Liberador/The Bible: Its Liberating Message (3)**

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.

**562 Jesus Liberador y Su Comunidad de Fe/Jesus Liberator and His Community of Faith (3)**

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.

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

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

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

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.

**565 Antropologia y Religiosidad Popular del Pueblo Hispano/Anthropology and Spirituality of the Hispanic People (3)**

Anthropological study of the human response to the Word of God within the cultural framework: character-

istics 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.

**566 Principios de Pastoral Hispana/Pastoral Principles for Hispanic Ministry (3)**

Contemporary problems and methodologies of pastoral theology, and its application in the religious and sociological context of the local Hispanic situation.

**567 Principios Morales y Sociales de la Iglesia/Ethical Principles and Social Doctrine (3)**

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.

**570 Directed Research (6)**

**587 Seminario/Seminar (1-6)**

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

**592 Workshop (1-2)**

## 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 Blessed Edmund School for Pastoral Ministry located at 10299 SW Peace River Street, Arcadia, FL 34269-4068. 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. For more information please call (941) 766-7334 or email rice@afcon.net.

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 fewer than three years and 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 30 credits of coursework and two 3 credit practicum courses in pastoral ministry for a total of 36 credit hours.
- Among these credits, a student must take a required core of RPM 500 Issues in Contemporary Church Ministry, RPM 509 Methods in Pastoral Theology, RPM 510 Theology Methodology, RPM 540 Practicum in Pastoral Ministry I, and RPM 542 Practicum in Pastoral Ministry II, 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.
- The successful completion of comprehensive examinations

## Course Descriptions— Pastoral Theology Prefix: RPM

### 500 Issues in Contemporary Church Ministry (3)

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 (3)

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

### 503 Scripture Studies: The Synoptic Gospels and the Johannine Literature (3)

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 (3)

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.

### 509 Methods in Pastoral Theology (3)

A study of the foundational methods in pastoral theology, including approaches to collaborative ministry, gender inclusive ministry, conflict resolution in ministry, and the spirituality of ministry. These approaches will be correlated with the practice of ministry in the four areas of ministry – catechesis, worship, pastoral care, and administration.

### 510 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.)

### 511 Special Issues in Christian Theology (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)

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 (3)**

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 (3)**

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 I (3)**

This course focuses primarily on personal formation and the development of pastoral skills to be utilized in a variety of ministerial settings.

**541 Directed Research (3)**

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

**542 Practicum in Pastoral Ministry II (3)**

This course consists of the development and implementation of a specific pastoral ministerial program under the guidance of an approved supervisor.

**550 Special Topics in Christian Theology (3)**

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.



# INTERDISCIPLINARY PROGRAM

Director: Alexandrakis

## INTERDISCIPLINARY MASTER OF ARTS IN LIBERAL STUDIES PROGRAM (MLS)

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 explore and analyze social, ethical, psychological, political, scientific and philosophical issues 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 meets the needs of today's working adult. It combines an excellent and sophisticated curriculum with convenient evening classes for those 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 through critical thinking.
- 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/or secure a new position/profession.
- enhance their potential for admission to a Doctoral degree in the humanities.

### ADMISSION REQUIREMENTS

- Bachelor's degree from a regionally accredited or internationally recognized institution with at least a 3.0 grade point average "B" as indicated by transcripts.
- Graduate Record Exam (GRE) or MAT test.
- 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 must submit a score of 550 or better on the TOEFL examination (213 on the computer-based TOEFL or 79 on the internet-based TOEFL).
- 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 maximum 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 core courses, the course must be repeated.
- A second “C” in a repeated course may be the cause for dismissal from the program.
- Any grade below a “C” will be the cause for dismissal from the program.
- No more than two courses may be repeated.
- A student seeking a leave of absence from the program must have a written approval from the Chair of the Interdisciplinary Department.

### 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, and 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 15 credits in core courses, 15 credits in elective courses, and a capstone course that includes an integrative paper (3 credits) for a minimum total of 33 credits.

#### CORE COURSES 15 credits

- MLS 500 Methods of Inquiry
- MLS 502 The Origins of Modern Culture
- MLS 505 The Emerging Modern Mind  
(16th, 17th cent.)

- MLS 508 Reason and Science (18th cent.).
- MLS 511 The Contemporary Perspective

#### ELECTIVE COURSES 15 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
- MLS 640 Shakespeare in Love
- MLS 645 Beauty, Love, and the Good
- MLS 690 Seminar (capstone course) 3 credits

### Graduate Course Descriptions— Master of Arts in Liberal Studies Prefix: MLS

#### 500 Methods of Inquiry (3)

This course examines the nature and purposes of research methods used by scholars in the liberal arts. The course prepares students to do the research required throughout the MLS program and introduces the values and practices of the academic community. Students will analyze sources, critique published research, understand the process of documentation and attribution, and construct and evaluate a suitable research question for the capstone project. Required; must be taken within the first six credits of enrolling in the MLS program. No prerequisites.

#### 502 The Origins of Modern Culture

The study of the culture and ideas of classical Greece and of the Roman civilization, with particular attention to humanistic philosophical ideas. The analysis 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

The study of the changes brought about by the revival of classical ideals after the fall of Constantinople. Their effect 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, 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, and the world wars on shaping contemporary views and values. Issues of reason and faith, science and religion, social differ-

ences, 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**

The 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.

#### **640 Shakespeare in Love**

An introduction to some of the major themes, conventions and motifs of Shakespeare’s work. Beginning with the film *Shakespeare in Love* because of the Shakespearean elements that it suggests, the course utilizes particular plays, passages and film excerpts for their exemplification of these elements.

#### **645 Beauty, Love, and the Good**

The analysis of the meaning and value of notions such as the good, beauty, and love through philosophical analysis and as used by the ancient Greek philosophers as well as, the way these notions are interpreted in Christianity and in the 21st century.

#### **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).

# D. INEZ ANDREAS SCHOOL OF BUSINESS

Jeffrey A. Mello, Ph.D., Interim Dean  
Manuel Tejada, Ph.D., Interim Associate Dean  
Orlando R. Barreto, Ph.D., Assistant Dean for Students  
Jose Poza, M.B.A., Assistant Dean for Marketing  
Michael A. Broihahn, M.B.A., M.S., Graduate Programs Director

Faculty: Ben Mrad, Castater, Daghestani, Diener, Fiedler, Frank, Hart, Kemerer, Morrell, Nickerson, Payne, Pissaris, Rarick, Sheng, Tyler, 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. Barry is accredited by AACSB-

International, the gold standard for schools of business. It is a major part of our uniqueness that we are the only AACSB-accredited school in Florida that is part of a Catholic University, and the only AACSB-accredited school in the Miami-Fort Lauderdale area where teaching is the primary responsibility of the entire faculty.

## 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, at minimum, a bachelor's degree or equivalent from a regionally accredited or internationally recognized college or university. Some programs may have additional requirements.

Admission to the School of Business graduate program is granted only to those with a high promise of success in graduate business study. The School of Business recognizes that there are many factors that determine a person's potential for success, and it uses a portfolio approach to make a decision regarding admission. The Admissions Committee will consider your accomplishments, potential, and goals when evaluating your potential for success in graduate business studies. The admission portfolio credentials required include:

**GMAT Score.** The GMAT is a basic aptitude examination and does not require previous knowledge of business subjects. It is offered all through the year in the United States and regularly in most other countries. Applications are available from the Educational Testing Service, Princeton, NJ 08541, or from the Graduate Admissions Offices at Barry. All applicants are urged to present the GMAT. The GMAT is required for those applicants who:

- Do not have at least five years of substantial business or management experience with responsibility for performance of subordinates and a budget; or
- Wish to be considered for a scholarship or grant.
- Wish to apply for a graduate assistantship.

**Transcripts.** Official college and/or university transcript attesting to the receipt of a bachelor's degree or equivalent from a regionally accredited college/university or a listed international institution and your cumulative undergraduate Grade Point Average (GPA).

**Recommendations.** Two letters of recommendation that directly address the applicants potential for study at the graduate level and for a successful career in business.

**Statement of Purpose.** A statement of your purpose that explains why the applicant wishes to pursue graduate studies in business and what career the applicant plans to pursue in business. This statement must include, if applicable, a detailed description of the applicant's business or management experience, preferably in positions of significant or increasing responsibility. Include the name and contact information of references who can attest to the experience record as well as a detailed resume.

The statement of purpose should explain any weakness, such as cumulative undergraduate GPA of less than 3.0, or a GMAT score of less than 500.

The Statement of Purpose is particularly important for those who:

- a) Have not taken the GMAT or have attained a score below 500, or
- b) Lack business or management experience at the level indicated above.

**Admission Interview.** The Admissions Committee may require an interview in some cases where the application portfolio does not present a persuasive case for admission. The interview would afford a candidate an opportunity to further explain the reasons for weaknesses, accomplishments, and expectations of success in the program.

Provisional admission to the School of Business may be granted by the Associate Dean or Graduate Programs

Director only when the applicant's portfolio makes a compelling case for admission, but the portfolio still lacks some minor elements of documentation.

## 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 before entering the program may be allowed subject to the following restrictions:

1. All transfer credits must be a B (3.0) or better and courses must be directly parallel to required or elective courses in the 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 mastered 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.

Instructors may use, at their discretion, +/- grading as noted in the course syllabus.

## GRADUATE WRITING PROFICIENCY

All students enrolled in any Andreas School of Business graduate program will be required to demonstrate writing proficiency at the graduate level in English before the end of the first semester of study. This requirement may be met in one of three ways:

1. A satisfactory score on the writing section of the GMAT or GRE.
2. Satisfactory performance on the ASB graduate writing proficiency exam.
3. Successful completion of the graduate writing workshop, BUS 518W

## 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 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.

### MBA Program Goals

The Masters degree in Business Administration program is designed to challenge students to demonstrate an integrative and interdisciplinary approach to business so that their current and future employers can achieve and sustain a competitive advantage. The specific learning goals for students in the MBA Program are to demonstrate:

1. An understanding of fundamental business concepts, including accounting, economics, information systems, finance, management, and marketing in the global environment.
2. A capacity to communicate effectively in the oral and written form.
3. A critical thinking capacity to apply knowledge in new and unfamiliar circumstances, in the corporate environment as well as the entrepreneurial base firm, through a conceptual understanding of relevant disciplines to enable organizations to develop and maintain a competitive advantage.
4. A capacity to adapt and innovate to solve problems ethically, to cope with unforeseen events, to manage in unpredictable environments, and identify entrepreneurial opportunities.
5. A capacity to lead and manage people ethically in organizational and entrepreneurial situations, so that a competitive advantage can be achieved and maintained.

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 hours for the International Business specialization) for students with a typical undergraduate degree in business. Students without business degrees may be required to complete suc-

cessfully one or several not-for-credit workshops in various business disciplines, as applicable. 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 or Marketing.

### 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 specialization courses with a cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any specialization course with 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 a 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
- 3 credit hours of Algebra or Pre-calculus
- 3 credit hours of Statistics
- 3 credit hours of Finance
- 3 credit hours of Management
- 3 credit hours of Operations Management
- 3 credit hours of Marketing

The Accounting, Macroeconomics, Micro-economics, Pre-calculus, and Statistics courses may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution and may also be waived via CLEP testing. The Finance, Management, Operations Management and Marketing courses may be taken only at a regionally-accredited,

four-year institution and may not be waived via CLEP testing. The preparatory courses may also be taken as not-for-credit workshops in the School of Business, as listed below. \*\*

BUS 511W	Pre-calculus and statistics: 20 hour workshop
BUS 512W	Accounting Principles: 20 hour workshop
BUS 513W	Economics: 20 hour workshop
BUS 514W	Finance: 6 hour workshop (Prerequisites BUS 511W, 112W and 513W)
BUS 515W	Management: 6 hour workshop
BUS 516W	Marketing: 6 hour workshop
BUS 517W	Operations Management: 6 hour workshop
BUS 518W	Writing for Business: 20 hour workshop*

**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:**

MSA 660	Contemporary Accounting Theory and Research
MSA 663	Business Taxation
MSA 664	Advanced Auditing
MSA 668	Not-For-Profit & Governmental Accounting

Accounting specialization students may not substitute any other MBA or MSA courses in place of those stated above without the permission of the Graduate Programs Director.

**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	Global 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 604	Research in Management
MBA 605	Entrepreneurial Management
MBA 607	Business Consulting
MBA 608	Leadership and Organizational Behavior
MBA 614	Cross-Cultural Management
MBA 630	Managing Continuous Improvement
MBA 652	Diversity in the Workplace
MBA 692	Social, Legal, and Ethical Aspects of Business

**Marketing – The required core courses plus 9 required semester hours chosen from the following:**

MBA 613	Global 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 graduate specialization courses, for which they have met the prerequisites, and earn a General MBA.

## DUAL DEGREE PROGRAMS

The MBA is offered in conjunction with the following programs: Doctor of Podiatric Medicine, Master of Science in Human Resource Development, Master of Science in Nursing, and Master of Science in Sports Management. Those interested should see the pertinent sections of this Catalog under the School of Graduate Medical Sciences, the Adrian Dominican School of Education, the School of Nursing, and the School of Human Performance and Leisure Sciences, respectively. All students pursuing dual degree programs must be admitted to the School of Business, in accordance with our normal admission procedures and requirements, and all prerequisite requirements will apply.

## GRADUATE CERTIFICATE PROGRAM

For students who hold M.B.A. 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, and Marketing. To obtain the certificate, students must complete three 600-level courses within the chosen specialization with a cumulative GPA of 3.00.

## MASTER OF SCIENCE IN ACCOUNTING

The Master of Science in Accounting (MSA) program is designed to prepare students to become successful accounting professionals with a global orientation and a strong sense of ethics and social responsibility. The faculty demonstrate a strong commitment to deliver a high-quality educational experience by embedding contemporary recommendations from well-respected academic and practitioner organizations into the curriculum. The course work is structured to achieve the *assurance of learning goals* prescribed by AACSB International – the Association to Advance Collegiate Schools of Business, to develop the necessary *core competencies* for entry into the accounting profession endorsed by AICPA – the American Institute of Certified Public Accountants, and to acquire the relevant *knowledge, skills and abilities* specified by IMA – The Institute of Management Accountants.

The MSA program provides the necessary preparation to be eligible to sit for the Certified Public Accountant (CPA) and Certificate in Management Accountant (CMA) certification examinations.

The combination of the Bachelor of Science in Accounting and the Master of Science in Accounting from Barry University meets both the requirements of the State of Florida to sit for the Certified Public Accountant exam. MSA graduates are also eligible to sit for the CMA exam. The CPA track enables students to pursue rewarding careers in assurance services (auditing) and taxation, while the CMA track prepares students for important financial and management accounting positions within business, government, and not-for-profit entities.

## Admission Requirements

Admission to the MSA program requires, at minimum, a bachelor's degree from a regionally accredited or internationally recognized institution with an undergraduate major in accounting (or the equivalent), and meeting the general admission requirements for graduate business programs, stated above.

## ACADEMIC PROGRAM

### DEGREE REQUIREMENTS

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

1. Be fully accepted into the program;
2. Complete at least 30 semester hours of required and elective courses with a cumulative grade point average of 3.0 (B) or greater;
3. Repeat only once any MSA course with 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 a 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.



**COURSES: 27 required semester hours, plus one three semester hour elective course**

MSA 650	International Accounting
MSA 660	Contemporary Accounting Theory & Research
MSA 662	Advanced Managerial Accounting
MSA 663	Business Taxation
MSA 664	Advanced Auditing
MSA 668	Not-For-Profit & Governmental Accounting
MBA 617	Technology and Information Systems
MBA 621	Managerial Finance
MBA 692	Social, Legal and Ethical Aspects of Business

MBA Elective

NOTE: MBA students with an undergraduate degree in accounting, or its equivalent, may take MSA courses as MBA electives.

## MASTER OF SCIENCE IN MANAGEMENT

The Master of Science in Management (MSM) is specifically designed to prepare individuals to assume leadership positions in the private and public sectors by offering comprehensive study and proficiency enhancement in decision making, human resource responsibilities and management skills. The program is designed for individuals from diverse undergraduate backgrounds and requires no specialized knowledge of business for entry into the program.

Graduates of the MSM program are required to complete 18 credit hours from a specified core, 6 elective credits within the Management discipline, and 6 credit hours composed of two elective courses. Students without an undergraduate business degree from a regionally accredited program must additionally comply, as applicable with MBA degree workshop requirements.

### Admission Requirements

Admission to the MSM program requires, at minimum, a bachelor's degree in any subject area from a regionally accredited or internationally recognized institution, and meeting the general admission requirements for graduate programs, stated above.

### Prerequisite and Preparatory Courses

MSM 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
- 3 credit hours of Algebra or Pre-calculus
- 3 credit hours of Statistics
- 3 credit hours of Finance
- 3 credit hours of Management
- 3 credit hours of Operations Management
- 3 credit hours of Marketing

The Accounting, Macroeconomics, Micro-economics, Pre-calculus, and Statistics courses may be taken at any regionally-accredited, two-year (associate degree) or four-year (baccalaureate degree) institution and may also be waived via CLEP testing. The Finance, Management, Operations Management and Marketing courses may be taken only at a regionally-accredited, four-year institution and may not be waived via CLEP testing. The preparatory courses may also be taken as not-for-credit workshops in the School of Business, as listed below.

<b>BUS 511W</b>	<b>Pre-calculus and statistics: 20 hour workshop</b>
<b>BUS 512W</b>	<b>Accounting Principles: 20 hour workshop</b>
<b>BUS 513W</b>	<b>Economics: 20 hour workshop</b>
<b>BUS 514W</b>	<b>Finance: 6 hour workshop (Prerequisites BUS 511W, 112W and 513W)</b>
<b>BUS 515W</b>	<b>Management: 6 hour workshop</b>
<b>BUS 516W</b>	<b>Marketing: 6 hour workshop</b>
<b>BUS 517W</b>	<b>Operations Management: 6 hour workshop</b>
<b>BUS 518W</b>	<b>Writing for Business: 20 hour workshop</b>

## ACADEMIC PROGRAM

### DEGREE REQUIREMENTS

To qualify for the Master of Science in Management, the candidates must:

1. Be fully admitted to the program;
2. Successfully complete the Management Core consisting of 18 credit hours listed below, any two of four Management Electives, listed below, and two general electives, for a minimum total of 30 credit hours, with an overall cumulative grade point average of 3.0 (B) or greater

3. Repeat only once any Core course work with 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 a 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 REQUIREMENTS

Students without an undergraduate business degree from a regionally accredited program must additionally complete the MSM degree workshop requirements.

Students entering the program should schedule an appointment with the MSM program director before beginning their program of study and again during their first semester of enrollment.

### COURSES

#### Required Core Courses (18 credits)

MBA 601	Human Resource Management
MBA 604	Research in Management
MBA 608	Leadership and Organizational Behavior
MBA 652	Diversity in the Workplace
MBA 682	Competitive Environment & Strategy Formulation (Prerequisite: BUS 515W or equivalent)
MBA 692	Social, Legal and Ethical Aspects of Business

#### Management Electives (6 credits)

MBA 605	Entrepreneurial Management
MBA 607	Business Consulting
MBA 614	Cross Cultural Management
Approved Alternative*	

#### \* Pre-Approved Alternatives

- COM 616 – Communication and Conflict Management
- HRD 648 – Group Behavior in Organizations
- HRD 653 – Career Development and Life Work Planning

- HSX 708 – Advanced Quantitative Inquiry
- PSY 608 – Research Design in Psychology
- PSY 620 – Behavior Modification
- PSY 643 – Vocational Psychology
- PSY 6XX – Psychopathology for Non-Clinicians #
- MBA 700 – Special Topics ##

# Proposed to be offered every Fall term

## Depending on topic

### General Electives (6 credits)

Students should consider elective courses that best fit their academic and employment background as well as their career objectives. Elective courses may be from a variety of disciplines including Accounting, Economics, Finance, Human Resource Development, Marketing, MIS, Psychology, and Sports Management. Elective courses must be approved by the MSM program director.

### COURSE DESCRIPTIONS

#### Workshops \*\*

#### Prefix: BUS

#### 511W Pre-calculus and statistics: 20 hour workshop

This course introduces the MBA students to statistical thinking and statistical methods necessary for understanding market, organizational and economic data. Students are exposed to the basics of statistical decision making, forecasting as well as some essential methods for gathering and analyzing data.

#### 512W Accounting Principles: 20 hour workshop

The specific objectives of the Financial Accounting Workshop are to assist students in acquiring a basic understanding of bookkeeping and accounting; introducing concepts necessary in constructing financial statements (Income Statement, Balance Sheet and Statement of Cash Flows); differentiating between the cost and accrual methods of accounting; interpreting basic annual reports and financial information.

#### 513W Economics: 20 hour workshop

The workshop is designed to provide entering MBA students with a basic knowledge of economic concepts and theories for understanding how markets work and the impact of economic policy in capitalistic economies. Topics include economic concepts and introduction to economic analysis; analysis of market supply and demand; principle determinants of market demand; technology, production and costs; analysis of market supply analysis of competition under four basic market structures; the macroeconomic environment; analysis of business cycles; macroeconomic policy; and principles of international trade and finance.

**514W Finance: 6 hour workshop (Pre-requisites BUS 511W, 112W and 513W)**

The first three hours are on financial statement analysis, and the last three are on the mathematics of finance, including the use of hand held calculators and Excel to facilitate the mathematics.

**515W Management: 6 hour workshop**

This workshop is designed to give the student a grounding in strategic management principles. There will be a brief review of basic management principles followed by a discussion of corporate vision and social responsibility. This workshop will focus on competitive advantage, Porter's Five Forces Model, key success factors and the SWOT analysis. Cases will be used to practice the application of these concepts.

**516W Marketing: 6 hour workshop**

The workshop is designed to cover the major concepts in Marketing that are needed for entry into the Marketing Management course in the MBA sequence. The concepts covered include the classic '4 Ps' and the modern additions focused on relational marketing and the value added proposition/unique selling proposition. There is an examination component to verify that the participant has absorbed the relevant information.

**517W Operations Management: 6 hour workshop**

This course covers the essentials of the operations process for MBA students. The course discusses the basics of design, management and quality in the value creation process and throughout the supply chain.

**518W Writing for Business: 20 hour workshop**

This workshop will help the student plan, organize, and execute business documents for more effective communication with their targeted audience. Common grammatical mistakes will be reviewed. Exercises and written exercises will be used to assist the student in producing work that is more clear, concise and interesting.

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

**Graduate Courses —  
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.

**604 Research in Management (3)**

This course emphasizes developing research methodology. Library resources are used extensively. Research projects are directed at specific industrial segments and a formal research paper developed.

**605 Entrepreneurial Management (3)**

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

**607 Business Consulting (3)**

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

**608 Leadership and Organizational Behavior (3)**

A careful analysis of selected behavioral science concepts and their applications to management. Examines the interactions that occur at three different levels: the individual, the group and the organization. Attention is focused on the blending of traditional topics such as perception, motivation and group behavior with current topics which include organizational citizenship behaviors, teamwork, cooperation, conflict, new communication technology, cross-cultural issues, coaching, empowerment and leadership. Prerequisite: BUS 515W.

**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 (Co-requisite: by consent of the instructor).

### **613 Global 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. Prerequisite: 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.

### **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.

### **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 511W, 512W and 514W 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 (Co-requisite: by consent of the instructor).

### **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 (Co-requisite: by consent of the instructor).

### **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 (Co-requisite: by consent of the instructor).

### **630 Managing Continuous Improvement (3)**

This course describes and illustrates techniques that lead to improved organizational performance and effectiveness, greater productivity, improved customer satisfaction as well as speed and dexterity in managing uncertainty. The course reviews the history, concepts and tools of quality. Topics include defining product and service quality requirements, costs of quality, assessment and measurement, benchmarking, statistical control, process improvement, deployment, managing change and team building. Prerequisite: BUS 517W or equivalent.

### **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.

**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 516W or equivalent.

**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 (cross-listed with HRD 652).

**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 512W 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.

**679A Graduate Business Internship (3)****679B Graduate Business Internship (3)****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 511W and 513W 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. Prerequisite: BUS 515W or equivalent.

**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 617, 621, 646, 681, 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 non-market environment, non-market strategies and government institutions, government and markets, international business and non-market issues, and ethics and responsibility are considered.

**700 Independent Study (3)**

Opportunity for research in areas of special interest. Prerequisite: MBA 603 along with co-requisites MBA 612, MBA 613, MBA 614.

## **Graduate Courses — Accounting**

### **Prefix: MSA**

#### **650 International Accounting (3)**

Conceptual and practical applications of accounting are investigated from a global perspective. Special emphasis is placed on managing multinational enterprises with respect to how accounting applies to global strategies and the key accounting issues that influence multinational decision making. Three perspectives are used: theoretical, major national, and international harmonization efforts (i.e., International Accounting Standards Board) to respond to contemporary international accounting problems and case studies. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

#### **660 Contemporary Accounting Theory and Research (3)**

Current issues that are confronting the accounting profession involving complex financial reporting issues are investigated. Through research and case analysis, emphasis is on both the Financial Accounting Standards Board's Conceptual Framework and the practical utilization of GAAP (Generally Accepted Accounting Principles). Formerly MPA 660 Professional Accounting and Auditing Issues. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

#### **662 Advanced Managerial Accounting (3)**

This course is an advanced course in management or cost accounting and will emphasize real world intra-company decision making. MSA 662 is essential to the preparation and understanding of reports utilized by a company's management for internal financial decision making. A variety of pedagogical techniques, including cases and student presentations, to address real world management accounting issues related to costing of products and/or services, pricing, budgeting, variance analysis and strategic finance decisions (e.g., product choice, make or buy and special order) will be utilized. This course will also include significant coverage of international issues. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

#### **663 Business Taxation (3)**

Study of the theory of federal income taxation and practical applications related to business entities. Federal tax laws, related regulations and their impact on the operations of partnerships and corporations, with special emphasis on practical tax planning through tax problems and the preparation of actual tax returns relating to these areas are investigated. Formerly MPA 663. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

#### **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. Formerly MPA 664. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

#### **668 Not-For-Profit & Governmental Accounting (3)**

This course is an in depth investigation into the conceptual and practical application of accounting principles for not-for-profit organizations and governmental entities. Special emphasis on the authoritative pronouncements issued by the GAO, GASB, FASB, and AICPA literature. Assignments include both problem solving and case studies. Formerly MPA 668 Fund Accounting. Prerequisite: Undergraduate degree in Accounting or accounting equivalency.

## **Graduate Courses — 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.

#### **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.

#### **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 or consent of instructor.

**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.

**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 617.

# ADRIAN DOMINICAN SCHOOL OF EDUCATION

Terry Piper, Ph.D., Dean  
 John G. Dezek, Ed.D., Associate Dean  
 Catheryn J. Weitman, Ph.D, Associate Dean

Faculty: Arome, Ban, Bernstein E, Brandford, Buria, Conde, Daniels, DiBello, Doran, Eeltink, Farrell, Fernandez, Fischer, Gaffney, Giordano, Gonzalez, Gosnell, Guterma, Haid, Harris-Looby, Herman, King, Kolsky, Kopp, Lasky, Levine, Lutz, Maddox, Maier, Marasco, Masztal, McCrink, Perkins, Pittman, Posey, Rice, Roberts, Roseman, Rosenblatt, Rudes, Russell, Sacco-Bene, Smith, Superfisky, Tulloss, Tureen, Warner, Wolman

## 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 the 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 curriculum, 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.

## Graduate degrees offered at the master's, specialist, and doctoral levels in the Adrian Dominican School of Education

Counseling, M.S., Ed.S.

With specializations in:

- Marital, Couple, Family Counseling and Therapy\*
- Marital, Couple, Family Counseling and Therapy and Mental Health Counseling\*
- Mental Health Counseling\*
- Mental Health Counseling and Rehabilitation Counseling
- Rehabilitation Counseling
- School Counseling\*+

Counseling, Ph.D.

With specialization in:

- Marital, Couple, Family Counseling and Therapy
- Curriculum and Instruction, Ph.D.

With specializations in:

- Culture, Language and Literacy (TESOL)
- Curriculum Evaluation and Research
- Early Childhood Education
- Elementary Education
- Reading, Language and Cognition
- Educational Leadership, M.S.,+ Ed.S.+.
- Exceptional Student Education, M.S.

With specializations in:

- Autism Endorsement
- Gifted Endorsement



**Endorsements (Non-degree):**

Autism+

Gifted Education+

Higher Education Administration, M.S.

Human Resource Development and Administration  
(HRDA), M.S.

Leadership and Education, Ph.D.

With specializations in:

Educational Technology

Exceptional Student Education

Higher Education Administration

Human Resource Development

Leadership

Montessori Early Childhood Education, M.S., Ed.S.<sup>^</sup>Montessori Elementary Education, M.S., Ed.S.<sup>^</sup>

Reading, M.S.,+ Ed.S., Reading Endorsement+

\*Indicates programs that are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

+Indicates programs that are approved by the Florida State Department of Education,

<sup>^</sup>Indicates programs that are accredited by the Montessori Accreditation Council for Teacher Education.**PROGRAM SITES**

The School of Education programs are offered both on the main campus in Miami Shores and at a variety of off-campus sites throughout Florida. See the Barry University website at [www.barry.edu](http://www.barry.edu) for locations of off-campus sites. Special arrangements can be made to offer courses and complete programs for groups at schools and other sites. Please consult the appropriate Associate Dean for further information.

**GENERAL REQUIREMENTS FOR FULL ADMISSION (MASTER'S LEVEL)**

Completed application including applicant's statement of purpose and goals

- Original transcripts from all post-secondary institutions attended
- Bachelor's degree from a regionally accredited or internationally recognized 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 and
- Two recent professional recommendations for graduate study

**Additional Requirements for State Approved Programs**

- Successful completion of the General Knowledge/ CLAST/PPST (Praxis I) or a score of 1,000 on the GRE, for a state-approved certification program
- Other requirements for full admission may vary by program
- The student has the sole responsibility to comply with and to maintain currency with the State Department of Education certification requirements. The student is responsible to secure the application and submit the necessary documents to the State to be eligible for the certificate

**GENERAL REQUIREMENTS FOR FULL ADMISSION (SPECIALIST LEVEL)**

Completed application including applicant's statement of purpose and goals

- Original transcripts from all post-secondary institutions attended
- Bachelor's degree from a regionally accredited or internationally recognized 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 or internationally recognized college or university, as indicated by transcripts
- Undergraduate cumulative grade point average of 3.00 (B) or higher
- Graduate grade point average of 3.0 (B) or higher
- Two recent letters of professional recommendation for graduate study

**Additional Requirements for Reading**

- Graduate grade point average of 3.25 or higher
- Acceptable and recent score on the MAT or GRE
- Florida Professional Teacher Certification or eligibility for certification

**GENERAL REQUIREMENTS FOR FULL ADMISSION (DOCTORAL LEVEL)**

Completed application, including submission of required essays

- Original transcripts from all post-secondary institutions attended
- Master's or higher degree from a regionally accredited or internationally recognized college or university.
- Graduate grade point average of at least 3.25

- Graduate Record Examination (GRE) scores in all three areas: Verbal, Quantitative, and Analytical Writing; scores must be from a test date within five years of date of application
- Three recent letters of professional recommendation for doctoral study
- An interview with two faculty members in the program

The following are application deadlines for priority consideration to the doctoral degree program(s).

<b>Start Term</b>	<b>Application Due to Enrollment Services</b>
Fall	June 1
Spring	October 1
Summer	February 1

### **PROVISIONAL ADMISSION (MASTER'S AND SPECIALIST LEVELS)**

- 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 for one semester. 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 nine credits for all programs *except* Human Resource Development and Administration (HRDA), and Exceptional Student Education (ESE), for which the limit is 12-13 credits.

### **PROVISIONAL ADMISSION (DOCTORAL LEVEL)**

- 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.

### **ADMISSION TO CLASS (MASTER'S & SPECIALIST LEVELS)**

Applicants who have not completed the application process may be permitted to take up to nine graduate credits on the basis of a signed application and proof (copy of diploma or transcript) of a bachelor's degree (master's degree for specialist level) from a regionally accredited or internationally recognized institution of higher education. The limit is 12 credits for HRDA, 13 credits for ESE and nine credits for Reading. Any

of the courses taken under Admission to Class status may be applied to a degree program with the advisor's approval only after the student is fully accepted and only if he/she applies to a particular program within the limited number of hours. Students under this status will not be allowed to register for courses beyond the credit limit.

### **ADMISSION TO CLASS (DOCTORAL LEVEL)**

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

### **NON-DEGREE AND GUEST STUDENTS**

The normal limit is 9-12 credits, as noted above in the Admissions Section. Exceptions will be considered by the Office of the Dean's office.

Any of the courses listed in the Adrian Dominican School of Education section of this catalogue may be taken for recertification.

### **TRANSFER CREDIT**

- A maximum of six graduate credit hours may be transferred from an accredited or internationally recognized college/university as appropriate to the program and as approved by the advisor and dean
- Coursework must be relevant to the discipline, with a grade of 3.0 or higher
- Credits must be earned within the seven-year limitation for the degree
- Courses must not have been applied towards another degree

### **REQUISITES**

All matriculated students in Ed.S. and M.S. programs must take EDU 601 Methodology or Research (M.S) or EDU 708 Directed Research (Ed.S.), ordinarily within the first 6-12 semester hours of their program.

### **STANDARDS OF PROGRESS (MASTER'S AND SPECIALIST LEVELS)**

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 within two semesters or face dismissal.

The faculty of the Adrian Dominican School of Education reserves the right to retain, progress, matriculate and graduate those students who, in the judgment of the faculty, satisfy the requirements of scholarship and personal suitability.

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

## **STANDARDS OF PROGRESS (DOCTORAL LEVEL)**

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 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 (3.25) may result in probationary action. During the probation, students must meet requirements to be in good standing within two semesters or face dismissal.

The faculty of the Adrian Dominican School of Education reserves the right to retain, progress, matriculation, and graduate those students who, in their judgment, satisfy the requirements of scholarship and personal suitability.

## **INCOMPLETE GRADES**

The grade of "I" is not to be used to allow students to complete field experiences ("IP" is used instead), or to subsequently do extra work to raise the grade earned during the regular semester in which the course was taken. Individuals with an incomplete during their graduation semester will forfeit graduation and must re-apply.

## **ADDITIONAL INFORMATION**

Criminal background checks, including fingerprinting, are required of all students in programs which include field-based experiences. Criminal background checks, including fingerprinting, are typically required of students who are working with minor children in any capacity.

## **COMPREHENSIVE EXAMS**

Comprehensive exams are required for most master's and specialist degree programs. A student who fails the examination, or a portion thereof, may request to take the examination (or portion) a second time. The Comprehensive Exam may only be taken twice.

## **GENERAL GRADUATION REQUIREMENTS FOR STATE APPROVED PROGRAMS**

All requirements for Florida certification must be achieved before the University recommends the student for graduation. These requirements include:

Successful demonstration of the 12 Accomplished Practices.

Successfully pass all State exams for licensure.

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. As the state implements new requirements for this certification, that will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply with and to maintain currency with the State Department of Education's certification requirements. The student is responsible to secure the application and submit the necessary documents to the State to be eligible for the certificate.

## **GENERAL GRADUATION REQUIREMENTS (MASTER'S AND SPECIALIST LEVELS)**

- Successful completion of the stated number of required semester hours for each program, including the requisites listed, and all required specialization courses
- Passing grade on a final written and/or oral comprehensive examination in a specific area of specialization (except Montessori); a 3.0 GPA is required before taking the comps
- Seven years are permitted to complete degree requirements from the date of initial matriculation

## **GENERAL GRADUATION REQUIREMENTS (DOCTORAL)**

- Successful completion of the stated number of required semester hours for each program, including the requisites listed and all required specialization courses
- Passing grade on a final written comprehensive examination in a specific area of specialization; a 3.25 GPA is required before taking the comps
- Eight years are permitted to complete degree requirements from the date of initial matriculation
- Successful defense of a completed dissertation

## 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 and Central Florida, the Barry University Counseling Program serves the educational needs of students from North, Central, and South America, Cuba, Jamaica, Hispaniola, 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
11. To provide students with theory and techniques necessary to facilitate counseling of groups

#### 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
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
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 rehabilitation counselor and the history and legislation associated herewith
4. To acquaint students with the philosophy and organization of rehabilitative services and eligibility

## School 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
5. To understand the processes involved in program development, implementation, and evaluation

## Prerequisites for Clinical Experience Classes

For both the Master of Science in Counseling and the Specialist in Education in Counseling degree programs, attainment of a minimum grade of "B" or higher in CSL 694 is a prerequisite of CSL 699.

## 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 semester hours (s.h.)]

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

\*Required in first semester of coursework

## AREAS OF SPECIALIZATION:

The counseling specializations require the following:

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

Marital, Couple, Family Counseling & Therapy provides the coursework 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 s.h. elective)

Mental Health Counseling provides the coursework 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 three 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 coursework 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

### Dual Specialization in Mental Health Counseling and Rehabilitation Counseling (27 s.h.)

The dual specialization in mental health counseling and rehabilitation counseling provides the coursework 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. The curriculum also 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 569	Psychopathology: Diagnosis and Treatment in Counseling
CSL 589	Introduction to Mental Health Counseling
CSL 605	Treatment of Substance Abuse in Counseling
CSL 639	Physical and Mental Disabilities
CSL 650	Human Sexuality
CSL 680	Family Therapy
CSL 683	Industrial Rehabilitation/Risk Management
CSL 685	Rehabilitation Issues
CSL 691	Personality Theories

### School Counseling (15 s.h.)

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

CSL 585	Introduction to School Counseling
---------	-----------------------------------

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

Also refer to heading "Additional Graduation Requirements."

### Electives

Mental Health Counseling	3 semester hours
--------------------------	------------------

### Totals

Mental Health Counseling	60 semester hours
Marital, Couple, Family Counseling & Therapy	63 semester hours
Dual Specialization in Marital, Couple Counseling and Mental Health Counseling	66 semester hours
Rehabilitation Counseling	48 semester hours
Dual Specialization in Mental Health and Rehabilitation Counseling	66 semester hours
School Counseling	54 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 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. Courses on the Orlando site are usually offered from 5:00-10:20 PM (Monday-Thursday) in each 8-week term. There are two terms over the 15-week semester. Some doctoral classes may be offered from 5:00-9:15 PM over a ten-week term. Summer classes typically meet once per week for 6 1/2 hours over two six-week terms. At times, classes may be offered on Saturdays.

## ADDITIONAL INFORMATION

A personal interview may be required of students seeking the M.S. degree in the counseling program. Criminal background checks, including fingerprinting, are required of all students in the School Counseling Specialization prior to commencement of practicum and internship field experiences. Criminal background checks, including fingerprinting, are typically required of students in all other specializations who are working with minor children in any capacity. At the Program's discretion, criminal background checks, including fingerprinting, may be required.

## ADDITIONAL GRADUATION REQUIREMENTS

- Passing of comprehensive examinations
- Prior to graduation, School Counseling Specialization students are required to have passed the Professional Knowledge and Subject Area tests of the Florida Teacher Certification Exam (FTCE) and provided documentation to this effect to their advisor. School 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 survey course. School Counseling students must demonstrate competency in the 12 Florida Accomplished Practices as required by the Florida Department of Education

## 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 enrollment in the clinical components of 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 participate in reflecting team processes during live clinical 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 academic 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 708	Directed 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	Counseling Practicum (6 s.h.)
CSL 699	Counseling Internship (6 s.h.)

### **\* AREAS OF SPECIALIZATION**

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

Marital, Couple, Family Counseling & Therapy provides the coursework 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 s.h. Elective)**

Mental Health Counseling provides the coursework 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 three 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 coursework 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

#### **Dual Specialization in Mental Health Counseling and Rehabilitation Counseling (27 s.h.)**

The dual specialization in mental health counseling and rehabilitation counseling provides the coursework 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. The curriculum also 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 569	Psychopathology: Diagnosis and Treatment in Counseling
CSL 589	Introduction to Mental Health Counseling



CSL 605	Treatment of Substance Abuse in Counseling
CSL 639	Physical and Mental Disabilities
CSL 650	Human Sexuality
CSL 680	Family Therapy
CSL 683	Industrial Rehabilitation/Risk Management
CSL 685	Rehabilitation Issues
CSL 691	Personality Theories

### School Counseling (15 s.h.)

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

CSL 585	Introduction to School Counseling
CSL 612	Child Guidance and Therapy
CSL 639	Physical and Mental Disabilities
CSL 680	Family Therapy
CSL 682	Consultation Procedures

Also refer to heading “Additional Graduation Requirements.”

## 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

Mental Health Counseling	30-60 semester hours
Marital, Couple, Family Counseling & Therapy	30-63 semester hours
Dual Specialization in Marital, Couple Counseling and Mental Health Counseling	30-66 semester hours
Rehabilitation Counseling	30-48 semester hours
Dual Specialization in Mental Health and Rehabilitation Counseling	30-66 semester hours
School Counseling	30-54 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 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. Courses on the Orlando site are usually offered from 5:00-10:20 PM (Monday-Thursday) in each 8-week term. There are two terms over the 15-week semester. Some doctoral classes may be offered from 5:00-9:15 PM over a ten-week term. Summer classes typically meet once per week for 6 1/2 hours over two six-week terms. At times, classes may be offered on Saturdays.

## ADDITIONAL INFORMATION

A personal interview may be required of students seeking the Ed.S degree in the counseling program. Criminal background checks, including fingerprinting, are required of all students in the School Counseling Specialization prior to commencement of practicum and internship field experiences. Criminal background checks, including fingerprinting, are typically required of students in all other specializations who are working with minor children in any capacity. At the Program’s discretion, criminal background checks, including fingerprinting, may be required.

## TRANSFER CREDIT

A maximum of 30 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
- Prior to graduation, School Counseling Specialization students are required to have passed the Professional Knowledge and Subject Area tests of the Florida Teacher Certification Exam (FTCE) and provided documentation to this effect to their advisor. School 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 survey course. School Counseling students must demonstrate competency in the 12 Florida Accomplished Practices as required by the Florida Department of Education

## **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 enrollment in the clinical components of 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 participate in reflecting team processes during live clinical 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 adhere to a practitioner/educator/investigator model of training. Consistent with this approach are the program goals of graduating students with expert knowledge regarding counseling theory and practice, who possess a high level of competency in providing professional services, who have the skills necessary to evaluate research relevant to the profession, and who are committed to evaluating their own clinical and programmatic interventions.

The mission of this doctoral program emphasizes the academic tradition of educating and training doctoral students in those sophisticated concepts that enhance their professional identity.

Graduates from this program will work with the client’s presenting problem, as it exists for the client, and focus on solutions or actions that might help to resolve the problem. While the specialization is in Marital, Couple and Family Counseling/Therapy, there is also a strong emphasis on understanding normal development throughout a person’s life, as well as ways persons may respond to challenges in those areas. Thus, the program emphasizes the identification of strengths and a “wellness” viewpoint rather than pathology.

Typically, Marital, Couple and Family Counselors/Therapists may ask questions regarding family members’ roles, patterns, rules, goals, and stages of development. The patterns within a family system are a part of treatment due to the likely influence of that pattern on an individual’s health or condition. Therefore, the unit of treatment is no longer the person, even if only a single person is interviewed. Rather, the unit of treatment is the set of relationships in which the person is embedded.

Additionally, the field of Marital, Couple and Family Counseling/Therapy has continued to evolve by including theories based on the postmodern tradition. For example, narrative therapy focuses on the storied lives of people and how the narratives they live, and the dominant or societal views by which they are affected, influence them. Solution-focused therapy looks for the “exception,” the time the problem isn’t a problem and works to reactivate patterns that once worked but have been overwhelmed by the present situation.

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. Students will devote study to the understanding of diverse cultural practices and will critically examine the social practices, institutions, helping agencies and other social sites where disenfranchised and marginalized groups struggle for greater control over their futures.

The mission of the Counseling Program at Barry University is also designed to develop leaders in the field of counseling. Students are trained to acquire 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. Situated in both South and Central Florida, the Barry University Counseling Program serves the educational needs of students from North, Central, and South America, Cuba, Jamaica, Hispaniola, and other Caribbean Islands. Respect for diversity and an emphasis on ethical practice are the guiding principles of all of the course work and activities within the Counseling Programs. 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 general goals for professional growth and development of the Ph.D. Counseling Program and the specific goals of the specialization in Marital, Couple, and Family Counseling & Therapy are listed below. Faculty are available both within and outside the classroom to facilitate attainment of these goals. Should students have concerns related to a specific course, they are encouraged to contact the instructor. If concerns arise that are programmatic, students are urged to contact their Program Advisor. Student evaluation of the curricula and instructors is solicited on an ongoing basis. Students are expected to bring to their graduate studies

such personal characteristics as intellectual curiosity, warmth, openness, self-directedness, and honesty. The development of professional identity and mature ethical responsibility are paramount.

The Counseling Program faculty is strongly committed to the integration of theory, research, practice, and service throughout the program. We 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.

### **General Program Goals**

- Increase students’ knowledge of counseling theories and techniques.
- Enhance students’ ability to apply theory and techniques in counseling relationships and settings.
- Increase students’ understanding of and ability to use the results of testing.
- Increase students’ understanding of and ability to use the results of research.
- Provide students with the basic skills needed to intervene effectively with families and couples.
- 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.
- Enhance students’ understanding of and commitment to the counseling profession.
- 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.

Increase students' understanding of the nature and needs of individuals at all developmental levels.

Enhance students' understanding of career development and related life factors.

Provide students with theory and techniques necessary to facilitate counseling of groups.

Provide students with the knowledge and skills to assume leadership positions in the counseling profession in various settings, including academia, clinical, and administrative.

Provide students with the knowledge and skills to develop original research that will contribute to the knowledge base in the field of counseling.

### **Specialization in Marital, Couple, and Family Counseling/Therapy Goals:**

Understand the history and development of marital, couple, and family counseling & therapy as a specialization within the counseling profession.

Appreciate the specific role and function of the marital, couple, and family counselor/therapist in the helping professions.

Understand the influences of culture, family life cycle, diversity, and societal trends on the practice of marital, couple, and family counseling & therapy.

Develop a systemic perspective about client behaviors and the processes of problem-formation, problem-maintenance, and problem-resolution.

Identify and understand the major theoretical and practice models in the area of marital, couple, family counseling/therapy.

Develop interviewing, assessment, and intervention skills in marital, couple, and family counseling/therapy.

Increase awareness of the role of wellness, prevention, and relationship enhancement programs in the practice of marital, couple, family counseling/therapy.

Provide students with the knowledge and skills to assume leadership positions in the field of marital, couple, and family counseling/therapy in various settings, including academia, clinical, and administrative.

Provide students with the knowledge and skills to develop original research that will contribute to the knowledge base in the field of marital, couple, and family counseling/therapy.

## **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
- 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
- The encouragement and assistance of colleagues

## **ADMISSIONS REQUIREMENTS**

- A completed application
- A Master's or higher degree in counseling or a related field from a regionally accredited or internationally recognized 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 Writing; scores must be from a test date within five years preceding application.
- Three recent letters of professional recommendation (two must be academic instructors or advisors) regarding the prospective student's capacity to successfully complete a research-oriented doctoral program.
- An interview with faculty member(s).

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 Counseling Department 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

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.

Applicants must have completed the Master's level coursework listed below. Students without these co-requisites *may be* admitted into the doctoral program *with deficiencies*. A student admitted with deficiencies must meet with his or her doctoral advisor and outline a plan to take the required corequisite coursework. The co-requisite courses listed below are waived for any Ph.D. applicant who is a Licensed Marriage and Family Therapist (LMFT) in the state of Florida.

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 Counseling 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 Techniques

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

### ADDITIONAL INFORMATION

Criminal background checks, including fingerprinting, are typically required of students who are working with minor children in any capacity. At the Program's discretion, criminal background checks, including fingerprinting, may be required.

### 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 or internationally recognized institution of higher education, with the approval of the Counseling Program Coordinator.

### 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 credits per semester until they have finished the dissertation and met all the requirements for the degree.

The department maintains the Barry Family Enrichment Center with facilities for supervised counseling and supervision-of-supervision. 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 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.

**Scholarly paper or workshop proposal** – students are required to submit a scholarly paper to a counseling or counseling-related journal or a workshop proposal to a state, national, or international counseling or counseling-related conference.

**Comprehensive examination** – a written examination taken upon completion of course requirements. A 3.25 GPA is required to take the comps.

**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 Master's 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.

## **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 enrollment in the clinical components of 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 participate in reflecting team processes during live clinical 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, treat-

ment, 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.

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 PROGRAMS**

### **MISSION STATEMENT**

The mission of the Curriculum and Instruction Program is to provide teachers or program planners with a broad foundation in curriculum, that includes philosophical, historical, cultural and critical perspectives. Faculty are committed to the preparation of educators who will be thoroughly grounded in multiple aspects of curriculum, including constructs related to analysis, design, development, implementation and evaluation of programs and models.

The programs provide grounding in research and related skills that will allow educators to engage in critical praxis necessary to effectively adapt and adjust principles of curriculum, along with instructional and assessment strategies to meet the needs of a diverse student body and to be critically reflective about their own teaching practices. Coursework is intended to integrate theory and practice so as to prepare individuals who will have the necessary expertise and knowledge in order to be leaders in the improvement of learning for all learners in a wide range of settings.

## **Ph.D. PROGRAM**

### **DOCTOR OF PHILOSOPHY IN CURRICULUM AND INSTRUCTION**

#### **PROGRAM GOALS**

The Curriculum and Instruction Program faculty is strongly committed to the integration of theory, research, policy and practice throughout the program. Hence the program goals are:

- produce scholars who can enhance the knowledge base underlying curriculum and instruction
- provide leaders for all levels of instruction in the design, implementation and evaluation of educational personnel preparation programs and
- prepare individuals who can provide expertise and leadership to the evolving field of curriculum and instruction.

The interdisciplinary core exposes students to multiple educational perspectives on issues of design and policy. The Curriculum and Instruction Program is dedicated to the preparation of professionals for college or university teaching and research, leadership positions in community, state, and government agencies, classroom teaching and personnel preparation positions.

#### **PROGRAM OVERVIEW**

The five specializations of the Curriculum and Instruction Program include Early Childhood; Elementary Education; Culture, Language, and Literacy (TESOL); Curriculum Evaluation and Research; and Reading, Language, and Cognition. There is a program emphasis on advanced graduate study of educational assessment, literacy, curriculum change, and policy. The faculty mentor students in the professional development and scholarship, which are critical for positions in higher education and curriculum leadership. The Early Childhood Education Specialization not only prepares professionals who can conduct research on the care, education, and welfare of children, but also provide programs and services that are developmentally appropriate for children of varying ability, culture, and language. Likewise, the Elementary Education Specialization prepares professionals to work in urban, multicultural environments where policy decisions, issues, and curriculum development require careful study and analysis. The Culture, Language, and Literacy (TESOL) Specialization emphasizes second language and literacy acquisition as well as bilingualism; thereby preparing professionals for academic positions in the U.S. and abroad. These graduates will be equipped to make informed decisions for finding innovative ways of educating English language learners and to conduct

research in second language acquisition, instructional methods, assessment and evaluation, and programmatic issues related to linguistically and culturally diverse students. The Curriculum Evaluation and Research Specialization will prepare graduates for positions as evaluators, scholars, and researchers in academic, governmental and research institutes. This specialization emphasizes interdisciplinary perspectives, theories, and methodologies related to contemporary issues in curriculum and assessment. The specialization in Reading, Language and Cognition is designed for individuals who aspire to university teaching, policy, research, and curriculum development positions in Reading and literacy-related fields. The goals of the Reading, Language and Cognition specialization are to produce scholars who will enhance the knowledge base of curriculum and instruction for literacy; provide leaders for all levels of Reading instruction in the design, implementation and evaluation of preparation programs for educators; and prepare individuals who can provide expertise and leadership to the evolving field of Reading. Students within each of the Specializations receive thorough grounding in the leadership issues in their disciplines, research methodology, and curriculum.

## ADMISSION REQUIREMENTS

- Completed application
- A master's or higher degree in their field of specialization or a related field from a regionally accredited or internationally recognized college or university. 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 to the Program
- Graduate GPA of at least 3.25 (A=4.0)
- Graduate Record Examination (GRE) in all three areas: Verbal, Quantitative, and Analytical Writing; scores must be from a test date within five years preceding application
- Three recent letters of professional recommendation (two must be academic instructors or advisors) regarding the prospective student's capacity to successfully complete a research-oriented doctoral program.
- An interview with two faculty members
- The Division of Professional Education and Curriculum Studies reserves the right to terminate a student after admission to the doctoral program, if in the judgment of the faculty, the student demonstrates unacceptable progress in these areas

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

1. A faculty member in the student's specialization area will review the application materials for

completeness and evaluate coursework within the specialization.

2. Two faculty members will interview each applicant.
3. The Doctoral Review Council approves or disapproves the application and makes its recommendation to the Office of the Dean of the School of Education.

At the time of doctoral study application, students must identify transfer courses. A maximum of six post-Master's credits may be transferred into the program. Courses must have been taken within eight 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 credits from a Barry University specialist degree program may be applied toward the Ph.D. program.

## REQUIRED COURSEWORK: DOCTORAL PROGRAM

### Required Core (21 s.h.)

- |         |   |
|---------|---|
| EDU 707 | Curriculum: Theory and Research   |
| EDU 713 | Advanced Theories and Models of Instruction   |
| EDU 724 | Leadership for Change in Curriculum<br>A Early Childhood/ Primary<br>B Elementary Education<br>E Culture, Language, and Literacy (TESOL)<br>F Curriculum Evaluation and Research<br>G Reading, Language, and Cognition<br>Curriculum Evaluation                   |
| EDU 728 | Research and Policy Trends  |
| EDU 736 | A Early Childhood/ Primary<br>B Elementary Education<br>E Culture, Language, and Literacy (TESOL)<br>F Curriculum Evaluation and Research<br>G Reading, Language, and Cognition   |
| EDU 775 | Doctoral Colloquium in Curriculum :<br>Special Topics, Issues, and Scholarship<br>A Early Childhood/ Primary<br>B Elementary Education<br>E Culture, Language, and Literacy (TESOL)<br>F Curriculum Evaluation and Research<br>G Reading, Language, and Cognition |
| RES 750 | Applied Research in Education<br>A Early Childhood/ Primary<br>B Elementary Education<br>E Culture, Language, and Literacy (TESOL)<br>F Curriculum Evaluation and Research<br>G Reading, Language, and Cognition  |



**Required Research Core (12 s.h.)**

- HSE 703 Philosophy of Science and Theory Development  
 HSE 705 Qualitative Methods of Inquiry  
 HSE 707 Quantitative Methods of Inquiry  
 HSE 706 Advanced Qualitative Methods **or**  
 HSE 708 Advanced Quantitative Methods

**AREA OF SPECIALIZATION (15 s.h.)****Early Childhood Specialization****Required: (15 s.h.)**

- EDU 709 Curriculum: Issues and Historical Perspectives in Early Childhood Education  
 EDU 715 Early Childhood Assessment: Practices, Policies, and Theories  
 EDU 721 Language and Literacy Development  
 EDU 725A Grant Writing for Curriculum Resources: Early Childhood/ Primary  
 TSL 738 Language Development for English as a Second Language (ESL) Students

**Elementary Education Specialization****Required: (15 s.h.)**

- EDU 702 Contemporary Issues in Urban Education  
 EDU 719 Issues in Educational Assessment  
 EDU 721 Language and Literacy Development  
 EDU 725B Grant Writing for Curriculum Resources: Elementary  
 TSL 728 Cultural Diversity in American Education

**Culture, Language and Literacy (TESOL) Specialization****Required: (15 s.h.)**

- TSL 728 Cultural Diversity in American Education  
 TSL 738 Language Development for English as a Second Language (ESL) Students  
 TSL 745 Theories and Principles of Bilingual Education  
 TSL 760 Advanced Study of Problems and Issues in Bilingual Education  
 TSL 770 Advanced Assessment and Evaluation of English Language Learners

**Curriculum Evaluation and Research Specialization****Required: (15 s.h.)**

- EDU 702 Contemporary Issues in Urban Education  
 EDU 715 Early Childhood Assessment **or**  
 EDU 719 Issues of Education Assessment **or**  
 EDU 735 Advanced Curriculum Theory and Planning.  
 EDU 745 Research on Teaching and Learning  
 HSE 706 Advanced Qualitative Inquiry **or**  
 HSE 708 Advanced Quantitative Inquiry.  
 TSL 728 Cultural Diversity in American Education **or**  
 TSL 770 Advanced Assessment and Evaluation of English Language Learners.

**Reading, Language and Cognition Specialization****Required: (15 s.h.)**

- EDU 714 Literacy Assessment and Evaluation  
 EDU 721 Language and Literacy Development  
 EDU 723 Advanced Seminar in Reading  
 EDU 730 Psychology of Reading  
 EDU 731 Administration and Supervision of Reading Programs

**DEGREE REQUIREMENTS**

The doctoral degree requires that students complete a minimum of 54 post-master's credits as noted in the published curriculum. After completion of the six dissertation 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.

**Other Requirements for the Ph.D. in Curriculum and Instruction 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 Director must approve modification of the curriculum.

**Residency** – Two semesters of continuous registration for six 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; a 3.25 GPA is required to take the comps.

**Admission to candidacy** – Upon passing the comprehensive examination and verification that all coursework and other requirements have been satisfied, admission to candidacy status allows the 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 Curriculum and Instruction

**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 Curriculum and Instruction

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.

Curriculum and Instruction doctoral applicants must have a Master's degree in one of the Specializations or in a closely related field, to be admitted to the Ph.D. program.

Students are required to complete a dissertation that demonstrates originality, creativity, and scholarship in the field of curriculum and instruction. Students who complete all the requirements for the Ph.D. degree will be properly equipped to lead and promote educational change in policy, organizations, and teacher education.

Following the completion of the **Ph.D. DEGREE IN CURRICULUM AND INSTRUCTION**, students will have acquired the ability to:

- analyze and synthesize the theoretical underpinnings of curriculum, instruction, and leadership.
- apply the theories and concepts of curriculum to policy decisions at the local, state, national, and international levels.
- clarify one's ethical and theoretical perspectives and relate these to professional goals.
- develop and implement an independent research agenda.
- make formal oral presentations and to do scholarly writing.
- evaluate and contribute to the knowledge base in the field of curriculum and instruction.

## EDUCATIONAL LEADERSHIP PROGRAMS

### MISSION STATEMENT

The programs offered by the Educational Leadership Department reflect the latest issues and knowledge in education and are 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, 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
- Flexibility in using decision making and motivational strategies for effective stewardship of time, resources, and personnel

### Master of Science in Educational Leadership

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

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

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

## SPECIAL PREREQUISITES

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

- Applicant's statement of purpose which describes how past achievement, leadership, administrative talents, and goals relate to the decision to apply to the leadership program
- Documentation of at least one year of teaching or school experience
- Proof of passing the Professional Education part of FTCE
- Copy of current teaching certificate
- Interview with program advisor

## PROGRAM OUTLINE

The M.S. in Educational Leadership incorporates the 10 Florida Principal Leadership Standards within the courses.

Each course is three (3) semester hours:

EDU 601	Methodology of Research *
EDU 614	Visionary Leadership in Education
EDU 615	Ethics and Communication for Leaders
EDU 623	School and Community Relations
EDU 624	Instructional Design, Measurement, and Evaluation
EDU 637	Educational Decision Making
EDU 674	The Legal Environment in Education
EDU 675	School Finance
EDU 676	School Personnel Administration and Development
EDU 699	Internship in Educational Leadership
ECT 687	Technology Applications in Educational Leadership
TSL 509 L	Cross Cultural Communication and Understanding

\*Required in first semester of coursework

### Electives – (6 s.h.)

Students may select six (6) credits of electives in the non-certification program with the **approval of the program advisor**. Possible electives include:

- EDU 654 Spirituality and Art of Leadership
- EDU 656 The Reflective Educator

## PROGRAM OPTIONS

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

1. Master's with Certification 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

2. Non-certification Option: Students seeking a Master's degree who do not desire Florida State Certification may enter the Non-certificate Master's Option. 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. Certification Option: Students who possess a Master's degree may enroll in the certification track for state certification in Educational Leadership (33 credits)
4. 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
5. 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
6. 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
7. Recertification: Students interested in Florida State recertification should contact the program advisor

## ADDITIONAL GRADUATION REQUIREMENTS

- Maintaining a 3.0 GPA to take the Comprehensive Examination
- Passing of a comprehensive examination
- Passing all parts of the FELE (Florida Educational Leadership Examination) in certification options.
- An exit interview with the program advisor
- As the state implements new requirements for this certification, they will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply with and to maintain currency with the State Department of Education certification requirements. It is the student's responsibility to secure the application and submit the necessary documents to the State to be eligible for the certificate

## Specialist in Education in Educational Leadership

The Ed.S. degree program in Educational Leadership is a 30 or 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
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 at least one year of teaching or school experience
- Proof of passing the Professional Education part of FTCE
- Copy of current teaching certificate
- Interview with program advisor

### PROGRAM OUTLINE

The Ed.S. in Educational Leadership incorporates the ten Florida Principal Leadership Standards within the courses. Each course is three (3) semester hours:

- EDU 614 Visionary Leadership in Education
- EDU 615 Ethics and Communication for Leaders
- EDU 623 School and Community Relations
- EDU 624 Instructional Design, Measurement, and Evaluation
- EDU 637 Educational Decision Making
- EDU 674 The Legal Environment in Education
- EDU 675 School Finance
- EDU 676 School Personnel Administration
- EDU 699 Internship in Educational Leadership
- EDU 708 Directed Research
- ECT 687 Technology Applications in Educational Leadership
- TSL 509 L Cross Cultural Communication and Understanding

### Electives

Students may select an elective in the non-certification program with the **approval of the program advisor**. Possible electives include:

- EDU 654 Spirituality and Art of Leadership
- 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

- Maintaining a 3.0 GPA to take the Comprehensive Examination
- Passing of a comprehensive examination typically taken during a student's last semester of coursework.
- An exit interview with the program advisor
- As the state implements new requirements for this certification, they will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply with and to maintain currency with the State Department of Education certification requirements. The student is responsible for securing the application and submitting the necessary documents to the state to be eligible for the certificate

### Ph.D. PROGRAM

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

# EXCEPTIONAL STUDENT EDUCATION PROGRAMS

## Mission Statement

The Graduate Exceptional Student Education (ESE) program at Barry University responds to the general tenet that all persons are entitled to an equal educational opportunity that appropriately addresses their academic, social, and physical needs. It is the role of the program to prepare and equip exceptional student educators with the necessary competencies and skills to empower and effectively instruct students with exceptionalities. Program professors aim to instill in students the responsibility to teach and help individuals with special needs, and affect the way in which American society accepts and interacts with people with exceptionalities, including those who are second language learners (ELL) and have special gifts and talents.

Exceptional student educators students are provided a quality education in a caring environment that is supportive of the religious dimensions of the University, while emphasizing community service and student advocacy. Students are nurtured through strong instructional programming, field experiences, paractica, and individual mentoring. The faculty in the ESE Department holds the common belief that teachers must have a broad perspective to ensure vigilant attention to the issues of academic, ethnic, and linguistic diversity. Thus, prospective teachers are provided with the knowledge and skills necessary to teach within a cultural and social context, and to be responsive to students' diverse backgrounds, and unique strengths and weaknesses. Prospective teachers are made aware of the importance of providing a quality education that is as much culturally responsive as it is developmentally appropriate.

The philosophical assumptions that guide and provide the theoretical framework for the program are as follows:

- All children, including students with disabilities, can learn and exceptional student educators should hold high expectations for all their students. Exceptional student educators must strive to motivate and enhance students' cognitive, social, and emotional development, instilling within them an internal locus of control and a sense of autonomy and empowerment.
- Education professionals must be committed to developing the highest educational potential and quality of life of individuals with disabilities. Exceptional student educators must facilitate life-long learning as well as prepare students with disabilities for their transition from school to work and community living.

- Collaboration among general educators, exceptional student educators, and parents must be encouraged for effective education and inclusion of all learners with disabilities.
- Exceptional student educators must be knowledgeable about the laws and regulations that protect individuals with disabilities. Educators should seek opportunities to uphold and improve, where necessary, the laws, regulations, and policies governing the delivery of special education and related services. They must become advocates for their students and parents, working together to ensure accurate assessment of individual needs, strengths, and weaknesses; and the delivery of appropriate instruction, educational services, and supports.

## Master of Science in Exceptional Student Education

The M.S. Degree in Exceptional Student Education 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 in the field are addressed throughout the coursework. In addition, the program provides instruction on becoming a culturally responsive teacher; this topic is woven as a common thread through all courses across the curriculum.

The Exceptional Student Education Department also offers endorsements in Gifted Education and Autism.

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

1. Identify a variety of exceptionalities
2. Assess exceptional students' learning needs
3. Plan appropriate programs in cooperation with a multidisciplinary team
4. Implement and evaluate comprehensive student programs and progress
5. Work collaboratively with other education professionals
6. Coordinate multiple student plans
7. Coordinate exceptional student education as part of the total education program in schools

8. Use appropriate strategies 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
11. Develop and implement culturally responsive teaching practices

### **ADDITIONAL ADMISSION REQUIREMENT**

In addition to the M.S. general admission requirements, a personal interview with the Program Director and the student is required.

### **PROGRAM OUTLINE**

Ordinarily, courses are scheduled on Saturdays and week nights. Courses are offered in a cycle format consisting of 8 week cycles. A Comprehensive Examination is required for the M.S. degree. Please note that many of the courses may require eight hours of field experience in the K-12 classroom.

#### **Required ESE 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 524	Instructional Strategies for Students with Learning Disabilities
ESE 528	Instructional Strategies for Students with Emotional Handicaps
ESE 570	Introduction to Children with Exceptionalities
ESE 583	Educational Assessment of Students with Exceptionalities
ESE 665	Collaborative Consultation
ESE 690	Curriculum Design in Exceptional Student Education
ESE 699	Practicum in Exceptional Student Education
EDU 601	Methodology of Research *

\*Required in first semester of coursework

#### **Elective Courses:**

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 may also have a required field experience component.

### **ADDITIONAL ESE PROGRAMS AND SPECIALIZATIONS:**

The MS degree in ESE with a Gifted Education and/or Autism Specialization is designed specifically for teachers who already have a certificate in education. Students enrolling in this program must present proof of their teaching certificate. At the completion of this program, students are eligible to receive an endorsement in gifted education.

### **GIFTED EDUCATION SPECIALIZATION:**

#### **Endorsement Courses (15 s.h.)**

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 Required Courses (15 s.h.)**

ECT 678	Technology Applications in Exceptional Student Education
EDU 601	Methodology of Research*
ESE 583	Educational Assessment of Students with Exceptionalities
ESE 665	Collaborative Consultation
ESE 670	Advanced Behavioral Management of the Exceptional Child

\*Required in first semester of coursework

#### **Electives (6 s.h.)**

Additional electives include courses that provide content skills in how to work with students with dual exceptionalities (e.g., students with gifts/talents and specific learning disabilities), advanced curriculum, educational leadership, and grant writing. These courses will be selected based on student interest and need.

Elective courses may include any two of the following:

ESE 581	Learning Strategies for Exceptional Student Education
ESE 643	Evaluation of Children with Learning Disabilities
ECT 534	Integrating Software for Education Applications
ECT 673	Technology Applications in Math
ECT 676	Technology Applications in Reading
EDU 590	Corrective Reading
EDU 614	Educational Leadership I
EDU 615	Educational Leadership II
EDU 725	Grant Writing

## AUTISM SPECIALIZATION:

The MS degree in ESE with an Autism Specialization is designed specifically for teachers who already have a certificate in education. Students enrolling in this program must present proof of their teaching certificate. At the completion of this program, students are eligible to receive an endorsement in autism.

### Endorsement Courses (12 s.h.)

ESE 673	Nature and Needs of Students with Autism
ESE 683	Instructional Strategies for Students with Autism: Technical and Communication Interventions
ESE 527A	Management of Students with Emotional Handicaps: Focus on Autism
ESE 583A	Educational Assessment of Students with Exceptionalities: Focus on Autism

### Additional Courses (15 s.h.)

ECT 678	Technology Applications in Exceptional Student Education
EDU 601	Methodology of Research *
ESE 583	Educational Assessment of Students with Exceptionalities
ESE 665	Learning Environments for the Exceptional Child
ESE 670	Advanced Behavioral Management of the Exceptional Child

\*Required in first semester of coursework

### Elective courses may include any three of the following (9 s.h.):

ESE 581	Learning Strategies for Exceptional Student Education
ESE 643	Evaluation of Children with Learning Disabilities
ECT 534	Integrating Software for Education Applications
ECT 673	Technology Applications in Math
ECT 676	Technology Applications in Reading
EDU 590	Corrective Reading
EDU 614	Educational Leadership I
EDU 615	Educational Leadership II

## 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 this 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, that will prepare 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*
HED 646	College Student Development
HRD 659	Adult Learning and Motivation

\*Required in first semester of coursework

To be taken after other core courses have been completed:

### Elective Courses (9 s.h.)

ADL 720	History of Education
ADL 730	Sociology of Education
ADL 709	Legal 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 (6) 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.

### ADDITIONAL GRADUATION REQUIREMENTS

- In order to qualify for the Comprehensive Exam, students must maintain a minimum 3.0 GPA
- Passing of a Comprehensive Examination typically taken during a student's last semester of coursework

## 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 RESOURCE DEVELOPMENT AND ADMINISTRATION PROGRAMS

### Master of Science in Human Resource Development and Administration

Human Resource Development and Administration is a 33- or 36-credit-hour program leading to a Master of Science degree. The program meets the professional growth needs of adults aspiring to improve their skills to successfully lead better performance within profit or non-profit organizations as facilitators of employee, team, and organizational development. Specifically, this program assists aspiring HRD practitioners in becoming successful change agents and performance analysts, coaches, mentors and team leaders in informal learning environments, as well as, trainers and instructors in formal learning programs. The curriculum goal of the program centers around a framework that is grounded in an assumption that organizational effectiveness is linked to learning at the individual, group, and organizational levels.

The program is designed for adults employed, desiring employment, or consulting in organizations of all kinds—public or private—including government, health-care, educational, vocational, religious and community. A Master's degree in Human Resource Development and Administration will assist professionals in facilitating in a positive, nurturing manner organizational learning and the development of interpersonal and team building skills of individual employees, work groups, and project teams. The program prepares students in creating a learning organization that enhances an organization's productivity.

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

1. Project trends in training and development and discuss their implications, including aspects of training's return-on-investment (ROI)
2. Apply adult learning principles in presenting a formal workshop, or facilitating informal learning situations, from work teams to an organizational restructuring
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 professionals who facilitate, support and manage organizational learning and growth



5. Apply appropriate change models to a select organizational setting
6. Apply appropriate research methodologies to an HRD problem or concern

Note: Organizational experience is recommended prior to entering the Human Resource 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. **A minimum of 2 courses per 16 week term is considered equivalent to a full-time course load in this program.**

### Core Courses (21-24 credit hours required)

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

\*Required in first semester of coursework

### Elective Courses (12 credit hours; 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 667	Presentation Principles, Methods and Techniques
HRD 669	Consultant Practices in Human Resource Development
HRD 670	Productivity and Quality
ECT 688	Technology Applications for Adult Education
MBA 601	Human Resource Management

Six (6) credits may be selected from other schools at Barry University with the approval of the Dean of the selected School and of the Human Resource 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.

## 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

\* Required in first semester of coursework

\*\* 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 Technologies in Education
- EDU 509 Multicultural Primary Education (PreK/3)
- EDU 515 Guiding Primary Learning (PreK/3)
- EDU 548 Literature for Young Children
- EDU 595 Advanced Curriculum and Assessment
- EDU 605 Action Research Practicum in Curriculum and Instruction
- ESE 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 552 Critical Thinking in Elementary School Science and Social Studies
- ESE 570 Introduction to Exceptional Children
- ECT 680 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 (1-6). 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 (1-6) 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

### 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 Technologies in Education  
 EDU 509 Multicultural Primary Education  
 EDU 515 Guiding Primary Learning  
 EDU 548 Literature for Young Children  
 EDU 552 Critical Thinking in Elementary School Science and Social Studies  
 EDU 567 Foundations of Reading Instruction  
 ESE 570 Introduction to Exceptional Children  
 ECT 680 Technology Applications in Elementary Education

### ADDITIONAL GRADUATION REQUIREMENT

Acceptable performance evaluation on classroom management.

## READING PROGRAMS

### Master of Science in Reading

The Master of Science Degree (M.S.) in Reading is a 30-semester-hour initial certification program committed to offering opportunities for personal and professional growth for educators who desire to extend their knowledge and skills in literacy education. The

mission and purpose of graduate preparation in Reading is to provide quality learning experiences to meet the continuing professional needs of teachers, literacy coaches, and other leaders at the primary, elementary, middle, secondary, and adult levels. Emphasis is placed on the foundations of Reading instruction with practical classroom, school, and district applications.

Graduate students in the Reading program broaden their knowledge and gain greater teaching competencies with the goal of helping 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. This state approved program requires the student candidate to hold a teacher's certificate prior to full admission. In addition, students must have documented proof of having passed the General Knowledge and Professional Education Test prior to full admission. For those who do not hold a teacher's certification, please see the non-certification Master's option below.

Graduates will have acquired the ability to:

1. Apply knowledge gained and strategies learned to classroom teaching and literacy instruction
2. Demonstrate skill in teaching appropriate research-based reading and literacy strategies for successful learning
3. Integrate research-based reading skills, strategies and concepts into an entire curriculum
4. Plan, develop, and implement research-based literacy programs in the school and community
5. Administer and utilize assessments to interpret and evaluate data results for developing and implementing differentiated plans for strategic literacy instruction across the curriculum

### Required Courses (27 s.h.)

EDU 535	The Teaching of Language Arts
EDU 567	Foundations of Reading Instruction
EDU 568	Reading in the Content Areas
EDU 584	Reading Diagnosis
EDU 590	Corrective Reading <b>or</b>
EDU 634	Remedial Reading.
EDU 601	Methodology of Research*
EDU 607	Beginning Reading for the Primary Years <b>or</b>
EDU 718	Developmental Reading.
EDU 716	Advanced Diagnosis and Remediation in Reading
EDU 717	Practicum in Reading

\*Required in first semester of coursework

### Elective Courses (3 s.h.)

EDU 604	Teaching Vocabulary and Reading Comprehension
EDU 611	Reading and Thinking Skills
EDU 612	Teaching Reading to Secondary, College, and Adult Students
EDU 613	Methods for the Reading Resource Teacher
ECT 676	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 MS PROGRAM AND GRADUATION REQUIREMENTS

### Students must:

- Have completed a course in evaluation and measurement in education (EDU 417/517, undergraduate or graduate) as required for Reading certification (K-12). If not taken previously, EDU 517 is required in the place of a 3 semester hour Reading elective
- Have completed a course in children's or adolescent literature (EDU 320 or 554, undergraduate or graduate or adolescent literature) which is a requirement for Reading certification (K-12). If not taken previously, EDU 554 is required
- Pass the (FTCE) The Reading Subject Area Test of the Florida Teacher Certification Examination prior to the graduation, unless already certified in Reading
- Demonstrate competency at the fulfilled level with each of the Pre-professional 12 Accomplished Practices, unless completed at the undergraduate level after December 2002. (All non- Barry University School of Education undergraduates must submit proof of successful demonstration of the 12 Accomplished Practices.)
- Pass the graduate comprehensive examination in Reading
- Maintain a 3.0 GPA
- Pass the General Knowledge test or document proof of passing as an undergraduate as well as passing the Professional Education Test.

Note: As the state implements new requirements for the Reading certification, these requirements will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply and maintain currency with the State Department of Education certification requirements. The student has responsibility to secure application documentation and submit the necessary paperwork to the State in order to be eligible for Reading Certification.

## NON-CERTIFICATION MASTER'S OPTION

Students seeking a Master of Science (M.S.) degree who do not hold a teaching certification or desire a State of Florida Reading certification may enter the Non-certification (REAN) Master's option. A non-certification option form must be signed by the student, the faculty advisor, and the Office of the Dean. This acknowledges that Barry University does not recommend the student for certification in Reading (K-12). The student has responsibility to secure application documentation and submit the necessary paperwork to the State in order to be eligible for Reading Certification. After completing six (6) credits in the M.S. program, the student may not switch to the certification option. All other requirements must be met.

## 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, literacy coaches, and other 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 research-based reading and literacy strategies and skills for improved reading and learning
3. Model the integration of Reading and writing into the curriculum
4. Provide literacy leadership at the school and district levels
5. Administer and utilize assessments to interpret and evaluate data results for developing and implementing differentiated plans for strategic literacy instruction across the curriculum

## SPECIAL PREREQUISITES

Three Reading courses at undergraduate or graduate level (9 credits) are required. Reading courses other than those listed below may be required to meet State of Florida DOE certification in Reading if desired.

### Required Courses (9 s.h.)

- EDU 708 Directed Research  
 EDU 717 Practicum in Reading **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 554 Literature for the Elementary Classroom  
 EDU 567 Foundations of Reading Instruction  
 EDU 568 Reading in the Content Areas  
 EDU 604 Teaching Vocabulary and Reading Comprehension  
 EDU 607 Beginning Reading for the Primary Years  
 EDU 611 Reading and Thinking Skills  
 EDU 612 Teaching Reading to Secondary, College, and Adult Students  
 EDU 613 Methods for the Reading Resource Teacher  
 ECT 676 Technology Applications in Teaching Reading  
 EDU 716 Advanced Diagnosis and Remediation in Reading  
 EDU 718 Developmental Reading

Note: Certain MS courses will be required if the student plans to be eligible for the Reading certification. Courses accepted in lieu of any of the above must be approved by the advisor and the Office of the Dean.

## ADDITIONAL ED.S. PROGRAM AND GRADUATION REQUIREMENTS

### Students must:

- Have completed a course in evaluation and measurement in education (EDU 417/517, undergraduate or graduate) as required for Reading certification (K-12). If not taken previously, EDU 517 is required in the place of a 3 semester hour Reading elective
- Have completed a course in children's or adolescent literature (EDU 320 or 554, undergraduate or graduate or adolescent literature) which is a requirement for Reading certification (K-12). If not taken previously, EDU 554 is required
- Have a 3.25 grade point average prior to registering for EDU 717 and/or EDU 739 or 740
- Pass the (FTCE) The Reading Subject Area Test of the Florida Teacher Certification Examination prior to the graduation, unless already certified in Reading
- Demonstrate competency at the "fulfilled" level for each of the 12 Accomplished Practices, unless already certified in Reading; completed the AP's at the undergraduate or Master's levels or have proven teaching experiences of seven (7) or more years
- Documented proof of having passed the Professional Educator Test (if applicable) and the General Knowledge Exam

Note: Other Reading courses may be substituted for those listed above to meet the Florida Reading certification requirements in Reading (K-12), if desired by the student and with permission of the advisor and the Office of the Dean.

— As the state implements new requirements for the Reading certification, these requirements will be compulsory with or without notice in this catalog. The student has the sole responsibility to comply and maintain currency with the State Department of Education certification requirements. The student has responsibility to secure application documentation and submit the necessary paperwork to the State in order to be eligible for Reading Certification

### **SPECIAL READING ENDORSEMENT OPTION**

The Graduate Reading Program offers a state approved Reading Endorsement option. This option allows a certified teacher to become a highly qualified teacher of reading by taking five graduate level reading courses which meet the six Reading Endorsement competencies required by the state for the Florida Reading Endorsement.

The courses are:

EDU 567	Foundations of Reading Instruction
EDU 568	Reading in the Content Areas
EDU 584	Reading Diagnosis
EDU 590	Corrective Reading
EDU 717	Practicum in Reading

## **DOCTOR OF PHILOSOPHY IN LEADERSHIP AND EDUCATION**

### **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.
- 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.
- The encouragement and assistance of colleagues.

### **ADMISSION REQUIREMENTS**

- A completed application
- A Master's or higher degree from a regionally accredited or internationally recognized college or university
- Graduate GPA of at least 3.25 or higher
- Graduate Record Examination (GRE) scores in all three areas: Verbal, Quantitative, and Analytical Writing; scores must be from a test date within five years preceding application
- Three recent letters of professional recommendation (one must be academic instructor or advisor) regarding the prospective student's capacity to successfully complete a research-oriented doctoral program.
- An interview with two faculty members

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 toward 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 years of the date of application for admission and the grade earned must be a B or higher. 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 special-ist 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; a 3.25 GPA is required to take the comps.

**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 — SPECIALIZATIONS

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 and the Curriculum and Instruction section for information on the Ph.D. in Curriculum and Instruction.

The doctoral program requires completion of a minimum of 54 s.h. 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 s.h.
Area of Specialization Core	12 s.h.
Area of Specialization Electives	12 s.h.
Research	12 s.h.
Dissertation	6 s.h.
<b>TOTAL</b>	<b>54 s.h.</b>

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.

The **Educational Technology** specialization prepares candidates for a variety of leadership positions where technology plays a strategic role in the success of educational institutions or businesses or government agencies at all levels, including local, state and national. Graduates assume positions involving teaching, training, administration, consulting, research, program planning, program evaluation, curriculum development and policy development. The program provides candidates the knowledge and experiences to make effective decisions as leaders, managers, innovators, and change agents in environments incorporating various uses and applications of technology.

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 Resource Development (HRD)** 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. Students without a Master's Degree in HRD must take HRD 644, HRD Theory and Practice, in lieu of one of their elective courses.

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, 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

## **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 (3)**

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 administrative roles in the implementation and management of information technology within a professional organization.

**739 Ethical Issues in Leadership (3)**

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)**

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.

## Doctoral 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)**

Examines the theories, research and processes that influence human and organizational development through the consultation and leadership roles of doctoral-level counseling personnel who function in clinical and human services settings. The course fosters the development of specific skills and intervention strategies required to perform effectively in both of these roles. The phases of consultation process: entry, collaboration, diagnosis, process and implementation, and disengagement are studied in depth.

**758 Advanced Clinical Counseling Techniques (3)**

Analyzes 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. Prerequisite: CSL 652 or CSL 686 or equivalent.

**761 Advanced Multicultural Issues in Counseling (3)**

Examines 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 with and treating individuals from different socioeconomic/cultural/ethnic and religious backgrounds and those with varying sexual identities. This course is designed to maximize the effectiveness of culturally sensitive counseling approaches and interventions through the identification of differences and similarities of multicultural populations. Prerequisite: CSL 629 or equivalent.

**763 Advanced Family Systems Theory (3)**

Reviews and critically analyzes contemporary theories and research that impacts the practice of couples and family counseling and therapy. Emphasizes various contemporary approaches to couples therapy ranging from early systemic and modernists approaches to later systemic, integrative and postmodernists approaches. Critically reviews empirical findings on attachment, intimacy, relational conflict or parenting research and related clinical implications for a wide range of therapeutic and psycho educational interventions with couples and families. Prerequisite: CSL 687 or equivalent.

**765 Advanced Professional Issues in Counseling (3)**

Explores central professional, legal, and ethical issues surrounding contemporary counseling practice. The counselor's advocacy role is stressed, both in advocacy for clients, i.e., topics of gender, ethnicity, religion, spirituality, and disability; and advocacy for the profession, i.e., including guild issues and utilizing the legislative process to better serve clients. Professional codes of ethics as well as virtue and organizational ethics serve as the foundation for analyzing the complex issues facing counseling professionals. The process of achieving and maintaining CACREP accreditation is considered. Also, the evolving impact of federal, i.e., HHS and HIPAA, and state laws and regulations on counseling practice is explored. Prerequisite: CSL 600 or equivalent.

**767 Advanced Clinical Family Therapy Techniques (3)**

Addresses the development of advanced level skills and competencies 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, CSL 687, CSL 688, CSL 689 or the equivalent with permission from advisor.

**768 Advanced Appraisal Techniques (3)**

Reviews the process of assessment and effective utilization of assessment data in working with individuals, couples and families in various clinical and human services contexts. Focuses on the relationship between clinical interviewing, formal assessment, case formulation and treatment planning. A wide variety of clinical appraisal methods, e.g., standardized inventories, structured observation, and other self-report measures, are reviewed and critically evaluated. Students are encouraged to apply these assessment methods to a wide variety of individual, couple and family issues, e.g., alcohol/substance abuse, child abuse, custody, pre-marriage, marriage, divorce, mediation, work-family, and health problems. Prerequisite: EDU 621 or equivalent.

**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 758 and CSL 767.

**786 Practicum in Clinical Supervision (3)**

Emphasizes the process of supervising counselor trainees in laboratory and field settings. Stresses the 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: Appropriate counseling courses, and permission of the program advisor. Dissertation.

**796 Dissertation Seminar (3)**

Assesses researchable questions in counseling, with application to family, couples, and marital counseling, resulting in a completed intent to submit dissertation proposal form. 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. Prerequisite: CSL 694, CSL 699 or equivalent.

**800 Continuous Matriculation (1)**

Enrollment is required each fall and spring semester after completion of CSL 796 and 797 until the dissertation is successfully defended. Prerequisite: CSL 797.

## **Doctoral Course Descriptions— Curriculum and Instruction Prefix: EDU**

**702 Contemporary Issues in American Education (3)**

This course will explore the social, cultural, and philosophical forces that impact upon schools in the urban setting and is intended to provide doctoral students with continued in-depth grounding in related areas of

knowledge. Issues endemic to the student in the urban setting, as well as the context of the surrounding community will also be explored. Approaches for teachers and school leaders working in these settings will be emphasized, through an interdisciplinary approach using philosophy and sociology as applied to pedagogy and leadership.

**707 Curriculum: Theory & Research (3)**

This course provides theories of curriculum organization and a survey of curriculum research focusing on historical patterns of curriculum development and current curriculum trends. It requires students to analyze and interpret educational literature, especially the social contexts of schooling and society's influences on curriculum development.

**709 Curriculum: Issues and Historical Perspectives in Early Childhood Education (3)**

This course was designed for advanced graduate level students to explore the theoretical underpinnings of various early childhood curriculum and instruction models. It requires students to research the latest trends and issues associated with curriculum and instruction for young children and it supports the need for early childhood professionals to align curriculum models to contemporary standards-based programs.

**713 Advanced Theories and Models of Instruction (3)**

This course will focus on theories of instruction and research integral to the learning process. The thought process, i.e., cognition, human relations, group dynamics, creativity, brain development and research and other topics related to the development of instructional theory and practice will be explored.

**714 Literacy Assessment and Evaluation (3)**

The purpose of this course is to investigate effective assessment strategies for examining literacy processes and evaluating literacy trends, issues, programs, materials and resources. Graduate students will join with faculty to engage in critical explorations and intensive study of the intersections between literacy assessment theory and practice and those implications for the partnership of home and community. Prerequisite: EDU 567 or similar introductory Reading course: EDU 584 & 590 or 716 and EDU 590 or equivalent. Introductory assessment course.

**715 Early Childhood Assessment: Practices, Policies & Theories (3)**

This course provides advanced graduate level students the opportunity to apply early childhood assessment instruments for the purpose of observing, recording, diagnosing, and analyzing the different systems available (e.g., Devereux, Brigance, Learning Accomplishment Profile-Diagnostic, Early Screening Profile). Legal

and ethical responsibilities are explored within the contemporary context of accountability. Assessment tools will be analyzed from a variety of perspectives for their distinct uses: assessment of learning environments, curriculum, academic achievement, instruction, staff/professional development (concept of self-reflection). Prerequisite: Introductory assessment course.

**719 Issues of Educational Assessment (3)**

The role of the teacher as an assessment diagnostician is examined. This new role includes the design, development, reflection, and restructuring of classroom instruction based on students' performance and assessment data. Current models used to assess students' learning are examined, including the use of performance criteria. Issues impacting this role and the restructuring of standards-based instruction based on students' performance, progression, and learning are the focus.

**721 Language and Literacy Development (3)**

This course examines sociocultural and cognitive processing models of young children's language and literacy development. It requires students to analyze recent research on the influences of home, community, and schooling on children's development. Prerequisite: EDU 567 or 607 or equivalent.

**723 Advanced Seminar in Reading (3)**

Examines current research and theories in Reading. Includes research-based 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: EDU 567 or equivalent and permission of advisor.

**724 Leadership and Change for Curriculum**

- A Early Childhood/Primary**
- B Elementary**
- C Middle School**
- D Secondary School**
- E Culture, Language and Literacy (TESOL)**

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**
- B Elementary**
- 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.

**728 Curriculum Evaluation (3)**

This course enables graduate level students to develop skills and strategies necessary for curriculum evaluation and improvement of ongoing programs. Included will be a historical review of evaluation in curriculum and an analysis of approaches to curriculum evaluation, both traditional and innovative. This graduate-level course prepares students for evaluation positions in the social and behavioral sciences.

**730 Psychology of Reading (3)**

Examines the reading process psychologically, physiologically, and socially. Current research-based methods and trends in teaching reading and historical and current research are examined. Prerequisite: EDU 567 or equivalent.

**731 Administration and Supervision of Reading Programs (3)**

Includes research-based 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.

**736 Research and Policy Trends (3)**

- A Early Childhood/Primary**
- B Elementary Education**
- E Culture, Language and Literacy (TESOL)**
- F Curriculum Evaluation and Research**

This course explores a range of contemporary issues, research studies, and policy decisions that affect learners in public and private school systems in the United States. The role of qualitative and quantitative research in education, and the subsequent impact of research on policies and practices that impact educators will be examined. Students will be asked to locate, analyze, and critique current research studies and trends relevant to the P-12 classroom. Practitioner generated research and teachers' application of research findings will also be explored. Prerequisite: HSE 703, Philosophy of Science and Theory Development.

**745 Research on Teaching and Learning (3)**

This course examines policy and research in teaching and learning, including relationships among research and educational policy for teaching and teacher education. It is intensive study in an area of curriculum, teaching, and learning; educational policy and social analysis; and teacher education and teacher learning.

**750 Leadership Exploration and Expression (3)**

This course will assist students in developing a framework for acceptable academic writing. As such, students will be engaged in evaluating journal articles; developing a topical outline in relation to their topic of

interest and/or research question; and writing a literature review in preparation for dissertation work and/or specific publications.

**775 Doctoral Colloquium in Curriculum: Special Topics, Issues and Scholarship**

**A Early Childhood/ Primary**

**B Elementary Education**

**E Culture, Language and Literacy (TESOL)**

**F Curriculum Evaluation and Research**

**G Reading, Language, and Cognition**

Advanced study of special topics and current issues related to curriculum; provides continuous support and direction in developing areas of inquiry and research, identifying professional development activities including writing professional publications, developing research proposals, and designing presentations. Prerequisite: EDU 750, Leadership Exploration and Expression.

**Doctoral Course Descriptions—  
Curriculum and Instruction  
Prefix: TSL**

**728 Cultural Diversity in American Education (3)**

This course focuses on cultural diversity and the ways in which it has been defined and treated in the American educational system. An interdisciplinary approach informs the course, with perspectives gleaned from history, sociology, psychology, anthropology, and educational literature. The course examines the influence of the educational system's norms, beliefs, and assumptions about race, ethnicity, class, ability, and language on the access, opportunities, and educational outcomes of minority students in the United States. A key task in this course is to link the analyses of the aforementioned issues to the conceptualization of a culturally responsive education system.

**738 Language Development for English as a Second Language (ESL) Students (3)**

Bilingual children come to schools with varying degrees of first and second language proficiency, and form many different cultures. Embedded in those cultures are various literacy practices, language practices, and familial interactions, all of which impact the acquisition of literacy in both languages. Educators working with bilingual communities need to develop a philosophy of literacy, acquire an understanding of how bilingualism develops, acquire techniques for planning and conducting literacy activities in bilingual classrooms, and acquire skills for working within bilingual literacy communities. Prerequisite: TSL 506, Applied Linguistics or equivalent.

**745 Theories and Principles of Bilingual Education (3)**

Examination of local, national and international bilingual curricular models and practices; sociolinguistic and psycholinguistic aspects of bilingualism theories; and approaches to concept development in bilingual students.

**760 Advanced Study of Problems and Issues in Bilingual Education (3)**

Critical evaluation of a variety of topics relating to being bilingual, language and language learning. This course is designed to increase knowledge of topics which focus on English and English language teaching and learning throughout the world.

**770 Advanced Assessment & Evaluation of English Language Learners (3)**

This course addresses multiple dimensions of assessment within the context of second language acquisition and the education of English Language Learners. It will explore current issues in assessment that include competence, performance, cultural bias, language, and content area assessment for students acquiring English as a Second Language. Prerequisites: TSL 517, Testing & Evaluation in ESOL or equivalent.

**Doctoral 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, models, and principles for the establishment and improvement of technology-based educational 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 leaders in a variety of organizational contexts and structures. Emphasizes the importance of adapting change models to various organizational cultures.

**767 Educational Technology Policy, Law and Ethics (3)**

Focuses on the theory and principles of policy development and implementation 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 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.

### **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.

**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.

### **Doctoral 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 (3)**  
**E Learning Disabilities PreK/Primary**  
**F Mental Retardation Elementary**  
**G Emotional Handicaps**  
**H Giftedness**  
**I Grant Writing in ESE**

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.

## **Doctoral 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.

## **Doctoral Course Descriptions— Human Resource Development Prefix: HRD**

### **711 Performance Analysis and Improvement (3)**

Analyzes performance issues and examines techniques and methods for improving performance.

### **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.

### **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, and HRD 644, or permission of advisor and instructor.

## **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 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

#### E Cultural, Language and Literacy (TESOL)

#### F Curriculum Evaluation and Research

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: HSE 703; and HSE 705 and 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 personal 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 Introduction to School Counseling (3)

Overviews the structure of guidance programs in various school settings, identifies the administrative and clinical responsibilities of the guidance counselor, addresses specific student concerns and describes specific interventions appropriate for use with children, and overviews peer and parental issues and interventions.

### 588 Crisis Intervention (3)

Investigates and analyzes theories and techniques in crisis intervention with particular emphasis on situational and developmental crises.

### 589 Introduction to Mental Health Counseling (3)

Examines the history and philosophy of mental health systems, discusses the relationship between mental health services and other health and human service delivery systems, identifies the types of services offered in such systems, describes the roles and responsibilities of the mental health counselor, discusses the relationship of the mental health counselor to other members of the multi-disciplinary treatment team in applied settings, and overviews specific treatment approaches used in applied settings.

### 591 Group Dynamics (3)

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

### 600 Legal and Ethical Issues in Counseling (3)

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

### 605 Treatment of Substance Abuse in Counseling (3)

Focuses on substance abuse assessment and treatment issues and practice, especially those relevant to marriage and family therapy, mental health, school, and rehabilitation counseling settings. As this course is intended to prepare the counselor for clinical work in a variety of settings, extensive experiential practice in both assessment and intervention will be included. It will additionally provide an overview of the history, theory, and current research perspectives in the etiology, assessment and treatment of substance abuse, as



they related to the role of the professional counselor. Prerequisites: CSL 569 or PSY 594 or permission of instructor.

**610 Human Growth and Development (3)**

Discusses life-span theories of development, models of moral, intellectual, and sexual development, normal and abnormal behavior and learning theories; addresses developmental interventions and relates them to the needs of specific client populations.

**612 Child Guidance and Therapy (3)**

The course is designed to provide the primary and secondary school counselor with the knowledge and skills he or she requires to work with children. The counselor working in the elementary setting must be able to perform tasks in three areas to be effective: Child Counseling/Therapy, Prevention/Developmental Guidance, and Consultation. Prerequisite: CSL 610.

**629 Social and Cultural Issues in Counseling (3)**

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

**639 Physical and Mental Disabilities (3)**

Overviews the physical and mental aspects of specific disabilities and assesses their impact upon the rehabilitation process. Management of the medical, psychiatric, psychological, and social services delivered to clients with specific disabilities is discussed.

**650 Human Sexuality (3)**

Examines theories and etiology of human sexuality, sexual development, and sexual role expectations. Particular attention is given to exploration of sexual attitudes, values, and behavior. The biological, psychological, cultural, and social implications of sexuality are discussed.

**652 Individual Counseling Procedures (3)**

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

**653 Career Development and Life Work Planning (3)**

Overviews the major theories and skill areas in educational planning, career development, and work motivation. Emphasis is placed on understanding career decision-making, using appropriate information and assessment techniques and applying knowledge and

skills to planning and conducting career development activities in appropriate counseling settings. Resume development and job-seeking skills are taught.

**657 Advanced Group Dynamics (3)**

Presents concepts, research, and theory relative to the small group process. Students participate in small advanced, face-to-face task groups. Emphasis is placed on developing competencies in self-intervention and growth as well as competence in the processes of small group phenomena such as interpersonal communication, feedback, norms, decision-making, leadership, authority, and membership. Prerequisite: CSL 658 and permission of instructor.

**658 Group Counseling Procedures (3)**

Discusses major concepts in group counseling theory and practice. Students develop competence in group counseling relationship development and application of group counseling theory and practice to coordination of group work.

**660 Designing Health, Wellness, and Employee Assistance Programs (3)**

Examines the principles of designing, organizing and administering health and wellness programs within organizations. Emphasis will be given to program design, program leadership and activity, and participant evaluation.

**680 Family Therapy (3)**

Investigates the theories and practices of family therapy. Current models of therapy are studied and applied in practice sessions. Emphasis is placed on the development of a systemic perspective.

**682 Consultation Procedures (3)**

Presents the principles and theories of consultation and examines the practices of the counselor as a consultant in schools and related settings. Process models of consultation are discussed.

**683 Industrial Rehabilitation/Risk Management (3)**

Examines the principles of disability risk management, basic insurance and legal concepts, and the roles of the risk manager and rehabilitation counselor in risk management. Cooperation between the human resources and rehabilitation professionals in case management, job modification, job placement, and expert testimony is emphasized. Case studies and simulated expert testimony may be required.

**684 Counseling Supervision (3)**

Discusses the theories and models of counselor supervision. Requires students to apply knowledge and skills to supervision of counselor trainees. Clinical supervision is offered for practitioners interested in updating their clinical skills and for marriage and family therapy

interns and mental health counseling interns who are pursuing their supervised clinical experience for licensure. Prerequisites: CSL 652, 658, 686, 694.

**685 Rehabilitation Issues (3)**

Overviews the history and development of rehabilitation counseling, examines the functions of the rehabilitation counselor in a variety of settings, and addresses the current issues and trends in the field.

**686 Counseling Theories and Interventions (3)**

Examines various counseling models, associated theories and interventions, and their application to the rapport building, assessment, problem identification, and intervention phases of the counseling process. Students may be required to prepare case studies and to demonstrate selected techniques.

**687 Marital and Family Systems (3)**

Explores the systems approach to marital and family counseling and facilitates understanding of marital and family problems from a systems perspective.

**688 Marital Therapy (3)**

Examines the theory and techniques associated with marital and conjoint therapies. Case examples are provided.

**689 Issues in Marriages and Family (3)**

Identifies the latest trends and issues affecting marital and family systems and discusses their impact upon marriage and family 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. Attainment of a minimum grade of "B" or higher in CSL 694 is a prerequisite of CSL 699.

**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.

**Prefix Course Descriptions—Education  
Prefix: EDU**

**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 to create a positive learning environment. 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 utilizes interdisciplinary and differentiated approaches to the teaching of language arts. Studies research-based models and methods for interrelating language arts. Projects which interrelate and integrate reading, writing, listening, speaking, viewing and thinking are 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 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)**

Current trends and issues in children's literature for the elementary student are addressed. Focuses on literature genres and how to embed them into the curriculum. Uses literature to differentiate and support content areas and students with cultural and linguistic differences. Provides ways to develop positive attitudes toward books and reading.

**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). Prerequisite: Admission to Graduate Elementary Education Program or teacher certification.

**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 research-based teaching strategies necessary to understand the nature of reading and the basic principles of reading instruction with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension and their integration. Includes use of professional resources to investigate historical and current trends differentiating in reading instruction. Field experience required.

**568 Reading in the Content Areas (3)**

Assists elementary and secondary classroom teachers with research-based reading and study skill strategies as they apply to the subject areas in their curriculum. Projects involve the use of differentiated lessons planning, practice and demonstration activities, and informal screening devices will be designed for specific content areas in the classroom. Field experience required.

**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)**

Using research, the course focuses on the diagnosis of reading. It includes the administration, interpretation, and use of formal and informal assessment data to impact, prescribe and plan for differentiated instruction. Prerequisites: EDU 567, or equivalent. Field experience required.

**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)**

Utilizes research-based classroom instructional methods, materials and differentiated strategies based on assessment for use in correcting reading difficulties with students in the K-12 classroom. Prerequisite: EDU 567 and 584 or equivalent. 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 Secondary School**

Presents the basic principles of development, implementation, and assessment of students' work from a backward curricular design model, based on precepts of assessment – for –and as - learning and checking for

understanding. 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, authentic, and performance-based assessments. Discusses how schools are assessed and rated based on FCAT and the relationship of the FCAT to the Florida Sunshine State Standards. Utilizes differentiated instruction and assessment approaches for all students, especially ELLs and ESE. Field experiences required. Prerequisite: Fully admitted to Barry University's Graduate programs or teacher certification.

**596 Accomplished Practices Seminar (1)**

This is an introductory seminar designed to acquaint students with portfolios, portfolio development, the Florida Educator Accomplished Practices, and the Portfolio Assessment Process. Students are exposed to the theory and practice of standards-based professional portfolios. Key elements of the Portfolio process include organization, selecting evidences, connecting evidences to standards, rubrics, and reflective practice and writing. The development and assessment of the Initial Portfolio will be an outcome of this seminar.

**599 Teaching Internship (Grades K-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 coursework to realistic classroom situations. Prerequisites: FTCE and a 3.00 GPA or better. A grade for this course is contingent upon passing all components of the FTCE, including General Knowledge, Subject Matter and Professional Education exams.

Requirements for the year-long internship include: FTCE scores, 3.00 GPA or better and full-time employment in a K-6 setting.

**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 coursework 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.

**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.

**603 Trends and Current Issues (3)****A PreK/Primary****B Elementary****C Middle School****D Secondary School**

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

**604 Teaching Vocabulary and Reading Comprehension (3)**

Assists teachers improve teaching vocabulary and comprehension. Research-based vocabulary and comprehension strategies are taught through modeling and differentiated lesson planning. Focus on the impact of vocabulary knowledge and reading comprehension. Field experience required.

**605 Action Research Practicum in Curriculum and Instruction (3)****A PreK/Primary****B Elementary****C Middle School****D Secondary School**

Advances the concepts, ideas, and learning 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 or teacher certification and completion of EDU 601 Methodology of Research.

**606 Advanced Practicum in Curriculum and Instruction (3)****A PreK/Primary****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)**

Introduces theoretical foundations of emergent literacy, reading curriculum for primary children and research-based best practices for teaching primary reading with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension and their integration. 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.

**611 Reading and Thinking Skills for the Elementary Teacher (3)**

Assists teachers in improving reading and thinking skills in their classrooms. Teachers will learn research-based strategies which help organize students' thinking. Techniques to guide the reading and thinking processes across the curriculum will be modeled.

**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 research-based diagnostic-prescriptive procedures and the organization and implementation of corrective instruction in vocabulary, structural analysis, fluency, comprehension, and study strategies.

**613 Methods for the Reading Resource Teacher (3)**

Focuses on research-based methods for implementing the duties and responsibilities of a reading resource professional at a school site. Includes consultative and coaching skills for assisting classroom and content area teachers. The focus includes human relations and leadership skills. Prerequisite: EDU 567 or equivalent.

**614 Visionary Leadership in Education (3)**

Explores models and theories of organizational development and their application to the development and maintenance of educational organizations.

**615 Ethics and Communication for Leaders (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, Measurement, 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.

**628 Issues in Curriculum (3)**

**A PreK/Primary**

**B Elementary**

**C Middle School**

**D Secondary School**

Surveys current trends in educational curriculum development and their impact on public and non-public schools from a leadership perspective.

**632 Administration of Early Childhood Programs (3)**

Addresses administrative and supervisory concerns of early childhood Program Directors.

**634 Remedial Reading (3)**

Focuses on research-based remedial techniques for students who evidence reading problems. Prerequisites: EDU 567 and 584, or equivalent or permission of advisor. Field experience required.

**637 Educational Decision Making (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.

**640 Mentoring and Collegial Coaching (3)**

This course is designed to provide the experienced teacher with a comprehensive perspective on the principles of mentoring and coaching. Class sessions will focus on providing awareness of the knowledge base related to mentoring, as well as a set of mentoring skills and various strategies for applying the functions and behaviors associated with effective mentoring. Individuals responsible for the planning and implementation of teacher induction and orientation programs will also benefit from this course.

**654 Spirituality and the Art of Leadership (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)**

This course provides a foundation to enrich the educator's role as a classroom leader through reflective inquiry. Various forms of reflective practice will be examined as educators explore individual and collective beliefs, assumptions and practices, leading to insights about instructional effectiveness. The goal of the course is to gain self-awareness through reflection so as to initiate changes in practice that will enhance student learning and provide for significant and sustained school improvement.

**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 general influences they have on students' learning. Performance based documentation, document 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 re-shape classroom teaching practices, enhance growth in cognitive and emotional intelligence, and more effectively promote intellectual, moral, and social development in students.

**674 The Legal Environment in Education (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 and Development (3)**

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. (This is a course for EdS Degree, not the doctoral degree.)

**716 Advanced Diagnosis and Remediation in Reading (3)**

Examines the administration of standardized assessments and interpretation of data and results for diagnosing disabilities which impact learning to reading and success with the reading process. The focus is development and implementation of a research-based, instructional, differentiated remedial program in the K-12 classroom setting. Prerequisite: EDU 567, 584 and 590 or equivalent. Field experience required. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

**717 Practicum in Reading (3)**

Provides a supervised practicum which focuses on educators using research-based techniques, assessments and differentiated methodology for working with and coaching students, administrators, other teachers, and community members. The use of research-based strategies and materials address the prevention, identification, intervention and remediation of reading difficulties. Prerequisite: Admission to the M.S. or Ed.S. program in Reading or permission of reading program faculty. This is the capstone course in the graduate reading program. Prerequisite: Permission of advisor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

**718 Developmental Reading (3)**

Explores the objectives, techniques, and procedures for research-based programs of developmental reading in K-12 schools. Serves as the foundation of studies to integrate differentiated reading instruction within total

academic programs. Prerequisites: EDU 567 or equivalent or permission of instructor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D degree.)

**719 Issues of Educational Assessment (3)**

The role of the teacher as an assessment diagnostician is examined. This new role includes the design, development, reflection, and restructuring of classroom instruction based on students' performance and assessment data. Current models used to assess students' learning are examined, including the use of performance criteria. Issues impacting this role and the restructuring of standards-based instruction based on students' performance, progression, and learning are the focus.

**724 Leadership and Change for Curriculum (3)**  
**A Early/ Childhood/Primary**  
**B Elementary**  
**C Middle School**  
**D Secondary School**  
**E TESOL**

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**  
**B Elementary**  
**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 research-based literacy projects in the school and community. Prerequisite: EDU 717 or permission of advisor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

**739 Non-thesis Research In Reading (3)**

Requires the specialist student in education to complete a project relating to a research-based problem in reading. Supervised by a University faculty member. Prerequisite: Admission to the Ed.S. program in Reading and permission of advisor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

**740 Thesis Research In Reading (3)**

Requires the specialist student in education to complete a thesis related to a research-based problem in reading. Supervised by a University faculty member. Prerequisite: Admission to the Ed.S. program in Reading and permission of advisor. (This course is for the M.S. or Ed.S. Degree, not the Ph.D. degree.)

**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.

**513 Sign Language I (3)**

Explores the historical development of manual communication, studies the relationship between manually coded English and American Sign Language, deaf culture, and the implementation of signs in a variety of settings. Eight hours of field experience; minimum of 8 hours language lab required.

**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.

**521 Physiology of Hearing and Speech Mechanisms (3)**

Examines the physics of sound, anatomy of the speech/hearing mechanisms. Provides an overview of audiometric testing, assistive listening devices, and classroom acoustics. Eight hours of field experience required.

**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 and mild mental retardation, 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.

**527A Management of Children with Emotional Handicaps: Focus on Autism (3)**

This course compares various behavioral management techniques appropriate for children with autism and children with emotional handicaps. At least 8 hours of field experience are required.

**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.

**533 Sign Language II (3)**

Examines the linguistic structure of American Sign Language and the nature of bilingualism (i.e., English/manual communication) within the deaf community. Students demonstrate a clear understanding between manually coded English and American Sign Language. Prerequisite: Introduction to Sign Language I ESE 513. Eight hours field experience; a minimum of hours of language lab.

**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.

**536 Literacy for the Hearing Impaired (3)**

Examines current theories of language acquisition of typical and atypical children; examines strategies for teaching reading, writing, and language acquisition to hearing impaired students; provides an overview of materials, administration, and interpretation of assessment instruments. An eight hour field experience is required.

**539 Sign Language III (3)**

Examines curricular vocabulary and its use in manually coded English and American Sign Language. Provides an opportunity to expand signing skills in social and academic settings. Prerequisite: Sign Language II ESE 533. Eight hours field experience required.

**540 Foundations of Individuals with Mental Handicaps (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.

**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 Speech for the Deaf and Hard of Hearing (3)**

Examines speech development of typical and atypical children; studies how impaired hearing effects articulation, fluency, and rhythm; provides students with opportunities to administer and interpret speech assessments for children birth to five years. Eight hours of field experience required. Prerequisite: ESE 536 Literacy for the Hearing Impaired.

**573 Teaching of Students with Mental Disorders (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.

**583A Educational Assessment of Students with Exceptionalities: Focus on Autism (3)**

Proposes educational assessment techniques and procedures to provide an objective data base for individualizing instruction for children with exceptionalities. A major emphasis is placed on exploring assessment and diagnosis of children with Autistic Spectrum Disorders (ASD). At least eight hours of field experience is required.

**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 Handicaps (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 Collaborative Consultation and Inclusive Practices in ESE(3)**

Concentrates on current programming practices and the development of appropriate learning environments for students with disabilities, including all resources within the continuum of services beyond the classroom. The different models, trends, and issues related to collaboration, inclusion, diversity, and mentoring of students with exceptionalities are explored.

**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.

**673 Nature and Needs of Students with Autism (3)**

Explores the history of autism, as well as neurological, cognitive, and environmental theories. Focuses on the educational characteristics of students with autism and related disabilities (i.e., Autistic Spectrum Disorders - ASD). Describes the social interaction, social communication, and imagination impairments of students with autism. Presents issues of identification and referral to special education. Minimum of eight hours field experience required.

**675 Seminar for the Specialist in Exceptional Student Education (3)**

Affords opportunities for students to explore the specific exceptionality area(s) students need.

**683 Instructional Strategies for Students with Autism: Technological and Communication Interventions (3)**

Surveys strategies appropriate for students with Autism, particularly the use of assistive and instructional technology, as well as natural, alternative and augmentative communication systems. Minimum of eight hours field experience required.

**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.

**646 College Student Development (3)**

This survey course will introduce participants to many of the theories of development that inform student affairs practice. Students will be exposed to the four major categories of college student development theory

which include: 1) cognitive-structural, 2) psychosocial, 3) typological, and 4) person-environment. Given that these four categories represent a high degree of breadth, students will become acquainted with each of these areas. Individual theories and their application to higher education will be broadly explored.

**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 Resource  
Development and Administration  
Prefix: HRD**

**629 Legal Issues in HRD (3)**

Examines the laws that impact the human resource function. Reviews history of labor laws and emphasizes current legislation that includes but is not limited to ADA, FMLA, OSHA, Title VII, ADEA, and wrongful discharge.

**644 Human Resource Development Theory and Practice (3)**

Examines the theory, processes, skills, and understanding related to human resource 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 Resource 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 Resource 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**

**500 Comprehensive ESOL Strategies (3)**

Surveys the principles and strategies of English for Speakers of Other Languages (ESOL), with emphasis on their practical applications for teaching the basic content areas to classes with English Language Learners (ELLs).

**506 Applied Linguistics (3)**

Introduces theories, principles, research, and issues of language acquisition and the teaching and learning of English as a Second Language (ESL); 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.

**509L Cross Cultural Communication and Understanding (3)**

The goal of this course is to develop knowledge, skills, and dispositions necessary to prepare culturally relevant and responsive educational leaders to guide schools and curriculum development necessary to meet the learning needs of culturally diverse students in an increasingly interdependent global society.

**511 ESOL Curriculum and Materials Development (3)**

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

**515 Instructional and Assessment Practices (3)**

This course is designed to build on the foundation course in TESOL for students in professional/teacher education programs. The goal of this course is to link the theory and practice for effective teaching of ESOL students. The course will focus primarily on methods, curriculum and assessment of ESOL students in the areas of language and literacy development and content areas. Prerequisites: TSL 500 ESOL Issues & Strategies.

**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 English Language Learners (ELLs); based on the theories, principles, and current research related to second language acquisition.



**576 Methods of Teaching English as a Second Language (ESL) Students (K-12) (3)**

Examines the specifics of teaching English as a Second Language (ESL) and identifies major ESOL methodologies and approaches applicable to ELLs in a multilingual/multicultural classroom; based on the theories, principles, and current research related to second language acquisition. Field Experience is required.

**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.

# COLLEGE OF HEALTH SCIENCES

Pegge L. Bell, Ph.D., A.P.N., Dean and Professor

Faculty: Abdellatif, Carroll, Clarke, Colin, Creighton, Dick, Ford, Galt-McBean, Hanlon, Hays, Jones, Kleir, Landa-Gonzalez, Laudan, LePage, McFadden, Mitchell, Orr, Packert, Rogers, Shaw, Shocket, Slone, Spalding, Umadhay, Velis, Walsh, Wessling, Whiteman

In 2008 the College of Health sciences was formed to include health science and professional programs. The purpose of the College of 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 College of 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, or improve credentials to gain admission to medical or dental schools; 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; the Master of Science in Occupational Therapy for the student who wishes to begin or build upon a career in occupational therapy; the Master of Science in Public Health designed to prepare health professionals assume leadership roles; and the Master of Science in Nursing for the student who desires a specialization in administration, education, or as a family or acute care nurse practitioner. The Doctor of Philosophy is offered for nurses who desire the terminal degree for roles such as educator, scientist, or administrator. The Doctor of Nursing Practice provides the terminal degree for nurse who will assume leadership roles as practitioners or specialists in the field of nursing.

The College of 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 College of Health Sciences reserves the right to remove any students for academic or non-academic reasons as outlined in university, school, or program policies and procedures. Students removed from any program must follow the grievance procedures as outlined by the university, school or program.

## MASTER OF SCIENCE PROGRAM IN ANESTHESIOLOGY

John J. McFadden, Ph.D., C.R.N.A., Assistant Professor  
and Program Administrator

### 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 Certified Registered Nurse Anesthetist. The Program offers a strong science foundation and study of 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. Upon successful completion of all Program requirements, graduates are eligible to sit for the National Certification 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 765 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 practice 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, including 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 web conferencing. This is a program of full-time study, based on the foundations of professional adult education and functions at an operational level as a graduate education residency program. Nurse Anesthetist Residents average just over 60 hours per week of committed time devoted to didactics, clinical training and study time.

### ADMISSION REQUIREMENTS

Application 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. These include:

- A baccalaureate or graduate degree, granted by a regionally accredited or internationally recognized college or university in nursing or an appropriate science. A non-science degree may be considered on a case by case basis. Official transcripts from all colleges and universities attended must be submitted directly to Barry University.
- Graduation from an accredited School of Nursing and a current, unrestricted license as a professional registered nurse in the United States. Out-of-state applicants must be eligible for endorsement by the Florida Board of Nursing. An unrestricted Florida license must be received prior to starting the Program and maintained throughout enrollment in the Program.
- A minimum of one year, full-time clinical experience as a Registered Nurse in a critical care setting within the last 3 years. Clinical experience should be direct hands-on patient care. The “critical care setting” is not limited to a specific work area. However, the complexity of the patient population’s health problems should routinely require non-invasive and invasive monitoring, continuous pharmacologic infusions and mechanical ventilation. Other desired skills are outlined in the Program application form. The CCRN credential serves as evidence of required knowledge and experience, and is highly regarded.
- Current certification in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS).
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale. Deference is given to the last 60 hours of undergraduate work. Applicants with a master’s degree from a regionally accredited college or university will have their graduate GPA included for admissions consideration.
- Official satisfactory scores from the Graduate Record Examination (GRE) taken within five years of application. GRE scores are evaluated in the context of the overall application package submitted by the applicant. The GRE requirement may be waived for applicants with an earned graduate degree.
- Successful completion (grade C or better) of: one college chemistry course with a laboratory component. The course (not the laboratory component) must have been taken within five years of

application to the Program. Organic chemistry or bio-chemistry is strongly preferred. In addition, one previous additional science/mathematics course (examples include: advanced physiology, pharmacology, physics, genetics, statistics, algebra) is required.

- Two references from health care professionals who are knowledgeable of the applicant's academic potential and clinical aptitude.
- Documentation of understanding of the role of the nurse anesthetist. Applicants are encouraged to arrange an observation of and discussion with a Certified Registered Nurse Anesthetist.
- Attendance at a personal interview at the invitation of the Program's Admission Committee. This interview is required for admission.
- International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.
- Applicants may be required to fulfill specific prerequisites or other conditions of admission prior to an admission decision.

Admission is on a competitive basis for a limited number of positions. As a result, applicants may meet minimum admission requirements, but may not be selected for a personal interview or admission.

At the time of interview, applicants 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.

The Program's sequential design and specialty content prevents transfer credit from coursework outside of the curriculum. 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 applicant's former school.

Applicants who wish to defer an invitation for admission or withdraw from the program and desire re-admission must submit a written request to the Health Sciences Admissions Office. Admission to a previous matriculating year does not guarantee admission to a new start term. Those applicants will be considered for admission along with the applicant pool for the requested start term. Additional credentials might be required to update their application.

## APPLICATION AND ADMISSIONS PROCEDURE

All application materials must be complete and be received by the Health Sciences Admissions Office by May 1 for admission to the Program at the start of the spring semester in January. Applications received after May 1 will be considered on a space available basis.

Outstanding applicants who submit all required materials by February 1 may be considered for early interview and may be offered acceptance for admission at an earlier date.

Application 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, serving as an indicator of predictive success in the program. Additional 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, Provisionally Accepted, Deferred, or Not Accepted. The Admissions Committee may consider applicants, on a space available basis, whose credentials include less than a 3.0 GPA, and who meet all other admission criteria. Such applicants may be granted Provisional Acceptance. Candidates accepted for Provisional Acceptance must attain a minimum GPA of 3.0 or better during 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 possess a notebook computer with specified software which conforms to criteria established by the Program. Applicants are advised that portions of the didactic coursework are web-based and also provided in conjunction with telecommunications or video teleconferencing instruction. Candidates should possess basic computer literacy skills, including the use of word-processing, Windows operating systems, electronic mail and navigation of Internet applications.

*Important Notice: Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and*

fieldwork sites may require a drug, criminal, and/or child abuse background check in order to permit participation in the program's clinical experience, rotation or fieldwork. Clinical rotation and fieldwork sites may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be conducted at the student's expense.

## EDUCATIONAL OBJECTIVES

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 51-semester credit hours. 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 cohort at the start of the program. Reassignment may be required to meet the needs of the student, program and/or clinical sites. 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. Course sequencing is critical to the educational program. Therefore, certain didactic courses and clinical practica must be satisfactorily completed in sequence.

## COURSE SEQUENCE

<b>SEMESTER I</b>			<b>sem. hrs.</b>
ANE	500A	Basic Principles of Anesthesia	3
ANE	510	Pharmacology I	3
ANE	560	Chemistry & Physics for Anesthesia	3
ANE	520	Pathophysiology I	3
ANE	525A	Professional Aspects of Anesthesiology	1
ANE	535	Clinical Practicum I	1
			14
<b>SEMESTER II</b>			<b>sem. hrs.</b>
ANE	545A	Advanced Principles of Anesthesia: Obstetrics	2
ANE	627A	Advanced Research and Evidence Based Practice	3
ANE	555A	Pharmacology II	3
ANE	565A	Pathophysiology II	3
ANE	570A	Regional Anesthesia and Pain Management	2
ANE	575	Clinical Practicum II	1
			14
<b>SEMESTER III</b>			<b>sem. hrs.</b>
ANE	580A	Pharmacology III	3
ANE	585A	Pathophysiology III	3
ANE	590A	Advanced Principles of Anesthesia: Cardiovascular and Thoracic	2
ANE	595	Clinical Practicum III	1
			9
<b>SEMESTER IV</b>			<b>sem. hrs.</b>
ANE	540A	Principles of Anesthesia III: Pediatric	2
ANE	550A	Advanced Principles of Anesthesia: Specialty Care	1
ANE	605	Clinical Practicum IV	1
			4
<b>SEMESTER V</b>			<b>sem. hrs.</b>
ANE	600A	Leadership and Health Care Systems	3
ANE	630	Clinical Practicum V	1
			4
<b>SEMESTER VI</b>			<b>sem. hrs.</b>
ANE	650	Anesthesia Seminar I	2
ANE	660	Clinical Practicum VI	1
			3
<b>SEMESTER VII</b>			<b>sem. hrs.</b>
ANE	670	Anesthesia Seminar II	2
ANE	680	Clinical Practicum VII	1
CMP	699	Comprehensive Exam	0
			3
Total Semester Hours:			51

## GRADUATION REQUIREMENTS

Satisfactory completion of ALL courses, rotations, final comprehensive examination, and clinical requirements is necessary for the student to graduate. In addition, a student must have completed all course work with a minimum grade point average of 3.0 (B), with no more than 7 semester credit hours of C grade, including no more than 2 semester credit hours of C grade in clinical practica courses. A grade of C is not permitted in clinical practice courses during semester V, VI or VII, and is cause for dismissal.

## 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%

Receipt of a failing grade is cause for dismissal from the Program.

## Course Descriptions— Anesthesiology Prefix: ANE

### 500A Basic Principles of Anesthesia (3)

This course provides a broad orientation to the basic principles of anesthesia practice and the perioperative setting. Focus of the course includes: preparation of the anesthetizing environment; patient assessment and physiologic monitoring; anesthetic techniques, interventions and associated equipment; pharmacologic agents; communication and documentation; anesthesia care plan construction and evaluation. (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.

### 520 Pathophysiology I (3)

An in-depth study of human anatomy, physiology and pathophysiology using a systems approach. Emphasis is placed on those physiological and pathophysiological alterations that affect homeostasis in humans across the lifespan. This course provides a bridge to further study of disease states and their impact on anesthesia practice.

### 525A Professional Aspects of Anesthesiology (1)

An overview of the development of anesthesiology as an advanced practice nursing specialty. Emphasis is placed on those factors that shape the practice environment of the nurse anesthetist: the U.S. legal system,

bioethics, professional standards, global health issues, multiculturalism, and the concept of caring.

### 535 Clinical Practicum I (1)

Simulation experience with construction of care plans and mastering of skills taught in ANE 500A Basic Principles of Anesthesia. (Special Fee)

### 540A Advanced Principles of Anesthesia: Pediatrics (2)

Pediatric anesthesia includes the anatomic, physiologic and pathophysiological differences of patients from infancy through childhood.

### 545A Advanced Principles of Anesthesia: Obstetrics (2)

Study of the theoretical and practical principles in the anesthetic management of the obstetrical patient. Anatomic and physiologic adaptations to pregnancy and the pathophysiological conditions encountered in clinical obstetrical anesthesiology are discussed. General and regional anesthetic techniques for the parturient are emphasized.

### 550A Advanced Principles of Anesthesia: Specialty Care (1)

Study of advanced principles of anesthesia care for patients undergoing unique surgical, diagnostic or therapeutic procedures. Emphasis on assessment, clinical management and technology. Content includes anesthesia in emergencies and settings outside of the traditional surgical area.

### 555A Pharmacology II (3)

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. A continuation of ANE 510 emphasizing basic pharmacological principles and classes of drugs, including: drug interactions with receptors, absorption, distribution, metabolism and excretion. Primary emphasis is placed on the biochemical principles and pharmacology of the cardiovascular system.

### 560 Chemistry and Physics for Anesthesia (3)

Course focuses on the concepts of general, organic and biochemistry and their application and interrelationships to the understanding of basic physiologic and pharmacologic principles. In addition, modern concept in physics related to anesthesia education and practice will be discussed.

### 565A Pathophysiology II (3)

An advanced study of the physiological and pathophysiological changes that affect homeostasis of humans with emphasis on the hematology, cardiovascular and respiratory systems. Content includes treatment

relevant to the perioperative period and the impact on anesthetic management.

### **570A Regional Anesthesia and Pain Management (2)**

A study of the theoretical and practical considerations involved in the administration and management of regional anesthesia and pain management. Related anatomy, physiology, and pharmacology will be reviewed as applied to the administration and management of regional anesthesia and pain management.

### **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.

### **580A Pharmacology III (3)**

This course is the final of a three (3) semester sequence in pharmacology. The major emphasis is on steroid pharmacology, GI pharmacology, antiepileptics, anti-infectives and anti-cancer agents.

### **585A Pathophysiology III (3)**

An advanced study of the physiological and pathophysiological changes that affect homeostasis of humans with emphasis on the musculoskeletal, endocrine, hepatic, renal, gastrointestinal and nervous systems. Content includes treatment relevant to the perioperative period and the impact on anesthetic management.

### **590A Advanced Principles of Anesthesia: Cardiovascular and Thoracic (2)**

Study of advanced principles of anesthesia care for patients undergoing cardiac, vascular, pulmonary and other thoracic procedures. Emphasis on assessment, clinical management and technology. Content includes on- and off-bypass procedures, transesophageal echocardiography and one lung ventilation.

### **595 Clinical Practicum III (1)**

Clinical practice includes pediatric, obstetric and special care patients.

### **600A Leadership and Health Care Systems (3)**

Study of the use of select leadership skills in the practice of anesthesiology. A comprehensive overview of the components of the U.S. health care system, theories of change, political influences on practice, group/team process and communication patterns will be presented. Content will also introduce student to genomics, informatics, ethnopharmacology, wellness, and current issues influencing the practice of anesthesiology.

### **605 Clinical Practicum IV (1)**

Advanced clinical anesthesia practice including complex cases across the age continuum.

### **627A Advanced Research and Evidence-Based Practice (3)**

An exploration of the approaches to quantitative and qualitative inquiry. Content includes an introduction to theoretical frameworks supporting inquiry, reading and evaluating research, performing a literature review, and application of research to establish evidence-based practice in anesthesiology.

### **630 Clinical Practicum V (1)**

Graduate students will incorporate information learned in Practicum I-IV in order to anticipate any special needs for patients in all clinical settings, including post-operative pain and chronic pain management.

### **650 Anesthesia Seminar I (2)**

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)**

A continuation of ANE 650, covering selected topics and case studies for advanced study and practice of clinical anesthesia.

### **680 Clinical Practicum VII (1)**

Graduate student functions as a primary nurse anesthetist, while 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 from a regionally accredited or internationally recognized college or university. (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 or internationally recognized 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, 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.

## 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.

## 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

### 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. Same as BMS 510.

### 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.

### 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.

### 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 553, 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 553 and BMS 553b.

### 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.

### 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.

### 558a Bacterial and Rickettsial Diseases (2)

### 558b Viral Diseases (1)

### 558c Fungal and Parasitic Infections (2)

### 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.

**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 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 and Program Director

### 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 College of Health Sciences at Barry University offers special Option 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 78% of the program's candidates, over the past 24 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 Podiatric Medicine.

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 OPTIONS

- A Bachelor's degree from a regionally accredited or internationally recognized 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 with a grade of "C" or better. 8 semester hours of Anatomy and Physiology are strongly recommended.
- Applicants for Option 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.
- International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.
- 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 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 mid-term 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 CHS, 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.

### **SPECIFIC ADMISSION GUIDELINES FOR 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 Option I-1 year program. DAT scores may be substituted in place of MCAT scores.
- 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 Option I accelerated program with a stipulation that he/she earns a minimum GPA of 3.0 for the first semester. If the student's GPA falls below 3.0 at the end of the first semester, the

student may be moved to the two-year program with a reduced credit load.

- D. A candidate may be placed on the wait list for the Option 1 accelerated program and/or be fully accepted to the Option I-2 year program if he/she does not meet all of the admission requirements as indicated above.

### **SPECIFIC ADMISSION GUIDELINES FOR OPTION I – TWO YEAR/18 MONTH 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 Option I-2 year program. DAT scores may be substituted in place of MCAT scores.
- 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 Option 1-2 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 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 Option II program. DAT scores may be substituted in place of MCAT scores.
- 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 Option 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 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 Option III program. DAT scores may be substituted in place of MCAT scores.

- 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 Option 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.

## 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/dental 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.

### Option I

Students in the **Option 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 Option I – 1 year MBS students may be seated together with podiatry students from the School of Graduate Medical Sciences.

Students in the **Option I – 2 year/18 month 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. Option 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 option will be limited to 9-10 sh per semester. Students in the Option I-2 year program may not transfer to the Option II program after completing 26 graduate credits in the MBS program.

### Option II

Developed for students who are preparing to enter academic, government, medical, or health care fields. Students in the Option 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.

### 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 Option 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 Option 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, whichever 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 Director will require a student on probation to register for a limited course load.

## 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 and by the Vice President of Student Services.

## 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 Director of the Biomedical Science Program.

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. Option I and II students must register for and 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. Option III students must complete a significant research project and research paper (3-6 sh), as described previously in the curriculum section for Option 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 biological and biomedical 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 (3)

Introduction to experimental design, statistical analysis and publication preparation. Same as BIO 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. Same as BIO 510. Prerequisite: BIO 240 or equivalent or permission of instructor.

**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).

**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 553, 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 553, BIO 553b, and SES 553b.

**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.

**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.

**558A Bacterial and Rickettsial Disease (2)****558B Viral Diseases (1)****558C Fungal and Parasitic Infections (2)****559 General Dentistry Principles and Practices (3)**

This introductory course will provide students with a career interest in dentistry, an overview of the dental profession, general practice and related specialties. Additional topics presented will include anesthesiology, pain control, pathological interactions, expected ethical behavior, and business aspects of dentistry.

**560 Research (1-2 sh)**

Research for Option I or Option 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.

**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

**644 Cancer Biology (3)**

Major topics considered in this course include: concept and principles of cancer as a disease entity; stages of cancer - initiation, promotion and progression; etiology of cancer - genetic and epigenetic components; pathogenesis - genetic basis; risk factors - multi-factorial; diagnostic approach - current and future; therapeutic/preventive regimens; patient care; future perspectives in oncology.

**648 Epidemiology (3)**

Major topics considered in this course are the basics of epidemiology and infectious disease. The course covers important principles, concepts, methods, and analytical techniques pertaining to epidemiology. The course is designed to help students understand and apply the fundamentals of epidemiology and to use this knowledge to evaluate studies in the epidemiologic and biomedical literature.

**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 Option 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 and Program Director

### 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 a regionally accredited or internationally recognized 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.
- International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.

## 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 2.8 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 College of Health Sciences at Barry University offers special Option 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 78% of the program's candidates over the past 24 years have gained admission to medical or dental schools, as well as schools of osteopathic, veterinary, and podiatric medicine, including the Barry University School of Podiatric Medicine.

Students who are accepted into the Master's degree program's accelerated Option 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 register for and 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.

## NON-DEGREE-SEEKING APPLICANTS

Applicants 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). 2) present evidence of receipt of a bachelor's degree or higher (master's degree or higher for postgraduate applicants) from a regionally accredited or internationally recognized institution. Non-degree-seeking students may register for a maximum of six (6) graduate credits.

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

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

## NON-DEGREE-SEEKING TO DEGREE-SEEKING STUDENTS

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 for the College of Health Sciences. 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.



## MASTER OF SCIENCE IN HEALTH SERVICES ADMINISTRATION (HSA)

Alan S. Whiteman, Ph.D., FACMPE, Associate Dean and Program Director

### PROGRAM PURPOSE

The mission of the Master of Science Program in Health Services Administration is to provide high-quality graduate education that will prepare competent, thoughtful, ethical and compassionate health care management professionals. This is accomplished within a caring environment supportive of the religious dimension of the university, and a culturally diverse student population representative of the ethnic mix of the community. The Master of Science Program in Health Services Administration encourages its students, faculty and administration to participate in and maintain a presence in community service. Faculty members are required to demonstrate professional development and growth through research and publication, while meeting the primary goal of academic excellence through teaching.

### 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 patients, 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 are 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 management students who have less than two years' health care management experience will be accepted into the full-time or part-time program. However, these students will be required to complete two health services administration internships. Students entering the program with more than two years of healthcare management experience will be required to complete, at the end of their studies, an integrative experience drawing upon both their professional experience and their new academic growth.

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 (43 credit hours) in six semesters while full-time students could conceivably complete course requirements in one year.

***Important Notice:** Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites may require a drug, criminal, and/or child abuse background check in order to permit participation in the program's clinical experience, rotation or fieldwork. Clinical rotation and fieldwork sites may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from*

*the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be conducted at the student's expense.*

## **ADMISSION PROCEDURES AND REQUIREMENTS**

Admission is open to applicants with a baccalaureate degree from a regionally accredited or internationally listed college or university 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 by the end of the first two courses in the program. These standardized tests are waived if the applicant possesses a master's degree or higher from a regionally accredited or internationally listed college or university.

International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.

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.

Students entering the Master of Science program in Health Services Administration are required to have basic computer skills in word processing, spreadsheets, and database management, and must be able to complete assignments utilizing all three. Students without these skills will be required to receive additional training. The HSA department will assist students in getting the appropriate training.

Students entering the program must have taken 3 credit hours of undergraduate accounting, finance, or an equivalent course. Students without this pre-requisite will be required to enroll in the Basics of Healthcare Finance Workshop.

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/or oral comprehensive examination with an overall average of 70% or more. 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 of 3.0 GPA for 30 semester hours with no more than two courses with less than a grade of B;
- 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 College of 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 Services 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 3.0 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 eleven or twelve courses, depending on each individual student's career portfolio. An internship experience (HSA 660 and 661) is required of individuals with less than two years of health care management experience. Student pursuing long-term care licensure must also complete an additional internship (HSA 662) to meet the requirements established by the State of Florida. If the individual has the requisite two years of health care management experience, he/she will be required to complete HSA 700. Individuals are required to take HSA 500A if they have not completed an undergraduate finance or accounting course. Students must complete sequence I courses in the first and second semesters. Sequence II courses can be taken in semester three or later. Sequence III courses can only be taken in semesters five or six. The number of credits is indicated in parentheses.

- I. HSA 500A Introduction to Health Care Accounting/ Finance Workshop (Required for students with no undergraduate accounting or finance courses) (non-credit)
  - HSA 510 Principles of Health Services Administration (4)
  - HSA 520 Managerial Epidemiology and Essentials of Health Behavior and Health Promotion (4)
  - HSA 525 Health Care Policy and Health Care Economics (4)
  - HSA 530 Health Law, Ethics and Social Issues (4)
  - HSA 675 Health Information Systems Management (4)
- II. HSA 535 Applied Biostatistics and Research Methods for Health Services (4)
  - HSA 540 Quality Assurance and Utilization Review (4)
  - HSA 620 Health Care Budgeting and Financial Management (4)
  - HSA 667 Health Care Leadership and Human Resources (4)

Elective [one of the following courses] (3)

- HSA 610 Financing and Delivery of Health Care Services (3)
- HSA 611 Long-Term Care Facility Management (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)
- MBA 601 Human Resources Management (3)
- MBA 617 Technology and Information Systems (3)
- MBA 646 Marketing in a Dynamic Environment (3)
- III. HSA 690 Strategic Planning, Marketing and Policy in Health Services (4)
  - HSA 700 Special Topics in Health Services Administration (3) (Required for students with more than two years healthcare management experience; all others are required to complete the internships)

## Course Descriptions— Health Services Administration Prefix: HSA

### 500A Introduction to Healthcare Finance/ Accounting Workshop - non credit

This workshop provides the basic framework in health care finance/accounting necessary to successfully complete the MS in Health Services Administration. This workshop is designed to introduce students to the basic terminology tools and concepts of financial management. The workshop will meet for 20 hours and is a prerequisite for HSA 620 Health Care Financial Management and Budgeting, for students who have not taken either an undergraduate course in basic accounting or finance.

### 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 Managerial Epidemiology and Essentials of Health Behavior and Health Promotion (4)**

This is a general course in managerial epidemiology and infectious disease with emphasis on current topics and applications in this field. It addresses the behavioral models of health and disease, the social barrier to care and 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.

**525 Impact of Health Care Policy on Health Care Economics (4)**

This course provides a critical overview of health policy, its development, implementation and implications for the delivery and economics of health care, with emphasis on existing government programs and evolving changes. Emphasis will be placed on understanding the important health care policy issues of our times and how these policies drive the economics of the entire health care system in the United States. The course builds on the students' knowledge of theories and concepts gained in HSA 510 Principles of Health Services Administration.

**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 Research Methods 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 research methodology 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.

**611 Long-Term Care Facility Management (3)**

This course provides an examination of management policies and practices in the administration of long-term care facilities designed for the rapidly growing senior population. 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 specialty topics unique to this healthcare industry segment. These include licensure, planning, organizing marketing, staffing and directing complex, multicultural health care organizations, which serve a geriatric population with specific needs.

**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 two 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 two years' health care work experience. Optional for all other HSA students. Prerequisite: HSA 660 or permission of the Program Director.

**662 Practicum/Internship III (3-4)**

Advanced specialized and supervised field operation and experience in an appropriated long-term care setting. Students pursuing a career in nursing home administration and desiring to fulfill the requirements as mandated by the State of Florida must take this additional training. Prerequisites are HSA 660 and HSA 661 and have the permission of the Program Director.

**665A, 665B, 665C, 665D Advanced Study (1)**

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)**

This course is designed as an integrative experience for those students with a strong healthcare management background. It requires students to utilize knowledge gained in other courses and apply it to a comprehensive practical project. (Required for students with more than two years healthcare management experience. All others are required to complete the internships.)

## **GRADUATE CERTIFICATE PROGRAM IN HEALTH SERVICES ADMINISTRATION**

Graduate Certificates are offered through the Master of Science Program in Health Services Administration, located in the College of Health Sciences, a multidisciplinary center of excellence at Barry University.

Successful candidates will complete three to four graduate courses. These are offered on weekends and/or weeknights, depending on the specific track.

These Certificates 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.

**Admission Requirements:**

Admission to a graduate certificate program in Health Services Administration requires completion of a bachelor's degree from a regionally accredited or internationally recognized college or university with a 3.0 GPA. Compensating factors can be taken into consideration for students who do not have a 3.0 GPA. In addition, applicants must submit a statement of purpose indicating which certificate program they would like to pursue and their professional goals upon completion of the program. International applicants must meet all requirements for international applicants listed in the general admissions section of the catalog.

**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 College of 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	Managerial Epidemiology and 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.

**Graduate Certificate in Long-Term Care Management**

HSA	510	Principles of Health Services Administration (4)
HSA	611	Long-Term Care Management (3)
HSA	667	Health Care Leadership and Human Resources (4)
HSA	665	Advanced Study: Risk Management in Health Care Organizations (1)

This certificate is designed for health care managers seeking to enhance or develop skills in long-term care management, and expand their career mobility in one of the fastest growing health care sectors.

**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
- Meet the State of Florida mandated internship requirements

**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.

## POST-BACCALAUREATE CERTIFICATE IN HISTOTECHNOLOGY

The Post-Baccalaureate Certificate in Histotechnology program is designed for students who have already earned a bachelor's degree in the biological sciences from an accredited institution and have fulfilled the prerequisites listed below. This is a ten-month program that prepares the student for histotechnology certification. A six-month Clinical Experience at clinical sites in Dade, Broward, and Palm Beach counties is included.

Histotechnology is a structural science concerned with the evaluation of tissues, their cellular morphology and their chemical composition. Histotechnologists work under the supervision of a pathologist, preparing, cutting, processing and staining tissue specimens of human, animal or plant origin for diagnostic, research and teaching purposes. New technologies and methodologies are constantly being developed in the field, making this allied healthcare profession one of the most exciting and dynamic in the workplace today.

Barry University's Post-Baccalaureate Certificate in Histotechnology is designed to prepare students for this challenging field. Students completing this program are eligible to sit for the American Society for Clinical Pathology (ASCP) HTL certification examination. Please note that certification agencies may change their qualifying requirements; it is your obligation to meet those requirements.

Histotechnologists must have critical thinking skills, precision, fine manual dexterity and the ability to work well under pressure with minimal supervision. Patient contact is limited.

### Educational Objectives

Students completing the program will have acquired the ability to:

Demonstrate entry-level competencies in the basic procedures of the histopathology laboratory, including but not limited to fixation, embedding, frozen sectioning, microtomy, routine and special stains, and immunohistochemistry.

Demonstrate the skills and attitudes needed for clinical competencies in the medical laboratory science profession.

Become familiar with and understand basic principles of laboratory safety procedures.

Operate basic instruments including microtome, cryostat, embedding stations and processing equipment, and perform basic maintenance procedures.

Develop the knowledge and skill in education, management and research to fulfill the leadership roles within the clinical laboratory.

Integrate knowledge of histology and research to be able to critique and analyze data and published studies related to the field.

Develop an awareness of major health, social and economic problems of the community and the world at large.

### ADMISSION REQUIREMENTS

Applications are accepted on an ongoing basis. A \$30 application fee is required at the time of submission. Students seeking admission to the Biology Evening Programs must submit a completed application, write a statement of purpose, provide official transcripts from institutions attended, and submit two satisfactory professional letters of recommendation from faculty or supervisors. A personal interview may be required before acceptance into the program. Upon acceptance, a non-refundable deposit in the amount of \$250 is required to hold the applicant's position in the program. The deposit will be applied toward tuition expenses.

All students must have received a minimum grade of C in all college-level prerequisites listed below, and an overall GPA of 2.5 (on a 4.0 scale).

### PREREQUISITES

Biology (12 semester hours)

Chemistry (8 semester hours)

Students that have fulfilled the prerequisites for the Post-Baccalaureate Certificate may qualify for a second bachelor's degree. Refer to the Barry University Undergraduate Catalog for policies and conditions related to second bachelor's degrees.

### Non-Academic Requirements

#### Vision

- Read charts, labels, graphs, materials with the aid of a microscope; discriminate colors and record results

#### Speech and Hearing

- Communicate effectively using standard English, and assess non-verbal information

#### Fine Motor Skills

- Skills necessary to operate instruments including a microtome, and manipulate tools

#### Psychological Skills

- Possess the emotional health required to utilize full intellectual abilities
- Recognize emergency situations and take appropriate actions

## INTERNATIONAL STUDENTS

International students who have completed all or part of their college coursework outside of the United States at an internationally listed institution must submit their transcripts to an official international transcript evaluation service. Information about professional evaluating services in the United States is available from the Office of Health Sciences Admissions. Official transcripts and the international credit evaluation must be submitted to Barry University for admission and evaluation purposes.

Students are also required to obtain a score of at least 550 (213 on the computer-based test) on the Test of English as a Foreign Language (TOEFL). Official test results must be submitted to the Office of Health Sciences Admissions, Barry University.

## CORE COURSEWORK

All students in the Post-Baccalaureate Certificate in Histotechnology Program are required take the following core courses:

BIOE 300A	Special Topics: Orientation (1 s.h.)
BIOE 317	Laboratory Management Seminar (2 s.h.)
BIOE 445	Microtechnique Lecture (2 s.h.)
BIOE 445L	Microtechnique Lab (2 s.h.)
BIOE 450	Histology Lecture (2 s.h.)
BIOE 450L	Histology Lab (2 s.h.)
BIOE 484	Clinical Experience I (4-6 s.h.)
BIOE 489	Clinical Experience II (6-9 s.h.)

## IMMUNIZATION AND PHYSICAL EXAMINATION

Before attending the Clinical Experience, the student must present proof of medical insurance, a physical examination and current immunizations to include annual TB screening (PPD), Diphtheria Inoculation tetanus (DTP), MMRx2, and Hepatitis B.

## PARTICIPATION IN THE CLINICAL EXPERIENCE

Students may be required to relocate during the clinical session. Students must be financially prepared to enter into and complete the program. *Important Notice: Participation in clinical experiences, rotations or fieldwork is a required part of the curriculum for the Post-Baccalaureate Certificate in Histotechnology. Clinical affiliate sites require a drug and criminal background check in order to permit participation in the program's Clinical Experience. The program may deny a student's participation in the Clinical Experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed completion or the inability to complete the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information*

*regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug screening and background checks will be done at the student's expense.*

The minimal passing grade for each Clinical Experience is: BIOE 484 Clinical Experience I, "73" (C) or higher; BIOE 489 Clinical Experience II, "83" (B) or higher.

The grading scale for the Clinical Experience courses only is as follows:

93 – 100	= A
83 – 92	= B
73 – 82	= C
68 – 72	= D
below 68	= F

## ACADEMIC DISMISSAL

Each didactic course must be passed with at least the minimally acceptable grade of C or higher. Students will not be able to enroll in Clinical Experience I until all didactic courses have been successfully completed. Should a student fail to meet the minimal passing grade of "73" (C) or higher for Clinical Experience I, the student will be dismissed from the remainder of the program.

## SITES

Didactic courses and BIOE 450L Histology Lab and BIOE 445L Microtechnique Lab are taught at Barry University on the main campus. Histotechnology Clinical Experiences are offered at clinical affiliate sites.

**Miami-Dade County:** Jackson Memorial Hospital, Jackson South Community Hospital, Mount Sinai Medical Center, Palmetto General Hospital, Mark and Kambour Pathology Associates, Baptist Hospital, South Miami Hospital and Miami Children's Hospital

**Broward County:** South Broward Hospital District: (Memorial Regional Hospital, Memorial Hospital Miramar, and Memorial Hospital West), North Broward Hospital District (Broward General Medical Center, Coral Springs Medical Center, Imperial Point Medical Center, North Broward Medical Center), Holy Cross Hospital, and Westside Regional Medical Center.

**West Palm Beach:** Bethesda Memorial Hospital and Wellington Regional Medical Center.

## ACCREDITATION

Barry University's Histotechnology Specialization Program is approved by the Florida Department of Health, Board of Clinical Laboratory Personnel, and accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS): 8410 W. Bryn Mawr Ave., Suite 670, Chicago, IL 60631/ Telephone: 773-714-8880 / Fax: 773-714-8886 / E-mail: info@naaccls.org.



## DIVISION OF NURSING

Claudette Spalding, PhD, ARNP, Associate Dean and Chair for the Division of Nursing

### Philosophy

This philosophy describes the beliefs of the faculty of Barry University Division of Nursing about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission and supports the purpose of the Division of Nursing.

The faculty believe that all humans are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual's culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons. Through the process of professional caring, we place value on the life of all human beings within the context of family, community, and society.

Society is the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health and healthcare disparities for all people. Within society, each defined community provides a unique, multidimensional context for learning.

The faculty believe that health is the balance of mind-body-spirit which is interpreted and expressed in individuals and groups. The experience of illness is an alteration in the harmony of the mind-body-spirit. Health and illness are not considered dichotomous experiences; both are human experiences occurring simultaneously. Understanding simultaneity is fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner on patterns across the life span, professional nursing involves evidence based practices that are preventative, restorative, and promotive. The three major roles of professional nurses, provider of care, coordinator of care, and member of a profession, are differentiated at various academic levels. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. 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 clinicians, educators, leaders, researchers, scholars, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating and utilizing research, and selecting theoretical knowledge that is compatible with our professional values and practices. Inquiry is paramount to competence in professional practice and life long learning. The unique focal area of our inquiry is multicultural health.

The curricula of the DON are dynamic and based on the belief that society and nursing are ever-changing. This attention to nursing's influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community service. The curricula promote and facilitate analytical reasoning, critical thinking, evidence based practice, and the ability to construct knowledge. 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 scholarly search for meaning and understanding in professional nursing.

The philosophy of the Division of Nursing articulates with the University mission through the major characteristics of quality education, religious dimension, community service, and a caring environment which celebrates the diversity of students, faculty, and community. The faculty of the Division of Nursing embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to social responsibility and leadership.

## THE GRADUATE PROGRAM

The graduate program in nursing offers the Master of Science Degree in Nursing (M.S.N.), the Doctor of Philosophy Degree in Nursing (Ph.D), and the Doctor of Nursing Practice, (D.N.P.).

## MASTER OF SCIENCE DEGREE IN NURSING (M.S.N.)

### Mission

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.

## Goals

In pursuit of this mission, the program goals are to provide an educational program built upon baccalaureate preparation in nursing through the processes of advanced practice nursing; advanced theoretical application; inquiry; ethical analysis; health promotion and disease prevention interventions; social, economic, and political interpretations; cultural and spiritual understanding; and professional role development.

## MSN Expected Outcomes

In accordance with *The Essentials of Master's Education for Advanced Practice Nursing* of the American Association of Colleges of Nursing (AACN), 1996, the faculty identified the following expected outcomes of each student at the end of the MSN program in nursing: Upon successful completion of the program leading to the MSN degree, all graduates will have acquired the ability to:

- Integrate research in practice settings as a basis for clinical and organization decision making;
- Operationalize quality, cost effective nursing practice principles and function as a leader and advocate of health care policy, organization and health care finance;
- Collaboratively appraise ethical issues in health care as they affect individuals, communities, society, and the health professions;
- Exercise ethical decision making from a personal and organizational perspective;
- Integrate the advanced nursing role into professional practice while assuming personal responsibility for professional competencies and development;
- Pursue doctoral education;
- Evaluate, and utilize appropriate theory within an advanced nursing context;
- Incorporate respect for human diversity and dignity while participating in culturally and spiritually sensitive practice and community service; and
- Engage in health promotion, disease prevention, and maintenance of function across the health-illness continuum.

## 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, we engage in a number of community based initiatives that support the mission of the University and the Division of Nursing.

The *Center for Nursing Scholarship* promotes, assists, and facilitates nursing research within the Division 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 Division of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The mission of Sigma Theta Tau International is to: support the learning, knowledge, and professional development of nurses making a difference in health worldwide. 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:

Nurse Administrator

M.S.N./M.B.A. dual degree program

Post-Master's Certificate

Nurse Educator

Post-Master's Certificate

Nurse Practitioner

Adult Acute Care Nurse Practitioner

Family Nurse Practitioner

Post-Master's Certificate

Accelerated R.N. to M.S.N. Nurse Educator or

Nurse Administrator Option

R.N./B.S./B.A. to M.S.N. Bridge Option

## Admission Criteria

Admission is granted to those with promise of success in graduate education. Criteria indicating potential success include:

- Completed Barry University graduate application. In order to be considered for admission and eligible for enrollment in the fall semester, the completed application must be received in the Admissions Office by August 15.
- B.S.N. from an accredited school, or a bachelor's degree in another field from a regionally accredited or internationally recognized school, or with an associate degree or diploma.
- Current license to practice as a Registered Nurse (RN) in the State of Florida
- Undergraduate grade point average (GPA) of a 3.0 minimum on a 4.0 scale
- Transcript evidence of satisfactory completion of an undergraduate nursing research course.
- Transcript evidence of satisfactory completion of a statistics course, which included descriptive and inferential methods, within the previous five years
- Two letters of recommendation from professional referees
- Access to a computer, with high-speed Internet connection, meeting the minimum specifications set by the Division of Nursing for their entering semester. 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.
- Applicants to the FNP specialization tract must provide evidence of current BCLS certification; applicants to the ACNP specialization tract must provide evidence of current ACLS certification
- Applicants to the M.S.N./M.B.A. program must also meet the admission requirements for the School of Business.
- Preadmission testing: All applicants must take and achieve a satisfactory score on the English Assessment Test (EAT). The EAT provides students with a professional evaluation of their reading and writing skills. Based on the EAT results, an applicant may be required to enroll in an English writing course. The Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) may be required. If required, one of these preadmission tests must have been completed within the previous five years and the student must have achieved an acceptable score (GRE minimum score of 900; MAT minimum score of 400). For Barry alumni, preadmission testing is waived for applicants with an undergraduate GPA of 3.0 or greater;

however, for Barry alumni applicants with a GPA of less than 3.0, preadmission testing is required. For non-Barry alumni applicants, preadmission testing is waived for those with an undergraduate GPA of 3.2 or greater on a 4.0 scale; however non-Barry alumni applicants with an undergraduate GPA less than 3.2 are required to take the either the GRE or the MAT. GPAs are not rounded.

- Criminal Background Check and Drug Screening. Clinical agencies require students to be fingerprinted, pass drug screening and background checks, and clear the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes Title XXI, Chapter 435.04 Level 2 Screening Standards or have a positive drug screen will be unable to enroll in or remain in the nursing program.

## The Program of Study

In addition to being accredited through the Commission on Collegiate Nursing Education, each specialization track ascribes to the standards set forth by their respective organizations. Curricular content is reflective of these standards and, therefore, the number of credits required for program completion. Students seeking post-MSN certification are individually advised as to the number of credits necessary to complete their chosen track.

## Transfer of Credits

A maximum of six graduate credits may be transferred from a regionally accredited or internationally recognized institution at the time of matriculation; thereafter, prior approval from the program director is required. If courses are appropriate to the student's program, a written recommendation by the student's advisor to the program director 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 Division of Nursing faculty ascribe to the philosophical belief that "the essence of human unity is the individual's culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons."

The faculty manifest this philosophy through their 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 (ADA).

## Financial Aid

Professional traineeships, scholarships, and other sources of financial aid are available for many students. Tuition reduction is available to all R.N. students. As various scholarships become available, they are announced to students via the Division of Nursing's web site. For more information contact 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 Division 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. 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 second C in any specialization course or a failing grade in any course will automatically terminate the student from the program. A student must be in good academic standing to transfer nursing specializations.

Students who have more than a 12 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 624); however, students who wish to complete a thesis (NUR 699) may do so by special arrangement with the student's academic advisor.

Students must first complete the core courses and one course from the specialization before enrollment. Once beginning thesis, registration every fall, spring, and summer is required until completion.

If the thesis is not completed at the end of three credits, the student will register for NUR 729, Continuous Registration, and pay for three credits 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.

Two bound copies and one disk of the thesis must be provided at the student's expense: one plus the disk at the University library and one at the Division of Nursing before graduation is authorized.

## Graduation Requirements

A minimum of 42 credits in the Nursing Administration, 45 credits in Nursing Education, or 55 credits in Family Nurse Practitioner specializations and 50 credits in the Acute Care Nurse Practitioner Specialization are required to graduate with an M.S.N. With the exception of the M.S.N./M.B.A., the credits include 15 in core courses and the balance 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 respective program director and the associate dean;
- Complete a research project or thesis;
- Have attained a cumulative GPA of 3.0;
- Complete degree requirements within four 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 Division 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 (15 credits)

NUR 601	Philosophical & Theoretical Bases of Nursing	3
NUR 614	Evidence-based Inquiry I	3
NUR 617	Role Development for Advanced Practice Nursing	3
*NUR 624	Evidence-based Inquiry II	3
NUR 679	Health Promotion and Disease Prevention	3

\*Courses require pre/corequisites.

## NURSE ADMINISTRATOR SPECIALIZATION

In addition to the standards set forth by the AACN *Essentials of Master's Education for Advanced Practice Nursing*, the curriculum plan for the Nursing Administration specialization track curriculum is congruent with the criteria for *Nursing Administration Education* (AACN/AONE). Graduates, meeting all other eligibility requirements are eligible to sit for the Nurse Administration or the Nurse Administration, Advanced, national certification examination.

### Nursing Administration Specialization Expected Outcomes

In addition to the M.S.N. Expected Outcomes, graduates from the Nursing Administrator track demonstrate foundation knowledge and skills necessary to

- Build leadership alliances for collaborative action and change around health issues
- Encompass concepts of fiscal and human resources in designing quality care measures
- Influence the health policy making process through the involvement and leadership of nurses having diverse perspectives.
- Integrate advanced core competencies and clinical expertise to evaluate nursing care delivery systems
- Lead in a manner that recognizes the cultural and spiritual context of that health community and environment
- Integrate principles of evidence-based related practice in the design and implementation of nursing and health care delivery programs

- Incorporate ethical precepts in leadership and management practices
- Incorporate administrative and leadership theories in the design, development, implementation and evaluation of quality nursing and health care delivery programs.

*References:* Council on Graduate Education for Administration in Nursing *Essentials of Baccalaureate Nursing Education and Nursing Leadership and Management*, and *Master's Nursing Education for Nursing Administration Advanced Practice*, June 1995; *Scope and Standards for Nurse Administrators 2<sup>nd</sup> Edition*, ANA 2004; AONE *Nurse Executive Competencies 2005*

## Specialization

In addition to courses required of all degree-seeking students, nursing administration students take:

NUR 520	Nursing Informatics	3
NUR 638	Quality Improvement for Nursing Administration	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	Nurse Administrator Integration Practicum	6
	Free Elective	3

\*Courses require prerequisites.

++Clinical (240 hours)

### Dual Degree Option: M.S.N./M.B.A.

Students must apply to the joint program and be admissible for the MBA program. Admission to the MBA program requires a sufficient undergraduate GPA and a sufficient GMAT score to promise success in graduate business studies. See the Andreas School of Business Portion of this catalog. Note that an applicant who has already taken the GRE exam may present a GRE score in lieu of a GMAT score by special permission of the Director of Graduate Business Program.

#### *Requirements:*

All Nursing Degree-Seeking Students, Core Courses (15 credits)

NUR 601, NUR 617, NUR 679, NUR 614, NUR 624

*Required courses for the Nursing Specialization of Nurse Administrator (24 credits)*

NUR 520, NUR 638, NUR 660, NUR 682, NUR 688, NUR 674, NUR 696 (6 credits)

*Required Business Core Courses (24 credits)*

*Business Electives (6 cr.)*

In the Nurse Administrator Specialization curriculum, NUR 696-Nurse Administrator Integration Practicum (6 credits) will serve as electives to complete the Business portion of the program requirements.

**Post-Masters Certificate Program**

Requirement for entry: M.S.N. in another area of specialization other than nursing administration. Students seeking post-MSN certification are individually advised as to the number of credits necessary to complete their chosen track.

**NURSE EDUCATOR SPECIALIZATION**

In addition to the standards set forth by the AACN *Essentials of Master's Education for Advanced Practice Nursing*, the curriculum plan for the nurse educator specialization curriculum has adopted the specialty standards *Nurse Educator Competencies* set forth by the Council on Collegiate Education for Nursing, Southern Regional Education Board (2002). The nurse educator student undertakes course work for the tripartite role: teacher, scholar, and collaborator. Graduates are eligible to sit for the Nursing Professional Development national certification examination. Graduates practice in academic, clinical, institutional, or community settings.

**Nurse Educator Specialization Expected Outcomes**

In addition to the MSN Expected Outcomes, graduates from the Nurse Educator specialization track demonstrate foundation knowledge and skills necessary

- Integrate advanced practice core competencies in educational processes
- Incorporate learning, nursing, and curriculum theories in the design, development, implementation, and evaluation of nursing education programs
- Implement instructional methods and evaluation for clinical and classroom teaching recognizing the diversity of the learner
- Apply clinical expertise when conducting educational experiences
- Integrate principles of evidence-based practice in educational design and implementation
- Collaborates with diversified groups to promote nursing practice, education, and health care
- Incorporate ethical precepts in educational practices
- Collaborates to promote nursing health care in political or legislative agendas

*References:* Southern Region Education Board Nurse Educator Competencies, 2002; AACN Essentials of Masters Education for Advanced Practice Nursing, 1996

**Specialization**

In addition to courses required of all degree-seeking students, nursing education students take:

NUR 510	Advanced Pathophysiology	4
*NUR 615	Advanced Pharmacology	4
NUR 631	Learning Theory /Curriculum & course Development	3
+++NUR 639	Teaching & Learning Strategies for Classroom & Clinical	4
NUR 642	Technology for Teaching & Learning	1.5
NUR 649	Assessment & Evaluation Strategies in Nsg Education	1.5
*NUR 678	Advanced Health Assessment & Differential Diagnosis	4
NUR 686	Nursing Education Leadership	3
*++NUR 695	Nurse Educator Integration Practicum	5

\*Course requires prerequisites.

++ Clinical (160 hours)

+++Clinical (40 hours)

**Post-Masters Certificate Program**

Requirement for entry: M.S.N. in another area of specialization other than nursing education. Students seeking post-MSN certification are individually advised as to the number of credits necessary to complete their chosen track.

**NURSE PRACTITIONER SPECIALIZATIONS**

In addition to the standards set forth by the AACN *Essentials of Master's Education for Advanced Practice Nursing*, the Nurse Practitioner Specialization tracks have adopted specialty standards appropriate to the unique set of skills, knowledge, and patient population with which they will engage. The acute care nurse practitioner curriculum has incorporated the *Acute Care Nurse Practitioner Competencies* (National Organization of Nurse Practitioner Faculties [NONPF], 2004). The FNP curriculum has incorporated *Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health* (NONPF/AACN, 2002), using the section specific to family practice and the AACN (2002) *Family Nurse Practitioner Competencies*. Additionally, the programs are congruent with *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education, 2002). Graduates from the FNP track are eligible for the FNP national certification examination; graduates from the ACNP track are eligible for the ACNP national certification examination.

## Nurse Practitioner Specialization Expected Outcomes

In addition to the MSN Expected Outcomes, graduates from the Nurse Practitioner specialization tracks demonstrate foundation knowledge and skills necessary to

- Integrate evidence-based principles from advanced pathophysiology, advanced pharmacology, advanced health assessment, and health promotion/disease prevention in clinical decision making related to management of patient health/illness status
- Establish a caring partnership with patients and/or caregivers based on mutual trust.
- Incorporate teaching/learning principles to devise and implement an individualized plan of care to meet the needs of patients and families.
- Incorporate principles of leadership to develop and implement the nurse practitioner role in health care delivery.
- Advocate for equitable, quality, cost effective care by managing and negotiating a variety of health care delivery systems
- Ensure and monitor the quality of health care practice through the use of professional/legal standards, collaboration, consultation, referral, and use of evidence-based interventions.
- Respect the rights of individuals to choose, participate and refuse care and to express cultural and spiritual beliefs regarding their care

### References for NP Specializations:

National Task force on Quality Nurse Practitioner Education. (2002). Criteria for evaluation of nurse practitioner programs. Washington, DC: Author.

National Panel for Acute Care Nurse Practitioner Competencies. (2004). Acute care nurse practitioner competencies. Washington, DC: National Organization of Nurse Practitioner Faculties.

National Organization of Nurse Practitioner Faculties & The American Association of Colleges of Nursing. (2002). Nurse practitioner primary care competencies in specialty areas: Adult, family, gerontological, pediatric, and women's health. Washington, DC: US Department of Health and Human Services.

## Clinical Site Policies

Students assume an active role in choosing a site for clinical performance. Clinical sites are to be confined to Miami-Dade county, Broward county, southern Palm Beach county, and no further south than Key Largo in Monroe county. Only hospitals which have a clinical agreement with Barry University can be utilized as a clinical site for the Acute Care Nurse Practitioner students.

## Specialization

### Acute Care Nurse Practitioner

In addition to courses required of all degree-seeking students, nurse practitioner students take:

NUR 510	Advanced Pathophysiology	4
*NUR 615	Advanced Pharmacology	4
+*NUR 667	Advanced Concepts Acute Care I	5
+*NUR 668	Advanced Concepts Acute Care II	5
+*NUR 669	Advanced Concepts Acute Care III	5
*NUR 678	Advanced Health Assessment and Differential Diagnosis	4
NUR 680	S/T Behavioral Health	3
+* NUR 694	Acute Care Integration Practicum	5

### Family Nurse Practitioner

In addition to courses required of all degree-seeking students, nurse practitioner students take:

NUR 510	Advanced Pathophysiology	4
*NUR 615	Advanced Pharmacology	4
+*NUR 670	Advanced Concepts of Clinical Nursing (Adult/Primary)	5
+*NUR 673	Advanced Concepts of Clinical Nursing (Women's / Primary)	5
+*NUR 676	Advanced Concepts of Clinical Nursing (Pediatric/ Primary)	5
+*NUR 677	Advanced Concepts of Clinical Nursing (Geriatric/ Primary)	5
+*NUR 678	Advanced Health Assessment and Differential Diagnosis	4
*NUR 680	Behavioral Health	3
+*NUR 689	Nurse Practitioner Integration Practicum	5

\* Courses require prerequisites.

+Clinical (120 hours)

## Post-Masters Certificate Program

Requirement for entry: M.S.N. in another area of specialization other than nursing education. Students seeking post-MSN certification are individually advised as to the number of credits necessary to complete their chosen track.

## RN to Masters Degree Programs

### Traditional M.S.N. for RNs with a Bachelor's Degree Out-of-Field

This program is for R.N.s with a bachelor's degree in fields other than nursing to earn the M.S.N. Students must complete selected undergraduate courses as a "bridge" to taking graduate courses. These students will not earn the Baccalaureate of Science in Nursing (B.S.N.), but will be eligible to matriculate in the graduate program without a B.S.N. 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 483 - Health Assessment

### Accelerated M.S.N. for RNs without a Bachelor's Degree

The accelerated RN-MSN degree completion program provides additional education to registered nurses (RNs) who received their initial nursing preparation in diploma and associate degree (ADN) programs and do not have a bachelor's degree out of field. This program builds on previous learning, prepares nurses for a higher level of nursing practice, and provides RNs with the education necessary to move forward in their nursing careers. The accelerated RN to MSN program takes two years and one semester to complete. The baccalaureate level content missing from diploma and ADN programs is built into the front-end of the RN to MSN program. Mastery of this upper level basic nursing content is necessary for students to move on to graduate study. Upon completion, the master's degree is earned. **This program is offered for the nurse educator and nurse administrator specializations only.**

#### Curriculum Plan

Required of All-Accelerated RN-MSN Degree Seeking Students

PHI	353	Bio-Ethics	3
MAT	152	Statistics	3
NUR	303	Professional Processes	3
NUR	481	Community Health Nsg	6
NUR	483	Health Assessment	3
NUR	493R	Nsg Leadership	3
NUR	601	Philosophical & Theoretical Bases of Nursing	3
NUR	614	Evidence-based Inquiry I	3
*NUR	624	Evidence-based Inquiry II	3

NUR	617	Role Development for Advanced Practice Nursing	3
NUR	679	Health Promotion and Disease Prevention	3

#### Nurse Administrator Specialization

In addition to courses required of all RN-MSN degree-seeking students, nurse administrator students take:

NUR	520	Nursing Informatics	3
NUR	638	Quality Improvement for Nursing Administration	3
NUR	660	Administration/Organization Theories for Nursing Administration	3
NUR	674	Financial Strategies for Nurses	3
*NUR	682	Leadership/Management Strategies in Nursing	3
NUR	688	Human Resources Development for Nursing Administration	3
*++NUR	696	Nurse Administrator Integration Practicum	3

#### Nurse Educator Specialization

In addition to courses required of all RN-MSN degree-seeking students, nurse educator students take:

NUR	510	Advanced Pathophysiology	4
*NUR	615	Advanced Pharmacology	4
*NUR	678	Advanced Health Assessment & Differential Diagnosis	4
*NUR	631	Learning Theory /Curriculum & Course Development	3
*NUR	639	Teaching & Learning Strategies for Classroom & Clinical	4
*+++NUR	642	Technology for Teaching & Learning	1.5
*NUR	649	Assessment & Evaluation Strategies in Nursing Education	1.5
*NUR	686	Nursing Education Leadership	3
*++NUR	695	Nurse Educator Integration Practicum	5

\*Course requires prerequisites.

++ Clinical (160 hours)

+++ Clinical (40 hours)

## Course Descriptions— Nursing Prefix: NUR

(Courses with theory and clinical components have the hours in theory [T] and clinical [C] indicated.)

### 510 Advanced Pathophysiology (4)

A system-focused approach delves into normal physiological processes and pathological changes that affect homeostasis of individuals including changes associated with individuals of different ethnic/racial origins, gender, and which occur across the lifespan.



This knowledge provides the foundation for clinical assessment, decision making, and disease management. (\$10 Fee)

### **520 Nursing Informatics (3)**

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. (\$10 Fee)

### **601 Philosophical & Theoretical Bases of Nursing (4)**

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. (\$10 Fee)

### **614 Evidence-Based Inquiry I (3)**

Explores, compares, and contrasts qualitative and quantitative research methods. Critical analysis of studies and relationships among theory, research, and evidence-based practice as they apply to nursing and health care are examined. Descriptive statistics are applied to research designs. (\$10 Fee)

### **615 Advanced Pharmacology (4)**

Emphasis is on pharmacotherapeutics with the goal of the safe and effective prescription of pharmaceutical and alternative therapeutic agents for health maintenance, disease prevention and management for individuals based on evidenced-based guidelines. Consideration of current health status, ethnic/racial origins, socioeconomic status, cultural/spiritual implications, gender, and changes which occur across the lifespan are addressed. Content builds on previously acquired knowledge of advanced pathophysiology and provides foundational knowledge which will be integrated into the other content areas for advanced practice. Professional/legal/ethical standards and scope of practice are addressed as well as health care financing. Prerequisite: NUR 510 (\$10 Fee)

### **617 Role Development for Advanced Practice Nursing (3)**

Emphasizes the development and implementation of essential aspects of the role of the master's prepared nurse in the areas of health care policy, organization, financing, ethics, human diversity, and social issues. Introduces domains and competencies both common and unique to the advanced practice specialization tracks, including advanced role relationships, the teaching-coaching function, managing and negotiat-

ing health care delivery systems, social, cultural, and political forces affecting the health care system, and the leadership role advanced practice nurses must assume to influence ethical and responsible domestic and international health care policy. All students completing this course will articulate the domains and acknowledge the competencies of the advanced practice role. Core course for all degree-seeking students. (\$10 Fee)

### **624 Evidence-based Inquiry II (3)**

Applies philosophies to qualitative and quantitative theories, concepts and methods in formulation. Provides opportunities to participate in research aimed at the discovery of nursing knowledge. Outcome research in nursing is highlighted. Expands upon computer application in nursing research. Prerequisites: NUR 614 (\$10 Fee)

### **631 Learning Theory/Curriculum & Course Development (3)**

Study of learning theories and curriculum design concepts and their application using an interactive approach to promote excellence. 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. (\$10 Fee)

### **638 Quality Improvement for Nursing Administration (3)**

Analyze theories and principles of performance improvement and quality assurance. Introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation. Explores tools utilized for quality assurance. (\$10 Fee)

### **639 Teaching & Learning Strategies for Classroom & Clinical (4)**

Foster knowledge development and critical reasoning by focusing on creative teaching/learning strategies. Explores, critiques and practices the creative design of teaching/learning modalities used in classroom based, distance learning, and nursing practice. (\$10 Fee) (T-45 hrs; Fieldwork 40 hrs)

### **642 Technology for Teaching & Learning (1.5)**

Examines the role of technology in the educational setting as a means to enhance learning. Discusses and reviews the integration of technology in the classroom and practice settings. Includes distance education delivery methods. (\$10 Fee)

### **649 Assessment & Evaluation Strategies in Nursing Education (1.5)**

Compares assessment and evaluation strategies of student learning. Explores qualitative and quantitative methods to measure learning outcomes. Explores the

development of assessment tools and techniques for the classroom and practice settings. Discusses current issue in assessment and evaluation. (\$10 Fee)

### **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) (\$10 Fee)

### **660 Administration/Organization Theories for Nursing Administration (3)**

Analysis of theory and research in nursing and health care organizations as related to nursing administration and the role of the nurse administrator. (\$10 Fee)

### **667 Acute Care I (5)**

The role of the acute care nurse practitioner is implemented through the management of health/illness status of adult patients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem and require care in acute or specialty care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the role of the acute care nurse practitioner. Evidence-based interventions are planned and implemented for those problems common in acute care including pain management, immobility, fever, infections, nutritional imbalances, fluid, electrolytes, and acid-base imbalances, dermatologic problems, wound management, management of rapidly changing situations, shock, poisoning and drug toxicities, altered mental status, and transplantation. Psychosocial issues, age, and palliative care are included. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisites: NUR 510, NUR 615, NUR 678 (T-45 hrs; C-120 hrs) (\$10 Fee)

### **668 Acute Care II (5)**

The role of the acute care nurse practitioner is implemented through the management of health/illness status of adult patients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem and require care in acute or specialty care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, the domains and competencies unique to the

role of the acute care nurse practitioner. Evidence-based interventions are planned and implemented for complex pathophysiological alterations in the gastrointestinal, genitourinary, renal, gynecological, immunological, endocrine, and musculoskeletal systems. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisites: NUR 510, NUR 615, NUR 667, NUR 678 (T-45 hrs; C-120 hrs) (\$10 Fee)

### **669 Acute Care III (5)**

The role of the acute care nurse practitioner is implemented through the management of health/illness status of adult patients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem and require care in acute or specialty care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the role of the acute care nurse practitioner. Evidence-based interventions are planned and implemented for complex pathophysiological alterations in the hematological, cardiovascular, pulmonary, neurological systems. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisites: NUR 510, NUR 615, NUR 667, NUR 668, NUR 678 (T-45 hrs; C-120 hrs) (\$10 Fee)

### **670 Primary Care: Adult/Family (5)**

The role of the family nurse practitioner is implemented through the evidence-based management of health/illness status of adult patients and their families in primary care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. (T-45 hrs; C-120 hrs.) (\$10 Fee)

### **673 Primary Care: Women/Family (5)**

The role of the family nurse practitioner is implemented through the evidence-based management of health/illness status of female patients and their families in primary care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention,

and the domains and competencies unique to the family nurse practitioner. The level of clinical management is preceptor directed, progressive, and variable depending on patient presentation. Prerequisite: NUR 670 (T-45 hrs; C-120 hrs) (\$10 Fee)

**674 Financial Strategies for Nursing Administration (3)**

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. (\$10 Fee)

**676 Primary Care: Pediatrics/Family (5)**

The role of the family nurse practitioner is implemented through the evidence-based management of health/illness status of pediatric patients and their families in primary care settings within a culturally/spiritually diverse environment with varying health disparities. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The level of clinical management is preceptor directed, progressive and variable depending on patient presentation. Prerequisites: NUR 510, NUR 615, and NUR 678 (T-45 hrs; C-120 hrs.) (\$10 Fee)

**677 Primary Care: Geriatrics/Family (5)**

The role of the family nurse practitioner is developed through the professional/legal/ethical management of health/illness status of geriatric patients in primary care settings. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, professional/legal standards of practice, and evidence-based interventions for the adult patient. The clinical focus is on the development of the nurse practitioner-patient relationship, the teaching-coaching function, and participation in the provision, management, design, and implementation of quality cost-effective care in collaboration and consultation with an interdisciplinary team within a culturally/spiritually diverse environment with varying health disparities. Prerequisite: NUR 670 (T-45 hrs; C-120 hrs.) (\$30 Fee)

**678 Advanced Health Assessment and Differential Diagnosis (4)**

The purpose is to establish differential diagnoses based on logical diagnostic reasoning for health maintenance, disease prevention and detection. Content builds on previously acquired knowledge and skills of advanced physiology and pathophysiology, advanced pharmacology, and the domains and competencies common to the advanced practice roles. Pre/Corequisites: NUR 510 and NUR 615 (T-45 hrs; L-80 hrs; C-40 hrs) (Fee \$465)

**679 Health Promotion and Disease Prevention (3)**

Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals and families, and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines.. (\$10 Fee)

**680 Behavioral Health (3)**

Focuses on assessment and management of behavioral health within a culturally/spiritually diverse environment. Builds on previously acquired knowledge and skills in the nurse practitioner specialization. (\$10 Fee)

**682 Leadership/Management Strategies for Nursing Administration (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. (\$10 Fee)

**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. (\$10 Fee)

**688 Human Resource Development for Nursing Administration (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. (\$10 Fee)

**689 Primary Care Integration Practicum (5)**

In this capstone course the role of the family nurse practitioner is fully integrated. The didactic content pre-

prepares the student to enter the workforce as an advanced nurse practitioner covering such professional issues as contract/salary negotiation, licensure, certification, institutional credentialing, and protocol develop, and malpractice insurance. The level of clinical management is directed towards safe, comprehensive clinical practice within the confines professional/legal/ethical standards of practice for the family nurse practitioner and based on the domains and competencies unique to the family nurse practitioner. Prerequisites: Completion of all Theory and Clinical courses. (T-45 hrs; C-120 hrs.) (CR/NC only) (\$10 Fee)

#### **694 Acute Care Integration Practicum (5)**

In this capstone course the role of the acute care nurse practitioner is fully integrated. The didactic content prepares the student to enter the workforce as an advanced nurse practitioner covering such professional issues as contract/salary negotiation, licensure, certification, institutional credentialing, and protocol develop, and malpractice insurance. The level of clinical management is directed towards safe, comprehensive clinical practice within the confines professional/legal/ethical standards of practice for the acute care nurse practitioner and based on the domains and competencies unique to the acute care nurse practitioner. Prerequisites: Completion of all Theory and Clinical courses. (T-45 hrs; C-120 hrs) (CR/NC only) (\$10 Fee)

#### **695 Nurse Educator Integration Practicum (5)**

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-160 hrs.; Theory-15 hrs.) (CR/NC only) (\$10 Fee)

#### **696 Nurse Administrator Integration Practicum (6)**

Considered the capstone of the nurse administrator program of studies wherein the student puts into practice what has been learned and the role of nurse administrator is fully integrated. Prerequisites: Completion of all Theory and Clinical courses. (C-240 hrs.) (CR/NC only) (\$10 Fee)

#### **699 Thesis (3)**

A scientific research study that the student conducts independently. Prerequisite: core and at least one specialization course. (CR/NC only) (\$10 Fee)

#### **729 Continuous Registration (3)**

Enrollment is required each semester after three thesis credits of NUR 699 until the thesis is completed. (CR/NC only)

## **DOCTORATE PROGRAMS**

### **Ph.D. in Nursing and Doctorate in Nursing Practice Programs**

#### **Objectives**

In fulfilling the mission of the university, the PhD and the Doctorate of Nursing Practice (DNP) programs will foster the development of a community of scholars and expert advanced practice nurses grounded in the Judeo-Christian tradition. The purpose of the PhD in Nursing and the DNP Programs is to prepare scholars and nursing leaders 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 and expert advanced practice nurses with multiple perspectives of knowing and practice who acknowledge multi-disciplinary contributions to knowledge generation and use of evidence-based research in practice;
- To prepare nursing scholars and expert advanced practice nurses who will generate, test, utilize, and extend knowledge through relevant research and theory development and disseminate their findings to the broader nursing and scientific community;
- To prepare nursing scholars and expert advanced practice nurses 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 and expert advanced practice nurses informed by philosophical, social, cultural, ethical, technologic, economic, and political issues;
- To prepare nursing scholars and expert advanced practice nurses 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. In response to Barry University's mission to provide community service and to encourage its students to assume community leadership, we engage in a number of community based initiatives that support the mission of the University and the Division of Nursing.

The *Center for Nursing Scholarship* promotes, assists, and facilitates nursing research both within the Division 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 Division School of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The mission of Sigma Theta Tau International is to: support the learning, knowledge, and professional development of nurses making a difference in health worldwide. 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 doctoral programs 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 Division of Nursing faculty includes researchers, nursing leaders, and expert advanced practice clinicians 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 rich and diverse research and utilization of research programs integrally related to the doctoral program of study. Inherent in the philosophy of the doctoral programs is the commitment to advance nursing knowledge and practice. This commitment is held by the faculty and reflected in their research as they guide students to prepare and present a scholarly dissertation or capstone project reflecting sophistication of inquiry and responsiveness to health and social problems.

## Admission Criteria

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. Doctoral student admissions are twice a year: fall and summer. Criteria indicating potential success include:

- A master's degree in nursing from a regionally accredited or internationally recognized school or a master's degree in nursing from a regionally accredited or internationally recognized school **or** a master's degree in a related field **and** a Bachelor of Science in Nursing degree from a regionally accredited or internationally recognized school. If a student does not have a MSN degree, a graduate level nursing theory and nursing research course is required before doctoral studies can begin. (PhD)  
A Master's degree in Nursing (MSN from a regionally accredited (CCNE or NLN) or internationally accredited school. (DNP)  
Have a valid and current national certification in specialty nursing (NP, CNS—which attests to 500 clinical hours) if applicable at the time of entry. (DNP)
- A minimum cumulative grade point average (GPA) of 3.3 on a 4.0 scale in graduate study. (PhD & DNP)
- Graduate-level research course, project or thesis (PhD & DNP);
- Successful completion of a graduate level statistics course, including inferential statistics, within the past 5 years (PhD & DNP)
- Access to a computer, with high-speed Internet connection, meeting the minimum specifications set by the Division of Nursing for their entering semester. Upon entry to the doctoral 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. (PhD & DNP)
- Three professional recommendations of leadership competencies or potential, including a letter of recommendation from your academic adviser or a professor who taught you at the master's level; (PhD)
- Evidence of professional activities as reflected in current curriculum vitae that is submitted with the application; (PhD)
  - For DNP: Portfolio with evidence for potential scholarly work which includes: (1) CV/ Resume; (2) 2 essays—one with a clear statement of goals and expectations for entering the DNP program and how the student anticipates the profession of nursing as well as the community will be better served by completion of the degree; and the second essay is a discussion of the type of clinical project the student hopes to undertake in

the DNP program; (3) 3 letters of recommendation—one addressing clinical competence and 2 addressing academic ability; (4) copy of current nursing license; (5) Copy of BLS (Basic Life Support).

- A personal interview with the admissions committee may be requested. (PhD & DNP)
- Preadmission testing: All applicants (PhD & DNP) must take and achieve a satisfactory score on the *English Assessment Test* (EAT). The EAT provides students with a professional evaluation of their reading and writing skills. Based on the EAT results, an applicant may be required to enroll in an English writing course. The *Graduate Record Exam* (GRE) or the *Miller Analogies Test* (MAT) may be required (PhD). If required, one of these preadmission tests must have been completed within the previous five years and the student must have achieved an acceptable score (GRE minimum score of 900; MAT minimum score of 400). For Barry alumni, preadmission testing is waived for applicants with a graduate GPA of 3.3 or greater; however, for Barry alumni applicants with a GPA of less than 3.3, preadmission testing is required. For non-Barry alumni applicants, preadmission testing is waived for those with an undergraduate GPA of 3.5 or greater on a 4.0 scale; however non-Barry alumni applicants with a graduate GPA less than 3.5 are required to take either the GRE or the MAT. GPAs are not rounded; and
- Criminal Background Check and Drug Screening. Clinical agencies require students to be fingerprinted, pass drug screening and background checks, and clear the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes Title XXI, Chapter 435.04 Level 2 Screening Standards or have a positive drug screen will be unable to enroll in or remain in the nursing program (PhD & DNP)

## Transfer of Credits

At the time of matriculation, a maximum of six graduate credits may be transferred from other doctoral programs which were regionally accredited or internationally recognized 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 Program Director 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 or capstone 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 a doctoral program.

## 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.

Residency in the DNP program additionally means the course NUR 803 (Residency) which is one of 2 advanced practicums.

## Progression Requirements

Course grades are: A, B, C, F, I, CR/NC, and W. 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 Program Director 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 a second failing grade in any course 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. 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.

Students who are enrolled in NUR 800: Continuous Dissertation Advisement will receive grades of “IP” (In progress) until they have completed the requirements for dissertation. Summer doctoral students may choose to receive “I” grades at the end of the summer term in order to complete their assignments during the following semester.

The Academic Dishonesty Policy described in the Policies and Procedures section of this catalog is strictly adhered to.

## Graduation Requirements

Program completion requires a minimum of 45 credits with at least a 3.0 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 Chair for the Division of Nursing.

## Doctor of Philosophy in Nursing (Ph.D.)

The Doctor of Philosophy in Nursing (Ph.D.) is research focused. The Ph.D. degree prepares students to be nurse scientists who, upon graduation, will assume leadership positions in research, education, and in health care systems. Doctoral coursework and dissertation research are based on a broad focal area that is critical to the future of nursing science and practice: Multicultural Health. The faculty and administration of the Division 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.

### *Program of Study*

The Ph.D. program offers two study options: Traditional Academic Year and Summer Residence Program. 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 nursing and education. Faculty from each of the two 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 21 to 24 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 and a one to two week spring intensive, completing 12 to 15 program credits annually. Doctoral students planning to become nursing faculty should take education courses as their electives.

## **SUMMER RESIDENCE PROGRAM – Additional Information (PhD program) only**

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, discussion, and written assignments. Projects completed during the following fall semester at your home base will be delivered to the professor, as arranged;
- Presence on campus is required during summer and intersession concentration;
- One to two weeks intersession (generally a week in May before summer term); and
- Communication with advisor and professors during the entire year: telephone conference and e-mail.

### **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
- \* Course requires prerequisites

Nursing Courses – 21 credits

- Alternative Paradigmatic Inquiry
- Structure of Nursing Knowledge
- Anthropology
- Global Leadership Strategies and Diversity Awareness
- Nursing Research I: Techniques and Applications
- Epidemiology
- Bioethical Imperatives in Nursing

Guided Electives (6 credits)

Dissertation Seminar (3 credits)

Continuous Dissertation Matriculation (3 credits each semester until dissertation is completed)

#### *Candidacy*

All required/core courses must be completed before the student is eligible to apply for candidacy. The PhD Program Director must verify that all course and other requirements, as described below, have been satisfied. To begin the candidacy process, doctoral students must have a minimum GPA of 3.0; and no incomplete (I) or failing (F) grades. A student may not begin the candidacy process the semester in which an (I) grade is being completed or the course for which an F grade has been received is being repeated. The student submits the *Request to Begin the Candidacy Process for the Ph.D.*

form to the Executive Secretary of the PhD Program Director. The Executive Secretary attaches a copy of the student's most recent transcript and forwards the form to the PhD Program Director. The PhD Program Director verifies the student's readiness, and notifies the student and faculty committee of the student's approval to start the process. The student must register for NUR 703: Candidacy (section CA), 3 Credit hours, for the semester that the candidacy examination is being taken.

#### *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, maintaining the overall eight year doctoral program length.

#### *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*

Candidates must be continuously enrolled in advisement until successful completion of the dissertation defense. Doctoral candidates will be required to register for three credits (NUR 800) each semester. Credits for advisement do not count toward degree.

## **Doctor of Nursing Practice**

The DNP program of study requires 38 credits hours beyond the master's degree in nursing. The program involves 7 semesters with 3 intersessions over 2 full academic years. A minimum of 500 advanced practice clinical hours are required for those who hold national certification. A minimum of 1000 advanced practice hours are required for those who do not hold national certification.

#### *Program of Study*

Required courses:

- Role of the DNP (2 credits)



Scientific Foundation for Doctoral Nursing Practice (3 credits) \*

Healthcare Informatics for Doctoral Nursing Practice (3 credits) \*

Translational Research for Doctoral Nursing Practice (4 credits) \*

Capstone Seminar I (1 credit) \*

Epidemiology and Biostatistics (3 credits) \* +

Evaluation Methods for Doctoral Nursing Practice (3 credits) \*

Healthcare Economics for Doctoral Nursing Practice (3 credits) \*

Capstone Seminar II (2 credits) \*

Global Leadership strategies (3 credits) \* +

Bioethics (3 credits) \* +

Residency (4 credits) \*

Capstone (4 credits) \*

\* Course requires pre-requisites

+ Course taken with PhD students

## 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. (Ph.D. students)

#### 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.

### 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.) (\$10 Fee)

#### NUR 711 Role of the DNP (2)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidence based practice. The eight essentials that will be introduced are: scientific underpinnings for practice, organizational and systems leadership for quality improvement and systems thinking, clinical scholarship and analytical methods for evidence-based practice, information systems/technology and patient care technology for the improvement and transformation of health care, health care policy for advocacy in health care, inter-professional collaboration for improving patient and population health outcomes, clinical prevention and population health for improving the nation's health, and advanced nursing practice. Ultimately the course establishes fundamental bases wherein the nurse leader reflects and identifies an area of need in the practice setting.(\$10 Fee)

#### NUR 721 Scientific Foundations for Doctoral Nursing Practice (3)

This course will explore the development of nursing knowledge and theory, the philosophies of science and epistemologies, their influence on knowledge development for doctoral nursing practice, and strategies for theory development and analysis will be discussed Pre/Corequisite NUR 711 &727. (\$10 Fee).

#### 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. (\$10 Fee)

**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 (\$10 Fee)

**NUR 727 Healthcare Informatics for Doctoral Nursing Practice (3)**

This course will provide a knowledge and skills base related to information systems/technology to prepare the doctoral practice nurse to apply new knowledge, manage individual and aggregate information, and assess the efficacy of patient care technology appropriate to a specialized area of advanced nursing practice. Computer programs and software relevant to nursing administration, education, research, and practice will be explored. Pre/Corequisite NUR 711 & 721. (\$10 Fee)

**NUR 732 Advanced Biostatistics for Nursing (3) (Elective)**

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 (\$10 Fee)

**NUR 733 Translational Research for Doctoral Nursing Practice (4)**

This course focuses on the methodological basis for translational research for the purpose of improving the efficiency and effectiveness of nursing care in diverse practice settings through critical evaluation, synthesis, transference, and application of appropriate evidence-based findings. Students will critically appraise the nature of the evidence for potential inclusion in the capstone project. Pre-requisites NUR 721 & 727. (\$10 Fee)

**NUR 737 Capstone Seminar I (1)**

This seminar will focus on guiding the student through the organization of the capstone project proposal. Emphasis is on the commitment to a clinical practice issue appropriate to the capstone project. Course content will include the process of data exploration and substantiating and refining the rationale for issue selection, population, and particular setting. The Capstone includes translation of research in the clinical setting resulting in the potential for change in practice or outcome analysis. Pre-requisites NUR 733. (\$10 Fee).

**NUR 741 Epidemiology & Biostatistics (3 credits)**

This course focuses on principles and methods of biostatistics and epidemiology used to assess determinants, distribution, and deterrents of disease in populations. The course includes conceptual and analytical skills required to measure risk, Incidence, and prevalence of morbidity and mortality and its Impact on healthcare delivery. (\$10 Fee)

**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. (\$10 Fee)

**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 (\$10 Fee)

**NUR 747 Evaluation Methods for Doctoral Nursing Practice (3)**

The content of this course is focused on methods of inquiry for the systematic appraisal of nursing practice/health care programs. Utilization of outcomes for decision-making, implementation, accountability, and improvement in nursing and health care is included. Pre/Corequisite NUR 737, 741, 747. (\$10 Fee).

**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.) (\$10 Fee)

**NUR 753 Capstone Seminar II (2 credits)**

This seminar will focus on data exploration for the organization and refinement of all aspects of the capstone project design, implementation, and evaluation. Course content includes preparation for Capstone proposal defense. Pre/Co-requisites NUR 747 & 742. (\$10 Fee).

**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. (\$10 Fee)

**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) (\$75 Fee)

**NUR 800 Continuous Dissertation Advisement Matriculation (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) (\$75 Fee)

**NUR 803 Residency (4 credits)**

This course will focus on the integration of knowledge of nursing theory, informatics, translational research, epidemiologic trends, ethical/legal principles, outcome evaluations, health care systems and economics into an advanced clinical practice setting. In consultation with the DNP faculty advisor, students will select an area of clinical practice and will implement their capstone project through a 250 hour clinical residency. Prerequisite: NUR 760. (\$10 Fee)

**NUR 807 Capstone (4 credits)**

This course will focus on the continuous application of advance knowledge and skills attained during the DNP coursework and Residency. This intensive clinical experience of 250 clinical hours will enable the doctoral student to refine and critically appraise the capstone project and prepare for dissemination of findings. (Possible continuous matriculation) Pre-requisite NUR 803. (\$75 Fee).

**MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**

Douglas M. Mitchell, Ph.D., 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 conditions, 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 three sequences of courses. Students who meet all other criteria for admission are eligible to enroll in the Summer Jump-Start semester to complete the prerequisite Kinesiology requirement and OTR 500: Principles of Occupational Therapy. 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 all coursework in a total of 2-1/2 to 3 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 April 10.

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 or internationally recognized 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 B or better in prerequisite courses:
    - Human Anatomy
    - Human Physiology
    - Kinesiology
    - Sociology or Anthropology
    - Psychology
  - 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.
- 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. Two credits of independent study may be substituted for the Clinical Practicum and Seminar experience for students who are Certified Occupational Therapy Assistants with bachelor's degrees. 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

### Summer Jump Start

#### Summer Semester (1-4 credits)

BIO	247	Kinesiology for Health Science Majors (if needed)	3
OTR	500	Principles of Occupational Therapy	1

#### Clinical Foundations Courses

##### Fall Semester (10 credits)

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	655	Clinical Research	4

**Summer Semester (10 credits)**

OTR	640	Assistive Technology	2
OTR	650	Special Topics II	2
OTR	625	Advanced Clinical Reasoning	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	Seminar in Professional Issues	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:**

<b>Entry level students</b>	<b>73</b>
<b>Occupational therapists</b>	<b>34</b>

**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 or Advanced Practicum. Fieldwork performance is evaluated on a credit/no credit basis.

**FIELDWORK**

Participation in Level I and Level II Fieldwork is a required part of the curriculum and a requirement for graduation, for all entry-level occupational therapy students. Fieldwork is completed on weekdays, to ensure that students experience all aspects of service delivery.

**Level I Fieldwork**

Level I Fieldwork offers students practice-related experiences, and is integrated with the Clinical Foundations courses. The purposes of Level I Fieldwork 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. The program's Academic Fieldwork Coordinator places each student in a health-care facility in his or her community for three consecutive weekdays during each of the first Fall, Spring and Summer semesters. Students work closely with professional personnel who provide services to children with special needs, adults with psychosocial or cognitive limitations, and aged persons.

**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 full or part-time Level II Fieldwork placement

in a setting of the student's choice is scheduled during the last semester of the program. 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**

#### **Readiness for Learning**

All prospective and current students in the occupational therapy program 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 Student Services for Students with Disabilities to request accommodations.

#### **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, oc-

cupational 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.

Students completing assignments in health-care facilities are required to comply with the facility's policies regarding privacy/confidentiality of patient information.

#### **Requirements for Participating in Fieldwork**

Barry University contracts with fieldwork centers which require that students be in good health before beginning a placement. Students are required to submit a Health Information Form signed by their physician to the Occupational Therapy Program prior to registration for the first Fall semester. Failure to maintain current health information will result in withdrawal from the program.

A drug screening and criminal background check must be completed in the first semester of the Occupational Therapy Program, before students may participate in visits to or placements in health care facilities. Fieldwork sites may deny a student's participation in the clinical experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. An individual who has been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be done at the student's expense.

Fieldwork centers also require evidence of training in health and safety topics including HIV/infection control, CPR and HIPPA regulations. Occupational therapy students earn certification in these areas during the first year of the curriculum.

### Computer Access

Access to and ongoing use of a computer is required for all students to complete the Occupational Therapy Program successfully. Competency in the basic use of a computer is a requirement for graduation. Class assignments may require the use of a computer, and official program correspondence is often sent between weekend sessions via e-mail. Students may use computers while on campus in the computer lab and library, but they are also expected to have a computer with current Microsoft Office software and an Internet connection at home.

### Health Insurance and Liability Insurance

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 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 (see "Requirements for Participating in Fieldwork" section above)

### SAMPLE SCHEDULE OF WEEKEND COURSES

#### Summer Jump-Start Courses

Summer Semester 2008

May 10 to August 17 (8 weekends)

Saturday or Sunday 8:30 a.m. to 12:00 p.m.

#### Clinical Foundations Courses

Fall Semester 2008

August 30 to December 21 (9 weekends)

Saturday & Sunday 8:30 to 5:30 p.m.

+36 hrs Level I Fieldwork

Spring Semester 2009

January 3 to April 26 (9 weekends)

Saturday and Sunday 8:30 a.m. to 5:30 p.m.

+ 36 hrs Level I Fieldwork

Summer Semester 2009

May 9 to August 16 (8 weekends)

Saturday and Sunday 8:30 a.m. to 5:15 p.m.

+ 36 hrs Level I Fieldwork

Fall Semester 2009

12 weeks full-time Level II Fieldwork

#### Advanced Professional Courses

Spring Semester 2010

January 9 to May 2 (9 weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hours practicum

Summer Semester 2010

May 15 to August 22 (8 weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hours practicum

Graduate project (independent study)

Fall Semester 2010

September 4 to December 26 (9 weekends)

Saturday and Sunday 9:00 a.m. to 5:30 p.m.

+ 36 hours practicum

Spring Semester 2011

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. Instruction and practice in basic computer skills for occupational therapy, and in use of Barry University's learning resources.

**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 500-525.

**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 540-555.

**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)**

Reflection on Level I Fieldwork experiences. Review and practice of clinical skills in preparation for Level II Fieldwork placements. Prerequisite: Completion of OTR 540-555.

**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 analytical thinking skills and evidence-based practice strategies to clinical reasoning in occupational therapy. Introduction to experimental



methodology and inferential statistics. 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 qualitative and quantitative research methods and basic descriptive and correlational statistics used in clinical research in occupational therapy. Includes practical experience with proposal development and data collection and 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 scholarly 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 Seminar in Professional Issues (2)**

This course focuses on a professional issues including certification, licensure, developing a resume and international practice. 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 610-685, NBCOT certification as an occupational therapist, and approval of the Program Director.

# PROFESSIONAL MASTER OF PUBLIC HEALTH

## MASTER OF PUBLIC HEALTH (M.P.H.)

Richard T. Patton, MA, MPH Program

### THE PROGRAM

The Professional Master of Public Health (M.P.H.) is designed to prepare health professionals to assume leadership roles as members of multidisciplinary teams and be able to effectively develop, implement and evaluate programs that have an impact on the health of the public.

The Professional M.P.H. recognizes the demands of full-time professionals, and as such the Professional M.P.H. program allows students to fulfill their work-related responsibilities and take part in a rigorous program of graduate public health education.

### Purpose Statement

The purpose of the Professional Master of Public Health (M.P.H.) program is to advance public health knowledge, prevent disease, and promote health and well-being in the world community. This purpose is accomplished through academic excellence in the education of public health professionals in a responsive environment conducive to public health teaching, research and service.

### Program Goals

The Professional M.P.H. program will provide students with a public health curriculum that enhances professional practice and provides appropriate skills and knowledge for those preparing to advance in or enter public health practice.

Graduates of the Professional M.P.H. program will be able to:

- work with community groups to assess the health status of populations, identify problems, plan potential solutions, implement and plan and evaluate its success;
- use current technology to secure resources that support public health planning;
- analyze and apply research findings to public health problems;
- integrate population and community-based medicine in clinical practice;
- serve as community leaders in devising solutions to public health problems;

- engage in formulating policy to improve public health.

### ADMISSION REQUIREMENTS

It is anticipated that the majority of applicants to the Professional MPH program will be health care professionals in active practice. The submission of Graduate Record Examination (GRE) scores is required of all applicants who do not hold a terminal doctorate (MD, DO, DPM, DDS, DVM, DSC, PhD) or a health care provider masters degree (MSN, MCMS, MPA). Students enrolled in the DPM program, having taken the MCAT examination, will also be exempt from the GRE requirement.

Candidates who do not meet the conditions cited above must have a baccalaureate degree, an acceptable GRE score and a 3.0 grade point average in the last 60 semester hours of undergraduate/graduate study. Foreign medical graduates are required to take the GRE if they are not licensed in the U.S. and must take and score a minimum of 550 on the written or 213 on the computer-based Test of English as a Foreign Language if English is not the primary language of their country. Applicants should make arrangements to take the TOEFL at least three to six months before the first day of classes.

Students in the Professional MPH are also expected to possess a basic level of computer literacy and are required to have regular access to the Internet and E-mail. Barry University provides free computer accounts, web-based access to e-mail, and remote web access to library and other instructional resources to all registered students.

All candidates, regardless of qualifications, are required to 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. Health care professionals should submit letters of recommendation from other practitioners, administrators, or educators; individuals who are not employed in health care or are currently in or have finished other educational programs should provide letters of recommendation from faculty at the educational institutions most recently attended.

### APPLICATION PROCEDURE

The completed application form, letters of recommendation, official GRE results (if applicable), TOEFL results (if applicable), official transcripts from all institutions attended should be sent to:

Office of Admissions  
Professional Master of Public Health Program  
Barry University  
11300 NE 2nd Ave  
Miami Shores, FL 33161

The admissions committee for the program will review all applications and may request further information of the applicant. Following review, a letter of acceptance or rejections will be forwarded to the candidate.

## **ADMINISTRATIVE POLICIES AND PROCEDURES**

### **International Students**

International students must register for at least six semester hours of credit in each semester to maintain full-time status. International students must comply with all policies and procedures of the Inter-cultural Center (ICC), including, but not limited to presentation, in person, of appropriate documentation prior to the start of each semester. Registration materials will not be processed by the University until international students meet with ICC staff.

### **Registration**

All students must complete the appropriate registration forms at the beginning of each semester. Registration forms must be signed by the Program Director or his representative prior to its presentation to Student Accounts Services and the Registrar. 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 term will NOT be permitted to attend classes or participate in other School or University activities.

### **Drop-Add and Course Withdrawal**

Barry University provides a period of registration adjustment (the “add/drop” period) during the first week of each term. During this time, students may change their schedules with the approval of the Program Director and the Associate Academic Dean. Students who drop courses during this period do not earn a “W” grade.

Students are allowed to withdraw from courses without penalty until a published deadline. Students who withdraw from courses receive a grade of “W” for each withdrawn course. Approval of the Program Director is required for course withdrawal.

Due to the prescribe nature of the Professional M.P.H. curriculum, dropping or withdrawal from a course may result in considerable delay in completion of studies and awarding of the degree.

### **Transfer Students**

A minimum of three semesters at Barry University is required. Transfer applicants must have a cumulative grade point average of 3.000 and grades of “B” or

higher in all courses for which transfer is sought. All transferred courses must correlate with those in the Professional M.P.H. curriculum, and must have been completed within three calendar years of application. The master’s research project must be completed 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 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 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 Program Director and then the 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 the first week of the next semester of enrollment. 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 supposed to have been 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 concluded.

## Reporting and Recording of Grades

Semester grade reports are mailed by the Office of 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 College of Health Sciences. Student Health Services will review and copy documentation of health insurance. All students will be billed by Student Account Services for health care insurance administered by Student Health Services at the beginning of each term of enrollment unless they provide documentation of health insurance coverage.

Students in the Professional Master of Public Health program must also comply with all other applicable requirements of Student Health Services, as noted in the “Student Life” section of the Barry University Graduate Catalog.

## ACADEMIC POLICIES AND PROCEDURES

### Attendance

Attendance is recommended in all courses taken in the master of public health program. 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 all courses and for all examinations including unannounced quizzes. Attendance at scheduled examinations is mandatory. Examinations may be given at times other than the scheduled course meeting time due to space limitations.

### Academic Integrity and Behavior

Promotion of academic integrity and ethical professional behavior are goals of the Master of Public Health program and cheating or plagiarism will not be tolerated. Refer to the “Policies and Procedures” section of this catalog and the Barry University Student

Handbook for definitions of cheating and plagiarism. A student who gives or receives information or assistance during a testing session will automatically fail and earn 0% as an exam or quiz grade. The same consequence will apply to any proven case of plagiarism. Further, the individual(s) will be referred to the Dean for appropriate disciplinary action and the incident will be documented in the student’s file. Any student who is referred to the Dean for violation of the dishonesty policy on two occasions will be dismissed from the University.

## Student Conduct Code

(See Student Handbook)

## Advanced Standing

Candidates for advanced standing may transfer to the Master of Public Health program from another graduate program in public health or from another graduate program at Barry University with the directors permission. Legitimate candidates must be in good academic standing in the previously attended 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 Academic Dean and/or Dean of Student Affairs must be provided. Based on the candidate’s qualifications, the Professional M.P.H. admissions committee may require additional credentials.

Students who have completed graduate-level public health courses in other institutions may obtain credit for courses toward the Master of Public Health 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, for first year, first semester courses, prior to the start of classes. The final three semesters of the curriculum must be completed at Barry University.

Students who have taken courses outside of the Master of Public Health program may qualify for credit in the analogous Master of Public Health program 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 Master of Public Health program.

To obtain transfer credit in place of successfully completing a Master of Public Health program course, a student must:

- submit a request for transfer credit in writing to the program director and then 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 Master of Public Health program 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 Master of Public Health program 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 achieve 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 Master of Public Health program course in its entirety and fulfill all requirements for completion of that course.

## Financial Aid

Information about loans, scholarships and other financial aid is available through the Office of Financial Aid. Students bear the responsibility to seek out financial aid information.

## Academic Advisement

The Program Director or Associate Academic Dean assigns to every student matriculating at Master of Public Health program an academic advisor. Advising assignments may be changed by the Program Director or Associate Academic Dean at the request of the student or faculty member. The responsibilities of

Master of Public Health program 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.

## 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 Public Health Research 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 withdrawal deadline.

Satisfactory completion of all courses 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 Program Director 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 associated with attendance, attitude, professional behavior, examinations, quizzes, assignments, and other criteria of evaluation; these requirements, however, must be specified in the course syllabus.

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 a failing 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 University.

The Master of Public Health program does NOT provide any remediation mechanisms for failure of 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 repeated course 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 Public Health Program will be placed on academic probation if he/she:

- 1) achieves a semester GPA below 2.00 (calculated utilizing a 0.0 to 4.00 scale)  
OR
- 2) achieves a cumulative GPA below 3.00  
OR
- 3) earns an F grade in any semester.

Students not in good standing will be periodically reviewed by the Program Director or Associate Academic Dean to determine eligibility to remain in the program. Probation will be lifted after completion of the next semester of active registration if the student

achieves a cumulative GPA of 3.00 or higher with no new F grades.

A student in the Master of Public Health 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 B grade must be earned in the repeated course. A grade of C or lower in, or withdrawal from any repeated course 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 academic year has lapsed. The Registrar's Office must have the approval of the Dean of the College of Health Sciences 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 studies may be dismissed from the College of Health Sciences and the University.

### **Graduation Requirements**

To graduate, candidates for Master of Public Health 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 paper, a professional presentation or written special project based on work conducted at Barry University;
- satisfactorily complete a sponsored field experience or have the requirement of field experience waived by the Program Director based on prior work/academic experiences.

### **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 Program Director, who will respond within 5 business days.

If the response of the Program Director is not acceptable to the student, the student must present, within 2 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. 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

Course	hours
PHC 536 Research Methodology, Epidemiology & Statistics	3
PHC 537 Public Health Issues: Health Promotion and Disease Prevention	3
PHC 613 Environmental and Occupational Health	4
PHC 667 Field Experience in Public Health	3
PHC 675 Research	4
PHC 697 Special Topics (Capstone in Public Health)	3
PHC 731 Clinical Epidemiology and Evidence Based Medicine	3
PHC 765 Independent Study in Public Health	3
HSA 510 Principles of Health Services Administration	4
HSA 520 Managerial Epidemiology and Essentials of Health Behavior and Health Promotion	4
HSA 530 Health Law, Ethics and Social Issues	4
HSA 620 Health Care Budgeting and Financial Management Services	4
HSA 667 Health Care Leadership and Human Resources	4

## Sample Course of Study

Semester	Course	Semester Hours
1	Public Health Issues: Health Promotion and Disease Prevention	3
	Clinical Epidemiology and Evidence Based Medicine	3
	Field Experience in Public Health	3
2	Environmental and Occupational Health	4
	Principles of Health Services Administration	4
	Research	4
	Field Experience in Public Health—Continued	
3	Research Methodology, Epidemiology & Statistics	3
	Managerial Epidemiology and Essentials of Health Behavior and Health Promotion	4
	Research—Continued Field Experience in Public Health—Continued	
4	Health Care Budgeting and	
5	Financial Management	4
	Health Law, Ethics and Social Issues	4
	Research—Continued Field Experience in Public Health—Continued	
5	Special Topics / Capstone in Public Health	3
	Health Care Leadership and Human Resources	4
	Research—Continued Field Experience in Public Health—Continued	

## Profession Master of Public Health Course Descriptions—

### HSA 510 Principles of Health Services Administration (4)

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.

**HSA 520 Managerial Epidemiology and Essentials of Health Behavior and Health Promotion (4)**

This is a general course in managerial epidemiology and infectious disease with emphasis on current topics and applications in this field. It addresses the behavioral models of health and disease, the social barrier to care and 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.

**HSA 530 Health Law, Ethics & Social Issues (4)**

The provision of health care services is one of the most regulated industries in the United States. As the law and health care delivery become more interconnected, it is essential for those in the industry to keep pace with the significant changes in health law and their impact on the health care system.

**HSA 620 Healthcare Budgeting and Financial Management (4)**

This course will introduce students to the basic concepts and principles of financial management within healthcare organizations

**HSA 667 Health Care Leadership & 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

**PHC 536 Basic Research Methodology (3)**

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.

**PHC 537 Public Health Issues: Health Promotion and Disease Prevention (3)**

An introduction to the field of public health.

**PHC 613 Environmental and Occupational Health (4)**

Description and analysis of environmental and occupational factors that affect the health status of human populations. Students develop knowledge and skills in the application of basic principles, exposure pathways, environmental/occupational settings as well as assessment and monitoring methodologies related to environmental and occupational health issues.

**PHC 667 Field Experience in Public Health (3)**

Supervised Field Experience is to provide MPH students with an opportunity to apply public health academic theory and acquired skills to community health problems.

**PHC 675 Masters Research Project (credit not to exceed 12 s.h.)**

project under guidance of faculty advisor.

**PHC 697 Special Topics (3)**

Analysis and discussion of contemporary topics. Evaluation of recently published research literature. Seminars and discussions with invited speakers.

**PHC 731 Clinical Epidemiology and Evidence-Based Medicine (3)**

Principles of epidemiology applied to clinical decision making in the context of evidence-based medicine.

**PHC 765 Independent Study in Public Health (3)**

Independent study with a faculty member in an area in which formal course work is not being offered.



# SCHOOL OF HUMAN PERFORMANCE AND LEISURE SCIENCES

TBA, Dean

Steve Anderson, Ph.D., Associate Dean

Faculty: Anderson, Cerra, Cramer, Cremades, Egret Gibson, Hicks, Lu, Ludwig, Mier, Poczwardowski, 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 located in the \$4.5 million Health and Sports Center. This facility houses two 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, and tennis. An outdoor pool, a sand volleyball court, a SCUBA dive locker, and an aerobics studio, complete the sports complex.

The Department of Sport and Exercise Sciences offers professional preparation in Sport Management for graduate students seeking advanced study in the management of sport-related areas, recreational programs, fitness and wellness centers. In addition, advanced study is offered for students seeking generalized knowledge in Movement sciences, including options or specialized study in Injury and Sport Biomechanics, Exercise Science, Sport and Exercise Psychology, and Sport Management.

Graduate programs are offered which lead to the following **Master of Science** degrees:

**MOVEMENT SCIENCE, M.S.**, with specializations in:

Exercise Science

Injury and Sport Biomechanics

Sport and Exercise Psychology

OR

the non-specialized "General" option

**SPORT MANAGEMENT, M.S.**

**SPORT MANAGEMENT, M.S./MASTER OF BUSINESS ADMINISTRATION, M.B.A.**, Dual Degree with Andreas School of Business

Actual requirements and descriptions for each graduate degree program and each area of specialization are discussed in more detail further in this section under the Department of Sport and Exercise Sciences and the respective academic disciplines.

## MISSION AND PURPOSE

The School of Human Performance and Leisure Sciences (HPLS) is committed to providing varied educational experiences through its three distinct units:

- DEPARTMENT OF SPORT & EXERCISE SCIENCE: (1) by offering quality academic programs that prepare qualified undergraduate majors for sport-related careers in Athletic

Training, Exercise Science, Physical Education, and Sport Management; (2) by offering qualified graduate students advanced professional studies in Movement Science and Sport Management; and (3) by providing instructional opportunities for acquiring wellness, fitness, and leisure skills in numerous sport and recreational offerings.

- DEPARTMENT OF INTERCOLLEGIATE ATHLETICS: by striving for competitive excellence for men and women in 12 varsity sport offerings while also achieving academic excellence in the classroom.
- OFFICE OF CAMPUS RECREATION: by providing students, faculty, staff, and alumni with a broad selection of sport, wellness/fitness, and recreational opportunities.

HPLS is unique in fulfilling the “quality academics dimension” of the university’s mission by engaging all three learning domains (i.e., cognitive, affective, and psychomotor) in the delivery of its various participation opportunities. The “religious dimension” is acknowledged through an emphasis on ethical modeling in professional practice among faculty, coaches, administrators, and staff. Good sportsmanship, wholesome and clean competition, comradeship among participants and peers, a diverse cultural representation, and equality of opportunity regardless of race, gender, or religious preference also contribute to the recognition of God’s presence in every living being. A “caring environment” is fostered by assuring the academic, physical, and emotional well-being and safety of participants in each program and by providing mentoring, health care and academic support services that will enhance opportunities for success. The administration strongly encourages interested HPLS constituents to engage in leadership and participation opportunities for “community service” and annually recognizes outstanding achievements in this area.

## 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 per semester or the completion of eighteen (18) credit hours in a calendar year.

### Graduate Admission Criteria:

- Acceptance by the University’s Office of Graduate Admissions\*; and
- A bachelor’s degree from a regionally accredited or internationally recognized institution, as verified by two (2) official transcripts; and
- Sufficient undergraduate preparation or life experience, as determined by the Graduate Program Director 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, as determined by the Office of Graduate Admissions, require HPLS Dean approval and do not guarantee admission to a degree program. Enrollment is limited to six (6) to nine (9) graduate credits. Non-degree acceptance will only be changed to regular degree-seeking status upon review and official notification of full acceptance from the Dean and the Director of Graduate Programs. Grades of ‘B’ or better are required in all prior graduate coursework. Submission of all documentation required by the Office of Graduate Admissions and/or the respective degree program is also necessary. The student will also receive notification in writing from the Dean and the Director of Graduate Programs should the decision be dismissal from the program or extension of current status beyond the nine (9) credit hours for a specified period and under certain conditions.

### 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, Department Chair, and respective Program Coordinator. 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/ Financial Aid:**

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. Students receiving loans must enroll in four credits each term to qualify for loan funding.

### **Advising:**

Students pursuing graduate courses will be assigned an advisor by the Director of Graduate Programs.

### **Project/Thesis:**

All students pursuing M.S. degrees within the School of HPLS are required to complete either a thesis or an internship, with the exception of students in the M.S. in Movement Science Injury and Sport Biomechanics specialization, who are required to complete 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 M.S. in Movement Science Sport and Exercise Psychology specialization select either the “research” option, which requires the submission of a written thesis at six (6) credit hours, or the “applied” option, which involves completion of six (6) credit hours of coursework.

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, which replaces the elective requirement (i.e., 3 cr. hrs.) for thesis option students.

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 AND must have passed a compre-

hensive written and/or oral examination (i.e., “comps”) prior to being approved for the internship. Exceptions to this policy may only be made upon recommendation from the student’s Graduate Committee and approval from the Director of Graduate Programs. 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 choosing the internship option are expected to pass a comprehensive oral and/or written examination prior to being approved for the internship. Students choosing the thesis option are not required to take a comprehensive examination.

### **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 one’s Graduate Committee.

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.

### **Grading System:**

The School of HPLS utilizes a plus/minus grading system. The use of this system is at the prerogative of the faculty member for each course. See Academic Information for more information and refer to the course syllabus.

## THE DEPARTMENT OF SPORT AND EXERCISE SCIENCES

Steve Anderson, Ph.D., Associate Dean and Department Chair

The Department of Sport and Exercise Sciences (SES) offers three graduate degree programs:

### **MASTER OF SCIENCE IN MOVEMENT**

**SCIENCE (M.S.)** with a choice of:

Exercise Science Specialization

Injury and Sport Biomechanics Specialization

Sport and Exercise Psychology Specialization

**OR**

the “General” option

### **MASTER OF SCIENCE IN SPORT MANAGEMENT (M.S.)**

### **MASTER OF SCIENCE IN SPORT**

**MANAGEMENT/MASTER OF BUSINESS ADMINISTRATION (M.S./M.B.A.)** Dual

Degree Program with Andreas School of Business

Individuals holding the bachelor’s degree out-of-field who are interested in pursuing the M.S. degree in Movement Science with an Injury and Sport Biomechanics-Athletic Training specialization, but who lack the required coursework and clinical hours leading to NATA certification, should refer to the section on the athletic training track.

## MISSION AND PURPOSE

The mission of the Department of Sport and Exercise Sciences complements that of the University. The curriculum is designed to prepare undergraduate students who are qualified to pursue careers related to Athletic Training, Exercise Science, Physical Education, and Sport Management. In addition, the school and department are committed to preparing qualified graduate students for advanced professional studies in Movement Science (M.S.) and Sport Management (M.S.) Instructional activity courses are also offered to provide opportunities for acquisition of wellness, fitness, and leisure skills in sport and recreation. A religious dimension is threaded throughout the core curriculum and professional courses by fostering an instructional environment that invites students to examine the ethical implications of professional practice. The school and department provide community participation and leadership opportunities for interested students, faculty, and staff. The administration and faculty are committed to providing instruction and services that supplement the classroom experience and promote diversity. This

caring environment extends beyond the classroom into day-to-day mentoring relationships and services that support academic progress.

## MASTER OF SCIENCE IN MOVEMENT SCIENCE

The purpose of the Master of Science (M.S.) in Movement Science is to prepare qualified students for careers and/or advanced professional study in a variety of exercise-related, sport, and wellness fields. The degree provides a comprehensive selection of options for the practicing professional, the administrator, or the educator seeking advanced study in the movement sciences. Individuals holding positions in athletic training, physical education, coaching, fitness and wellness, exercise physiology, sports medicine, sport sciences, prosthetic design and engineering, physical therapy, occupational therapy, recreation therapy or other allied health and rehabilitation fields can choose from among one of three areas of specialization OR can opt for a general, customized program of studies. Degree preparation will include research-based theory and practical applications with an emphasis on ethical and moral decision-making for leaders. The foundation for the M.S. in Movement Science is kinesiology. Academic preparation focuses primarily on understanding movement, health and fitness, and performance enhancement and integrating this knowledge in various areas of specialization. Although these areas of focus are common to all of the movement science specializations, each achieves these in ways unique to their disciplines – i.e., whether through the prevention and rehabilitation of injury and disease, exercise prescription and fitness assessment, laboratory instrumentation and analysis, proper nutrition, or through appropriate mental training.

The M.S. in Movement Science provides the student with these options:

- A. **Choose one of three (3) areas of specialization from among:**  
EXERCISE SCIENCE  
INJURY AND SPORT BIOMECHANICS  
SPORT & EXERCISE PSYCHOLOGY  
**OR**
- B. **Choose a non-specialized “General” track** that provides for a personally designed program of advanced study, subject to Graduate Committee approval.

Admission criteria, as well as academic and graduation requirements, can be found under the School of HPLS and under the respective areas of study.

## Movement Science Terminal Objectives

Upon successful completion of the program leading to the Master of Science degree in Movement Science, all graduates will have acquired the ability to:

- Integrate advanced practice core competencies in the application of the movement sciences;
- Evaluate and utilize appropriate theory within an advanced movement science context;
- Integrate research in the movement sciences as a basis for organizational decision making;
- Integrate principles of evidence-based related movement science practices in the design and implementation of programs for specific need populations;
- Incorporate ethical precepts in leadership through the movement sciences;
- Collaboratively appraise ethical issues in movement science as they affect individuals, communities, society and movement science professions;
- Lead in a manner that recognizes the cultural and spiritual context of the movement science community in relation to serving the entire human community;
- Build leadership alliances for collaborative action and change around issues in the movement sciences;
- Influence policy making processes through involvement and leadership of movement scientists having diverse perspectives;
- Incorporate administrative and leadership theories in the design, development, implementation and evaluation of quality movement science programs;
- Integrate the advanced professional role while assuming personal responsibility for continuing professional competence and development;
- Pursue doctoral education;
- Incorporate respect for human diversity and dignity while participating culturally and spiritually sensitive action in community service;
- Engage in advocacy for health promotion, disease prevention and maintenance of a high quality of wellness through the movement sciences.

## Movement Science Curriculum

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 (see below) and a minimum of 24 credit hours of coursework described under each program of study or area of specialization.

Students must complete at least one Movement Science course (3 credit hours) from an area of specialization other than the selected discipline.

NOTE: Students lacking prior undergraduate coursework in ethics from Barry University will be required to take SES 621. Students seeking admission to the Exercise Science and Injury and Sport Biomechanics specializations must complete undergraduate coursework in anatomy and kinesiology or biomechanics prior to admission. Students in the Sport and Exercise Psychology specialization and the General option who lack undergraduate coursework in anatomy and kinesiology or biomechanics will be required to complete those courses prior to taking SES 520 or SES 546. Admission criteria can be found under the respective areas of study.

### Movement Science Graduate Program Core (15 credits):

*To satisfy the kinesiology foundation and analysis of human motion component:*

SES	520	Biomechanics	3
<b>OR</b>			
SES	546	Qualitative Analysis in Biomechanics	3

*To satisfy the ethics component to the university's mission:*

*SES	621	Ethics and Social Issues in Sport	3
------	-----	-----------------------------------	---

*To satisfy the research or advanced applied studies component:*

SES	616	Research Methodology in SES	3
SES	689	Thesis (Exercise Science Research Track, Injury and Sport Biomechanics, General Option, Sport and Exercise Psychology Research Option)	6
<b>OR</b>			
SES	679	Internship/Project (Exercise Science Clinical Track, General Option)	6
<b>OR</b>			
<i>(for Sport and Exercise Psychology Applied Option)</i>			
SES	677	Sport and Exercise Psychology Service Delivery	3
SES	678	Sport and Exercise Psychology Professional Practice	3

\* Upon special request of the HPLS Dean, consideration may be given for substituting an approved elective for this course when evidence can be provided that the student has satisfactorily completed a Sports Ethics course at Barry University.

## 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, 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 (15 credits) – see listing 15

#### Exercise Science Course Requirements 15

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 must select one of the following tracks to complete the program requirements:

#### Exercise Science Clinical Track

##### Course Requirements 6

** A choice of two of the following electives: (6 credit hours minimum)		
SES 541	Cardiac Rehabilitation	3
SES 541L	Cardiac Rehabilitation Lab ***	1
SES 551	Fitness Assessment and Exercise Prescription	3
SES 563	Applied Physiology of Resistance Training	3
SES 625	Motor Learning and Control	3
SES 662	Exercise Psychology	3
SES 701	Advanced Studies in Statistics	3

##### Degree Total: 36

\*\*Other Barry graduate level courses may be substituted as electives, subject to prior approval by the student's Graduate Committee.

\*\*\*Must be taken with SES 541

#### OR

#### Exercise Science Research Track

##### Course Requirements 6

SES 701	Advanced Studies in Statistics	3
** Plus a choice of one of the following electives: (3 credit hours minimum)		
SES 541	Cardiac Rehabilitation	3
SES 541L	Cardiac Rehabilitation Lab (1)***	1
SES 551	Fitness Assessment and Exercise Prescription	3
SES 563	Applied Physiology of Resistance Training	3
SES 625	Motor Learning and Control	3
SES 662	Exercise Psychology	3

##### Degree Total: 36

\*\*Other Barry graduate level courses may be substituted as electives, subject to prior approval by the student's Graduate Committee.

\*\*\*Must be taken with SES 541

#### Five-Year B.S. to M.S. Option

Students may opt for the M.S. degree program in Movement Science specializing in Exercise Science while completing their undergraduate studies at Barry University. 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 3.00 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. (See undergraduate catalog for specific details).

## INJURY AND SPORT BIOMECHANICS SPECIALIZATION

The specialization in Injury and Sport Biomechanics combines both theory and practice in preparing students for leadership positions in a variety of careers in sports medicine and biomechanics. These roles include: college/university athletic training, clinic administration, athletic training curriculum clinical education, teaching, coaching, and research and development with specializations in orthopedics (instrumentation and equipment), or movement analysis (gait, injury etiology, and sports performance enhancement).. The Injury and Sport Biomechanics Specialization is comprised of 12 credits with nine credits in either a track for Athletic Training or a track for Biomechanics.

The Athletic Training Track includes case study models with an emphasis on ethical and moral decision-making for leaders in athletic training. The Athletic Training Track includes nine credits of required courses focusing on advanced clinical practice, administration and clinical education.

The Biomechanics Track includes movement analysis and performance enhancement models with an emphasis on practicing and promoting ethics and human values in the field of biomechanics. Graduates are also prepared to pursue doctoral study.

### 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 Injury and Sport Biomechanics program must:

- 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.)

### Admission Requirements for Athletic Training Track

In addition to the Injury and Sport Biomechanics Requirements, a student seeking admission to the Athletic Training Track must:

- have completed an undergraduate major in Athletic Training from a CAATE accredited Athletic Training Education Program
- be a BOC certified Athletic Trainer, or qualify for acceptance by the BOC as a board exam candidate; and

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 Athletic Training B.S. to M.S. seamless option. This option requires an additional separate application and acceptance into the B.S. 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 BOC exam
- meet the necessary entrance requirements for acceptance to the graduate program in Athletic Training

(NOTE: Athletic Training Track-BOC Certification must be confirmed before enrollment in SES 689 Thesis or SES 679 Project/Internship. Application for graduation can only be given to BOC certified Athletic Trainers.)

### Admission Requirements for Biomechanics Track

In addition to the Injury and Sport Biomechanics Requirements, a student seeking admission to the Biomechanics Track must:

- have completed undergraduate courses in anatomy, kinesiology or biomechanics, and physics

### Graduation Requirements

Refer to the Master of Science in Movement Science graduation requirements.

<b>Movement Science Graduate Program</b>			
<b>Core (15 credits) – see listing</b>			<b>15</b>
<b>Injury and Sport Biomechanics Specialization</b>			<b>12</b>
SES	547	Biomechanics of Musculoskeletal Injury	3
SES	590	Gross Anatomy and Lab	6
SES	627 ABC	Instrumentation	3

Students must select one of the following tracks to Complete the program requirements:

<b>Athletic Training Course Requirements</b>		<b>9</b>
SES 545	Manual Techniques	3
SES 686	Advanced Practicum I	1
SES 686	Advanced Practicum II	1
SES 686	Advanced Practicum III	1
SES 540	Medical Recognition	1
SES 640	Rehabilitation Science	1
SES 645	Curriculum & Instructional Design	1
	OR	
<b>Biomechanics Course Requirements</b>		<b>9</b>
SES 546	Qualitative Analysis in Biomechanics	3
SES 686	Advanced Practicum	3
SES 701	Advanced Studies in Applied Statistics	3
<b>Degree Total</b>		<b>36</b>

\*\*Other Barry graduate level courses may be substituted as electives, subject to prior approval by the student's Graduate Committee.

### Five-Year B.S. to M.S. Option

Students may opt for the M.S. degree program in Movement Science specializing in Injury and Sport Biomechanics-Athletic Training Track while completing their undergraduate studies at Barry University. 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. (See undergraduate catalog for specific details).

## 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 and exercise performance enhancement. 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 influence 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 applied practice with state-of-the-art equipment housed in the Performance Behavior Laboratory (PBL).

All students who select the "Applied" option (i.e., requiring SES 677 Sport & Exercise Psychology Service Delivery and SES 678 Sport & Exercise Psychology Professional Practice at three (3) credit hours per course) will be provided with applied experiences and begin accumulating hours applicable toward Association for the Advancement of Applied Sport Psychology (AASP) provisional status certification. The student is responsible for completing, subsequent to graduation, any remaining supervised applied hours and submitting the AASP application materials required for certification. Some individuals may need to enroll in additional coursework beyond that listed below for completion of the degree in order to satisfy AASP provisional status certification requirements. Consult with the Coordinator of the Sport and Exercise Psychology program in the early stages of planning a program of study so that it can be determined if any additional coursework might be necessary.

Students who intend at some point to pursue advanced graduate study leading to the doctoral degree are strongly encouraged to select the "Research" option, which requires the submission of a written thesis. Students pursuing this option who are interested in applying for AASP provisional status certification subsequent to graduation will need to add six (6) credits of graduate coursework for a total of 42 credit hours, to include SES 677 Sport and Exercise Service Delivery at three (3) credit hours and SES 678 Sport and Exercise Professional Practice at three (3) credit hours, in order to satisfy the requisite supervised hours.



## 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 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 (15 credits) – see listing 15

### Sport and Exercise Psychology Course Requirements 21

SES	537	Sport Psychology	3
SES	625	Motor Learning and Control	3
SES	664	Motor Development	3
SES	660	Performance Enhancement	3
PSY	531	Psychological Disorders	3

\*\*Plus a choice of one of the following electives: (3 credit hours minimum) 3

CSL	652	Individual Counseling Procedures	3
PSY	620	Behavior Modification	3
PSY	526	Health Psychology	3
PSY	594	Physiology and Treatment of Substance Abuse	3
PSY	639	Introduction to Neuropsychology	3

Students must select one of the following areas of emphasis to complete the program requirements:

### Applied Emphasis Course Requirement

SES	662	Exercise Psychology	3
-----	-----	---------------------	---

OR

### Research Emphasis Course Requirement

SES	701	Advanced Studies in Statistics	3
-----	-----	--------------------------------	---

**Degree Total: 36**

\*\*Other Barry graduate level courses may be substituted as electives, subject to prior approval by the student's Graduate Committee.

## MOVEMENT SCIENCE – GENERAL

This program provides the student with maximum flexibility in designing a personalized program of advanced study that is customized to enhance professional preparation and expertise in one's current field or in an intended area of interest for career growth or future doctoral studies. It is ideal for physical educators, coaches, or allied health professionals involved with movement analysis, skill enhancement, and strength/flexibility/aerobic development. The "General" track in Movement Science requires a total of 36 credits of coursework, including 15 hours in the Movement Science Core. The remaining 21 hours are electives, all of which can be chosen from among any of the graduate level courses offered within the four Movement Science specializations OR which can include up to 6 credit hours chosen from among any other graduate level courses offered within the Dept. of Sport & Exercise Sciences or at Barry University. No more than 15 credits can be earned in any one specialization, excluding SES 689 Thesis or SES 679 Internship. *Either option requires prior approval of an intended program of study by one's Graduate Committee.*

### 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 Director and/or the Department Chair may be required prior to admission or obtaining "degree seeking" status. In addition, a student seeking admission to the General Movement Science program must have earned:

- an acceptable score on the Graduate Record Examination (GRE), and
- 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 (See listing.) 15

### Movement Science Course Requirements 21

Design a plan of study totaling 21 credits from among the following courses. The program of study may be modified to include a maximum of six (6) hours of coursework chosen from among other graduate level courses offered in the Dept. of Sport and Exercise Sci-

ences or in other academic units at Barry. *The program of study MUST be submitted to one's Graduate Committee for approval prior to initial enrollment in any elective course.*

### Movement Science Graduate Courses

SES	537	Sport Psychology	3 cr.
SES	541	Cardiac Rehabilitation	3 cr.
SES	541L	Cardiac Rehabilitation Laboratory	1 cr.
SES	545	Manual Therapy in Sports Medicine	3 cr.
SES	546	Qualitative Analysis in Biomechanics	3 cr.
SES	547	Biomechanics of Musculoskeletal Injuries	3 cr.
SES	551	Fitness Assessment & Program Development	3 cr.
SES	553	Biomedical Ethics	2 cr.
SES	561	Advanced Exercise Physiology	3 cr.
SES	561L	Advanced Exercise Physiology Laboratory	1 cr.
SES	563	Applied Physiology of Resistance Training	3 cr.
SES	578	ECG Interpretation and Exercise Testing	2 cr.
SES	585	The Law in SES	3 cr.
SES	590	Gross Anatomy and Laboratory	6 cr.
SES	618	Fitness and Wellness Promotion	3 cr.
SES	625	Motor Learning and Control	3 cr.
SES	627A	Instrumentation in Biomechanics: Videography	1 cr.
SES	627B	Instrumentation in Biomechanics: Force Measurement	1 cr.
SES	627C	Instrumentation in Biomechanics: Electromyography	1 cr.
SES	660	Performance Enhancement Psychology	3 cr.
SES	662	Exercise Psychology	3 cr.
SES	664	Motor Development	3 cr.
SES	668	Psychophysiology of Human Performance	3 cr.
SES	672	Exercise and Energy Metabolism	3 cr.
SES	686	Advanced Practicum	3 cr.
SES	701	Advanced Studies in Applied Statistics	3 cr.
<b>Degree Total:</b>			<b>36</b>

## MASTER OF SCIENCE (M.S.) IN SPORT MANAGEMENT

The Master of Science (M.S.) Degree in Sport Management combines theory and practice in preparing students for management positions in a variety of sport, recreation, and health promotion areas (e.g., amateur and professional sports; scholastic and collegiate athletics; facility and event management; sport marketing; 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 M.S. in Sport Management consists of a total of 36 semester hours; the M.S./M.B.A. option totals 57 credit hours.

## Degree Requirements

### Sport Management Core Requirements 15-18

SES	585	The Law in SES	3
SES	616	Research Methodology in SES	3
SES	634	Governance and Administration of Amateur Sport	3

### Internship option:

SES	679	Internship/Project	6
-----	-----	--------------------	---

**OR**

### Thesis option:

SES	689	Thesis	6
SES	686	Advanced Practicum	3

### Other Sport Mgmt. Course Requirements 12

SES	532	Facility and Event Planning	3
SES	533	Sport Marketing Management	3
SES	544	Financial Applications to Sport	3
*SES	621	Ethical and Social Issues in Sport	3

\* Upon special request of the HPLS Dean, consideration may be given for substituting an approved elective for this course when evidence can be provided that the student has satisfactorily completed a Sports Ethics course at Barry University.

### Sport Management Electives: 0-3

**Thesis Option:** No electives are required.

**Internship Option:** Choose one (1) elective from the list below, totaling a minimum of three (3) credit hours and approved by one's Graduate Committee.

SES	531	Media Relations and Sport	3
-----	-----	---------------------------	---

**OR**

COM	590	P.R. Principles and Case Studies	3
SES	530	Managing the Sport Enterprise	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
SES	652	Labor Relations in Sport	3
SES	663	Risk Management in Sport & Physical Activity	3

## Business Course Requirements 6

\*\*Select two graduate M.B.A. courses, completing a minimum of six credit hours.

Recommended courses:

MBA	601	Human Resource Management	3
MBA	605	Entrepreneurial Management	3
MBA	660	Managerial Accounting	3
MBA	681	Economics for Strategic Decisions	3

**Degree Total: (M.S. in Sport Mgmt.) 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.)

## Degree Requirements

### Sport Management Core Requirements 15-18

SES	585	The Law in SES	3
SES	616	Research Methodology in SES	3
SES	634	Governance and Administration of Amateur Sport	3

### Internship option:

SES	679	Internship/Project	6
-----	-----	--------------------	---

**OR**

### Thesis option:

SES	689	Thesis	6
SES	686	Advanced Practicum	3

### Other Sport Mgmt. Course Requirements 12

SES	532	Facility and Event Planning	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 Electives: 0-3

**Thesis Option:** No electives required.

**Internship Option:** Choose one (1) elective from the list below, totaling a minimum of three (3) credit hours and approved by one's Graduate Committee.

SES	531	Media Relations and Sport	3
-----	-----	---------------------------	---

**OR**

COM	590	P.R. Principles and Case Studies	3
SES	530	Managing the Sport Enterprise	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
SES	652	Labor Relations in Sport	3
SES	663	Risk Management in Sport & Physical Activity	3
<b>Business Course Requirements</b>			<b>27</b>
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
<b>Degree Total: (M.S./M.B.A. dual degree)</b>			<b>57</b>

## Five-Year B.S. to M.S. in Sport Management

Students may opt for the M.S. degree in Sport Management while completing their undergraduate studies at Barry University. Students may apply for graduate study in 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. Students must complete the required 120 credit hours of undergraduate coursework in sport management, including a minor in business. (See the undergraduate catalog for specific details.) Students complete 36 graduate credit hours, including 15 credit hours of required courses and 21 customized elective credits for the internship option and 18 credit hours of required courses and 18 customized elective credits for the thesis option. The customized elective credits must be approved by the student's graduate committee. Graduate coursework begins in semester 7 and includes one summer term. Information on the five-year B.S. to M.S. program is available from the academic advisor or the program coordinator for Sport Management.

## M.S. Degree Requirements

### Sport Management

#### Core Requirements **15-18**

SES	585	The Law in SES	3
SES	616	Research Methodology in SES	3
SES	634	Governance & Administration of Amateur Sport	3

#### Internship Option

SES	679	Internship/Project	6
-----	-----	--------------------	---

#### OR

#### Thesis Option

SES	686	Advanced Practicum	3
SES	689	Thesis	6

#### Customized Electives **18-21**

Selected from the Sport Management electives and the Business courses listed under the M.S. in Sport Management, subject to Graduate Committee approval.

<b>Degree Total:</b>			
(B.S. to M.S. in Sport Management)			<b>36</b>

## 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.)

**532 Facility and Event Planning (3)**

An in-depth study of the principles, guidelines and recommendations for facility planning, management and operations as well as a foundation for event planning and production.

**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.

**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 (1)**

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 to 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 a & b (2)****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.

**585 The Law 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 prosections 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 (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 neuro-physiological 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.

**627A Laboratory Instrumentation in Biomechanics: Videography (1)**

A course for graduate movement science students in the study of instrumentation utilized in the collection of motion data in the area of Biomechanics. Emphasis on the technical aspects of imaging such as calibration, shutter and lens specifications, light requirements,

camera speed, two and three-dimensional analyses, and digitization. Prerequisite: SES 320 or equivalent.

**627B Laboratory Instrumentation in Biomechanics: Force Measurement (1)**

A course for graduate movement science students in the study of instrumentation utilized in the collection of kinetic data in the area of Biomechanics. Emphasis on the technical aspects of force measurement such as calibration, strain gauges, ground reaction forces, center of pressure, and isokinetics. Prerequisite: SES 320 or equivalent.

**627C Laboratory Instrumentation in Biomechanics: Electromyography (1)**

A course for graduate movement science students in the study of instrumentation utilized in the collection of electromyographical data in the area of Biomechanics. Emphasis on the technical aspects of muscle activity measurement such as calibration, electrode use, gain and filter control, amplification and signal processing. Prerequisite: SES 320 or equivalent.

**634 Governance and Administration of Amateur Sport (3)**

General principles of administration and governance structures in amateur sport will be the focus of the course. Emphasis will be placed on the International Olympic Committee, the United States Olympic Committee and the National Governing Bodies; the Special Olympics; the National Collegiate Athletic Association; High School Leagues; and various other amateur sport organizations.

**640 Rehabilitation Science in Sports Medicine (1)**

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 (1)**

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.

**652 Labor Relations in Sport (3)**

An in depth analysis of employment and labor relations encountered in the contemporary practice and business of sport, the course will allow students to gain expertise in contract, employment, labor, and antitrust. Civil rights, and federal and state statutes will also be addressed.



**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 the reciprocal relations among physical activity, exercise behavior, and biochemical and physiological adaptation. Effects to several systems, including gene expression, endocrine, neurophysiological, and fitness adaptation are examined with regard to psychosocial factors associated with adopting and maintaining an exercise program. Prerequisite: SES 537.

**663 Risk Management in Sport and Exercise Science (3)**

An introduction to risk management and its application to sport and physical activity, the course will enable students to identify, evaluate, and control loss to personal and real property, clients and students, employees, and the public. Losses may result in injury, death, destruction of property, financial failure, or harm to reputation. Students will become familiar with systems used in assessing risks in the sport industry.

**664 Motor Development (3)**

This course examines human motor development from conception throughout the life span. Through current research and practices, the course examines biological, psychological, sociological and physiological factors that effect such diverse areas as reflexes, reactions and postural control, and voluntary and skilled movements. The content includes understanding methodological, measurement, and evaluation issues related to 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.

**677 Sport and Exercise Psychology Service Delivery (3).**

This course provides an in-depth exploration of the current professional practices in sport and exercise psychology service delivery that utilize both psychological and educational interventions. Emphasis will be placed on advanced applied theories and practice

systems of behavior change in sport and exercise. The new knowledge will build on the student growing expertise acquired in a number of previous courses and will be directly applied in an actual athletic setting, exercise setting, or both. Both individual and group (team) interventions will be supervised.

**678 Sport and Exercise Psychology Professional Practice (3).**

This course provides an intense examination of the critical components of successful and ethical professional practice and career building in sport and exercise psychology in conjunction with intensive provision of sport and exercise psychology services. The entire body of sport and exercise psychology theoretical and applied knowledge as well as the skills that the students have acquired will be intensely used. Additionally, rigorous self-reflective activities and ethical decision-making will aim at intensifying the student professional and personal growth as directly related to the effectiveness in the sport and exercise psychology practice. Emphasis will be placed on diversifying and integrating theoretical knowledge and applied strategies and skills while simultaneously engaged in supervised independent work in real life sport and exercise settings.

**679 Internship/Project (3-6)**

Designed in close consultation with one's Graduate Committee and the industry sponsoring organization or site. Intended to develop greater breadth and depth of understanding of a respective discipline through a full immersion experience in a real life setting outside the classroom. 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. Sport & Ex. Psych. students pursuing the "applied" option are only required to enroll in three (3) cr. hrs. All other graduate students must enroll in a total of six (6) cr. hrs., which can be split across two consecutive terms at three (3) cr. hrs. per term, subject to prior approval from one's Graduate Committee.

**686 Advanced Practicum (1-3)**

An intensive field or laboratory experience in athletic training, exercise physiology, exercise leadership, sport management, biomechanics, or sport and exercise psychology. Emphasis will be on independent work and research experience, and assignments may include assisting with research projects, collecting pilot study data for the thesis or internship project, or completing a requisite number of clinical hours in order to pursue professional certification.

**689 Thesis (3-6)**

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. Enrollment may be split across two consecutive terms at three (3) cr. hrs. per term, subject to prior approval from one's Graduate Committee.

**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)**

Satisfies research in residence or continuous enrollment. Credit/No Credit

# SCHOOL OF LAW

## Orlando, FL

Leticia M. Diaz, Ph.D., J.D., Dean

Frank L. Schiavo, J.D., LL.M., Interim Associate Dean for Academic Affairs

Glen-Peter Ahlers, J.D., Associate Dean for Information Services

Garrido Hull, Associate Dean for Student Affairs

Faculty: Ahlers, Birdsong, Bittakis, Day, Diaz, Dubner, Frank, Freeman, Gierke, Glynn, Hull, Hurt, Hutchens, Jonassen, Kolinsky, Koons, Leacock, Markman, Rooks, Schiavo, Schinasi, Simpson-Wood, Summers, Talcott, Tolan,, Whorf

## AN OVERVIEW

The School of Law educates students to become responsible lawyers, trained to assume an active role in the legal community. Students are trained to act in strict accord with the highest ethical standards and to exercise their professional skills competently, with sensitivity to the needs and concerns of their clients.

Students at the School of Law have many opportunities to experience the “law-in-action” concept, both in the classroom and through practical application. Small classes foster a collegial student/professor relationship and enable the School of Law to provide legal education at its best.

The School of Law offers a three-year daytime program structured for full-time students. The School of Law also offers a four-year extended studies program in the evening to accommodate working adults or anyone who, for whatever reason, is unable to pursue three full-time years of study toward a law degree.

## MISSION STATEMENT

### INTRODUCTION

Barry University Dwayne O. Andreas School of Law is a mission-driven institution located in Central Florida, one of the fastest growing areas of the country. Begun in 1995 as the University of Orlando, the focus and leadership for its current development started in 1999, when Barry University acquired the law school, merging it into the university. To understand the School of Law’s mission and the extent to which it has defined and determined its

growth and development, requires an understanding of the University’s mission. The centrality of that mission is reflected in all of the University’s public statements, the environment of the institution, the programmatic development of the University and its priorities, and the ways in which it serves its various constituencies and the communities where campuses are located. The Dominican Sisters of Adrian, Michigan, who founded the University in 1940 and continue to sponsor the institution, captured the mission in a simple statement.

## SCHOOL OF LAW MISSION STATEMENT AND STRATEGIC GOALS

Barry University Dwayne O. Andreas School of Law endeavors to offer a quality legal education in a caring environment with a religious dimension while emphasizing community service and social justice. The School of Law promotes the highest standards of ethics and competence in the practice of law as well as in pursuits other than traditional legal practice. The School of Law seeks to challenge students to embrace intellectual, personal, ethical, spiritual, and social responsibilities in an atmosphere of academic freedom. The program strives to equip its graduates to apply the knowledge, values, and skills they acquire to enhance personal growth, the legal profession, the judicial system, and society as a whole. Within its Dominican tradition, the School of Law values matters of faith through religious freedom and acceptance of diversity.

## STRATEGIC GOALS

### Curriculum

The School of Law strives to:

- provide a strong background in substantive law and a breadth of curricular offerings that integrate skills and values to enable students to pursue a variety of areas of legal interest;
- provide in-house clinics, clinical placements, and professional skills training courses that build on the legal foundation acquired in other courses;
- encourage students and faculty to examine the forces and policies shaping the law and legal institutions in a culture of academic freedom that promotes rigorous intellectual exchange.

### Professionalism

The School of Law strives to:

- foster in students the highest standards of professionalism, ethics, and moral values;
- prepare students for leadership roles in the profession, in the development and reform of the law, and in the communities of which they are a part;
- raise awareness in students of legal and social injustices to nurture a lifelong commitment to public service and pro bono activities;
- partner with the bench and bar to support the ongoing educational needs of the legal profession.

### Faculty

The School of Law strives to:

- attract qualified faculty members of diverse backgrounds and experiences;
- protect academic freedom of faculty in all spheres of academic life;
- support faculty members in their teaching, scholarship, and service to the community.

### Community, Faith, and Diversity

The School of Law strives to:

- attract, recruit, and retain qualified students of diverse backgrounds and experiences;
- foster a collegial and inclusive environment within the Law School community;
- encourage a diverse array of student organizations to build community and to promote personal and professional growth;
- invite students to explore ways in which faith or values may inform their personal and professional lives;
- raise awareness within the Law School of its Dominican Catholic identity in an exclusive environment.

### Career Services

The School of Law strives to:

- help students develop and achieve academic and career goals.

### Legal Information Resources

The School of law strives to:

- explore the needs for and provide appropriate legal information resources to the Law School community, the university, the alumni, the bench and bar, and the citizens of Central Florida.

### Facilities and Resources

The School of Law strives to:

- provide campus facilities commensurate with the growth of the Law School and its programs;
- identify, develop, and secure financial resources that enhance the Law School and its programs.

### Assessment

The School of Law strives to:

- provide for an ongoing self-assessment process to determine if the institution is accomplishing its mission and meeting its stated goals.

## ADMISSION TO THE SCHOOL OF LAW

All admissions decisions are made by the Admissions Committee in conjunction with the Dean. Applicants will be accepted for admission to the School of Law if they are of good character and have Law School Admission Test (LSAT) scores and grade point averages (GPAs) that indicate likelihood of academic success in law school and admission to the Bar. This statement applies to those who apply in a timely manner before the class has been filled.

The LSAT is designed to measure some of the intellectual and academic abilities that are needed for successful law study. Within limits, it provides a reasonable assessment of these factors. Similarly, undergraduate grades are a significant indicator of potential success in law school. A strong scholastic record may indicate the level of a student's perseverance, motivation, and maturity as well as being a measure of academic ability.

An applicant's file will be reviewed to determine whether it contains evidence of other factors (in addition to LSAT and GPA) to indicate sufficient motivation for the study of law. Such evidence may include the following:

- A rising trend in undergraduate academic performance;
- Difficulty of undergraduate course of study;

- Employment pressures during undergraduate studies;
- Letters of recommendation, personal interviews, or personal statements of desires and goals;
- Cultural, educational, or sociological deprivation;
- Leadership ability;
- Diversity;
- Abilities in writing, speaking, or linguistics;
- Demonstrated competence in another vocation or profession; and
- Quality of undergraduate school attended.

## ADMISSION PROCESS

An applicant who meets all the admission requirements described below may be admitted as a Law student.

- An applicant must have earned a bachelor's degree granted by a regionally accredited or internationally recognized college or university.
- The applicant must complete and submit the Application for Admission to the School of Law. The applicant must meet all requirements noted on the form.
- The applicant must take the Law School Admissions Test (LSAT). LSAT scores obtained by the applicant more than five (5) years before applying will NOT be accepted unless approved by the Faculty Committee on Admissions.
- Applicants must register with the Law School Data Assembly Service (LSDAS). Registration also requires that an official transcript from each college or university attended be sent to the Law School Admission Council. Barry's LSAC Code is #5830.
- A nonrefundable fee of \$50.00 must accompany the application for admission to the School of Law.
- Each applicant will be required to submit a personal statement. This statement (2-3 pages typed) should address one or more of the following topics:
  1. Factors in your life that has led to your interest in the law.
  2. Adversity you have overcome to accomplish your goals.
  3. Your career/life goals after earning the law degree.
- Each applicant is required to have two (2) letters of recommendation that shall be included in the LSDAS report. One of the letters should be written by a faculty advisor, instructor, employer, commanding officer, or other person who can recommend the applicant on the basis of aptitude for the study of law. The other letter should be a

character reference from an individual who has personal knowledge of the applicant's integrity and character.

- Applicants have the responsibility to ensure that all materials have been received by the School of Law.
- After the applicant is admitted, a nonrefundable seat deposit of \$400.00 and final official transcripts will be required.
- The course of study for the J.D. degree shall be completed no earlier than 24 months and no longer than 84 months after a student has commenced study at B.U.S.L. or a law school from which B.U.S.L. has accepted transfer credit.
- For further information, please call Admissions at 321-206-5600, or visit the website at [www.barry.edu/law](http://www.barry.edu/law)

## DEFERRAL OF ADMISSION

An applicant accepted for the current admission year who finds it necessary to defer entering law school until a later term may do so by:

- Requesting consideration for the later term in writing, and
- Completing an application for the new term and paying the re-application fee.

Deferrals may be granted by the Admissions Committee for up to one (1) year.

## INTERNATIONAL ADMISSIONS

Barry University School of Law makes every effort to evaluate international candidates individually. For this reason, all international candidates should contact the Dean of Admissions to discuss requirements for admission. A TOEFL score of 600 is generally required for admission. Other requirements will be reviewed with each candidate upon inquiry.

## NOTIFICATION OF ADMISSION

Applicants are notified in writing when the Admissions Committee has made decisions on their applications. The Committee meets frequently, so decisions are made promptly after receipt of all required documents. Following written notification of acceptance as a student, each degree candidate should send in the required seat deposit and an official transcript from each institution previously attended.

## ADMISSIONS TESTING

Information concerning registration for the Law School Admission Test (LSAT) can be obtained from Law Services, Box 2000, 661 Palm Street, Newtown, PA 18940-0998; telephone: 215-968-1001.

## TRANSFER ADMISSIONS

Transfer students are reviewed according to ABA standards. Applicants applying as transfer students from an ABA accredited institution must be in good standing and eligible to return to that institution as documented by an official transcript and letter of good standing. Transfer students must also follow all other standard application procedures.

Admitted students may transfer a total of 30 credits from ABA accredited law schools for those courses in which they have earned a grade of “C” or higher. Grades of “C-” or lower will not be accepted for transfer credit.

## GENERAL REQUIREMENTS FOR ADMISSION

1. Application for Admission
2. A \$50 nonrefundable application fee
3. Performance scores on the law school admission test (LSAT)
4. Cumulative undergraduate grade point average (GPA)
5. Letters of recommendation
6. Personal statement
7. Registration with law school data assembly service (LSDAS)

## STUDENT FINANCIAL ASSISTANCE

At the Barry University School of Law, the purpose of the Office of Student Financial Services 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 Student Financial Services at 321-206-5771 for information and assistance.

## GENERAL ACADEMIC POLICIES

### Academic Honesty and Integrity

Barry University demands the highest standards of honesty, ethics, and professional integrity. All students are expected to abide by and support the Honor Code in all areas of School of Law activity, including academic work submitted for credit, any statements made to fellow students, members of the faculty, or administration, and any dealings with the property of the University or that of their fellow students.

### Conduct

Students are subject to federal, state, and local laws, as well as regulations set forth by the School. The violation of any of these laws or regulations may

result in disciplinary action. Students are expected to maintain good grooming and behavioral standards. Students who fail to do acceptable work, have excessive absences, or who conduct themselves in a manner deemed unacceptable to the University and/or student body may be disciplined up to and including dismissal from the School of Law.

### Outside Work During Academic Year

Although some students find it necessary to work to finance their legal education, the ABA requires that a full-time student work no more than 20 hours per week. Outside work during the first year of law school is strongly discouraged in view of the unique educational experience of the first year and the time constraints imposed by it.

## PROGRAM OBJECTIVE

The School of Law combines traditional and innovative teaching methods to provide a dynamic, professional education program. The J.D. curriculum is also designed to develop students’ analytical ability, communication skills, and understanding of the codes of professional responsibility and ethics that are central to the practice of law. Courses designed to develop and refine writing abilities are required. Seminars and advanced courses provide close interaction with faculty.

Required first-year courses that must be completed prior to taking upper-division courses:

Civil Procedure*	5 credits [3 + 2]
Contracts*	5 credits [3 + 2]
Property	4 credits
Torts*	5 credits [3 + 2]
Legal Research & Writing 1 & 2	6 credits [3 + 3]
Criminal Law	3 credits
Elective	<u>3 credits</u>
Total	31 credits

## REQUIRED CURRICULUM

Upper-division courses required for graduation:

Professional Responsibility	3 credits
Capstone Course**	3 credits
Constitutional Law	4 credits
Commercial Law	3 credits
Criminal Procedure	3 credits
Evidence	4 credits
Florida Civil Practice	3 credits
Business Organizations	3 credits
Skills Component***	<u>2-6 credits</u>
Total	<u>28-32 credits</u>
Total Required Courses	59-63 credits

## ELECTIVES

The remaining 31-27 credits of the curriculum can be chosen from a variety of electives:

\* These subjects are covered over the course of two semesters, with credits assigned to each semester as indicated by the information in parentheses.

\*\* The capstone course requirement is currently satisfied with any of the following courses: Administrative Law (3 credits); Conflicts of Law (3 credits); Federal Jurisdiction (3 credits); Remedies (3 credits). Please note: Evidence is a prerequisite for many skills courses or clinical opportunities. Professional Responsibility is a prerequisite for all clinical opportunities.

\*\*\* The Skills component is currently satisfied with any of the following courses: Advanced Appellate Advocacy, Advanced Legal Writing, all in-house Clinics, Drafting Wills and Trusts, all Externships, Interviewing, Counseling and Problem Solving, Mediation, Trial Advocacy, Moot Court Team, Trial Team, Advanced Legal Research, Florida Probate Practice and Immigration Law.

The required course load in the full-time division is 13-16 credits per semester. The required course load in the extended division is 8-12 credits per semester.

## COURSE DESCRIPTIONS

### Law Prefix: LAW

- O – Offered Occasionally
- R – Recurring
- P – Proposed

*The School of Law reserves the right at any time to delete or add required and elective courses or to modify those courses listed to ensure a comprehensive academic program.*

#### **Accounting for Lawyers (2 credits – 5240) O**

An introduction to the basic accounting principles, procedures, and the accounting cycle, with an overview of the general purpose financial statements. The course seeks to make students familiar with accounting vocabulary and concepts, conversant with the structure and meaning of financial statements, and introduce them to the basics of analyzing financial information.

#### **Administrative Law (3 credits – 6130) R**

A survey of the legal problems associated with regulation by administrative agencies. The course includes discussion of the legislative authority requisite to agency action.

#### **Adoption Law (3 credits – 6174) O**

The course offers an overview of the adoption process, examining the legal, practical and emotional aspects of private and state adoptions, including intrastate,

interstate, state-federal, and international aspects of adoption. The course examines representative child protection agencies and the Adoption and Safe Families Act of 1997, as well as new reproductive technology.

#### **Advanced Appellate Advocacy (3 credits – 6333) O**

This is an intensive course that builds on the foundation laid in the first-year Legal Research and Writing program and allows students to strengthen their written and oral advocacy skills. Students will learn to better understand the intricacies of appellate practice by briefing and arguing an appeal. Students may also prepare a variety of smaller written and oral advocacy assignments to enhance their ability to complete the course's larger project. Prerequisites: Legal Research & Writing I and II.

#### **Advanced Criminal Procedure (3 credits – 6206) R**

This course examines various criminal procedure issues, not covered in Criminal Procedure, which arise under the Federal Bill of Rights and Florida law. Topics include: bail, grand jury indictment, speedy trial, impartial trial jury, confrontation of witnesses, and freedom from double jeopardy. Related dynamics of the adversary system such as pre-trial discovery and plea-bargaining are also integrated into this course. Prerequisite: Criminal Procedure.

#### **Advanced Legal Writing (3 credits – 6321) O**

This course concentrates on the advanced drafting of pleadings and memoranda of law, building upon and extending the legal research, writing and analytical skills acquired in the legal research and legal writing courses. The drafting of documents may include complaints, answers, contracts, legislation and interrogatories. The use of state or federal rules of civil procedure will have as its focus the making of a pleading rather than the interpretation and construction of the relevant statute. The legal problems presented are designed to expose student lawyers to the writing of documents they will use in practice to aid in resolving a client's problem. Prerequisite: Legal Research & Writing I & II

#### **Antitrust Law (3 credits – 6600) R**

This course explores the antitrust laws of the United States and their common law historic antecedents. Topics discussed include restraints of trade, monopolies and attempts to monopolize, resale price maintenance, combinations and conspiracies, and price fixing. Legislative responses to unrestrained markets, including the Sherman Act, Clayton Act, and Robinson-Patman Act will also be studied. The course will explore the distinction between per se violations and application of the rule of reason. Antitrust enforcement policy will be reviewed, as will legislative and other exemptions, such as the state action exemption.

**Bankruptcy (3 credits – 6600) O**

A study of the problems of both the creditor and debtor under the federal bankruptcy code. While emphasizing the federal code, the course also analyzes the relationship between federal and state laws.

**Business Organizations (3 credits – 5415) R**

An introduction to the modern organizational law of private business entities. Agency relationships, the advantages and disadvantages of choice of business form and the necessary steps for organizing and operating sole proprietorships, partnerships, limited partnerships, limited liability companies and investor-owned business corporations are covered. Substantive areas studied include the concept of corporate entity, the legal structure of corporations, the fiduciary duties owed by directors and officers as they manage and control the corporation; and shareholder action including the use of derivative suits on behalf of the corporation against directors and officers.

**Business Planning (3 credits – 5420) O**

This course deals with the integration of corporate, general business, securities and tax subjects apposite to business transactions. Prerequisites: Business Organizations and Federal Income Tax.

**Children and The Law I: Dependency and the Rights to Protection and Services (3 credits – 6170) R**

The course examines the legal status of a child in the United States. Child abuse and neglect and the failings of child welfare and juvenile court systems in addressing the rights and needs of the child and families. A central issue is the allocation of authority among the child, his or her family, and the state as to decision making for the child, the child's "best interests" and family integrity. Conflicts between parents and the child, parents and the state, and the child and the state raise constitutional and social policy concerns in the context of the law's treatment of the child and broach problems of other groups who are similarly situated.

**Children and the Law II: Delinquency and Children's Autonomous Rights (3 credits – 6172) R**

This course examines children's autonomous rights; limitations on minors' liberties; medical treatment and consent; legal incapacities, and the exercise of control over minors by the state. Topics include: juvenile delinquency; status offenses; emancipation of minors; the rights of minors in schools; curfews and other limitations with respect to rights enjoyed by adults; privacy rights vis-à-vis parents and the state. Attention is also given to legislative and policy initiatives with respect to the topics outlined above.

**Civil Procedure I (3 credits – 5101) R**

Part one of the basic course in federal civil procedure, exploring the rules and principles that govern the litigation of a civil case. This part of the course focuses on systemic issues related to how and where a lawsuit is filed, including: subject matter jurisdiction, personal jurisdiction, notice, venue, removal and remand, and the choice between federal and state law in a federal forum.

**Civil Procedure II (2 credits – 5201) R**

Part two of the basic course in federal civil procedure, exploring the rules and principles that govern the litigation of a civil case. This part of the course focuses on the stages of a lawsuit, including pleading, structuring the lawsuit, discovery, termination of a lawsuit without trial, trial, and actions that may be taken after a jury verdict or bench trial. Prerequisite: Civil Procedure I.

**Civil Rights Survey (3 credits) (P)**

This course studies the origins and development of civil rights law in the United States with a focus on selected federal statutes enacted to remedy violations of federal constitutional rights. Several Reconstruction Era statutes, such as 42 U.S.C. sections 1981, 1982 and 1983, are examined in depth. Prerequisites: Constitutional Law I and II. Recommended: Federal Jurisprudence.

**Clinics:****Advanced Clinic (4 credits – 6401) O**

Advanced Clinic is a four-hour course in which students participate by representing clients of the in-house clinical program. This course is designed to provide more extensive clinical experience to students who have been enrolled in another in-house clinical course. Students in Advanced clinic may be involved in a variety of proceedings that may include dependency cases, domestic relations, delinquency, domestic violence, special education matters, and other administrative hearings. Prerequisite: A prior in-house clinical course.

**Children and Family Clinics (6 credits – 6201) R**

Students enrolled in the Children and Families Clinic will, by preference, primarily represent children who are charged in delinquency court or are the subject of proceedings pending in dependency court. The Clinic will be appointed to represent these children as their attorneys. As attorneys, the Clinic will represent the children in a traditional attorney/client role. Students will be certified under the Florida student practice rule, Chapter 11 Florida Rules Regulating Admission to the Bar.

To enroll in the Children and Families Clinic, students must have completed four semesters and forty-eight credit hours. The prerequisites for this course are Criminal Law, Evidence and Professional Responsibility. Recommended courses prior to taking



this course include Advanced Legal Writing, Children & the Law, Client Counseling, Criminal Procedure, Disability Law, Evidence, Family Law, Florida Civil Practice, and Trial Advocacy.

#### **Earth Justice Law Clinic (6 credits – 6297)**

This is a six-credit hour one-semester course that will have students participating in representing groups or individuals in environmental litigation, administrative proceedings and rule challenges. Students must have completed four semesters and forty-eight credit hours to participate in this course. Prerequisites for this course will be Professional Responsibility and Environmental Law. Recommended courses prior to taking this course will include: Trial Advocacy; Administrative Law; Earth Jurisprudence Seminar; Florida Civil Practice; and Client Counseling. This course will be graded on the traditional A-F grading scale. There will be a maximum of eight students which may increase if additional faculty teach in the clinic but the increase in subsequent semesters will not exceed eight students to every clinical faculty member teaching this course.

To increase the likelihood for educational opportunities, each matter will be broken into its smallest components and the students will be expected to pursue and consider as many legal, ethical, factual and strategic issues including those of Earth Jurisprudence as time permits. This is similar to the Socratic method of using the appellate cases in the casebooks to teach substantive law and analytical skills.

Based on the types of cases proposed for this clinic, the substantive law that may be covered in this course include environmental law, administrative law, civil procedure, constitutional law, professional responsibility and evidence. The skills that may be taught include legal research, legal writing, client interviewing, client counseling, negotiations, oral and written advocacy, case theory development, legal analysis, strategic planning, factual investigation, critical self-reflection and some case management.

The students will be required to commit to a minimum of approximately twenty hours a week for six credit hours. These hours would include the time spent in meetings with the faculty, classroom attendance and case preparation. The students will meet in a class for three hours every week. The students, individually or in groups of two, will also be required to meet with their faculty supervisor once a week for an hour and a half to review the status and progress of individual cases. Finally, the students will be required to commit to additional office hours each week for client contact purposes. The remaining hours will be fulfilled each week preparing for class and the cases and in individual meetings with the faculty supervising to prepare for significant stages of the case.

In addition to these weekly hours during the semester, the students who enroll will be required to attend a pre-semester orientation. Initially, this will involve a three-day orientation and in subsequent semesters it may increase up to a five-day orientation. This orientation will provide an intensive review of some of the substantive law to be used in the clinic course, review of some of the special client issues presented by these cases and involve simulated exercises relevant to the cases. The semester long classes will cover additional substantive law issues but emphasize more factual investigation, client relations and advocacy skills.

Much of the teaching will occur in the individual faculty student meetings. In these meetings the faculty member will raise issues for the students to research, investigate or strategically consider. These meetings may also include simulated interviews, counseling sessions, negotiations, witness examinations or court arguments. It is in these meetings that many of the educational opportunities arise. Prior to these meetings, the students will be required to prepare and submit memos on case progress and planned activities and drafts of relevant case documents. After the meetings, the students will have various assignments to accomplish before the next meeting or case development.

#### **Immigration Clinic (4 credits – 6211) P**

Immigration Clinic is a four-hour course in which students assist in the representation of persons seeking legal immigration status in the United States or challenges to removal from the United States. There may be other related legal matters including access to services such as government benefits or education. Prerequisites: Immigration Law; and four semesters and forty-eight credits. Co-requisite: Professional Responsibility.

#### **Social Justice Clinic (3 or 6 credits – 6199) O**

The Social Justice Clinic is a “live-client” clinic in which students work with children and families who are facing problems in the areas of education, housing, homelessness, and welfare. Students engage in client activities that range from advocacy in school-based administrative cases, to meeting with groups of clients at homeless shelters, to investigating substandard housing conditions. The Social Justice Clinic invites the students to ask the question: “What is social justice?” As students address that question over the course of a semester, they continue their development into competent, caring, and ethically aware professionals. Co-requisite: Professional Responsibility.

### **Commercial Code Courses:**

#### **Commercial Law Overview (3 credits – 5525) R**

An introduction to the Uniform Commercial Code and the use of Article 1. The course features the commercial transactions in the financing and sale of goods and in

using payment systems and credit instruments under the UCC. Articles 1, 2, 3, 4, 4A, 5, 7, 8, and 9.

**Sales (3 credits – 6301) R**

The law applicable to the sale of goods, including bulk transfers, with emphasis on the legal devices utilized in the distribution of such property. A study of Article 2 of the UCC is also included.

**Secured Transactions (3 credits – 6305) R**

This course examines the law of security interests in personal property, focusing primarily on Article 9 of the UCC. Consideration is given to the creation, validity, priorities, and enforcement of security interest.

**Conflict of Laws (3 credits – 6101) R**

This course will examine the choice-of-law theories that courts use to determine the rule of decision to be applied in cases in which the parties' conduct or the transactions involved have connections with more than one state. The course will also address federal constitutional limitations on these choice-of-law approaches, and the extent to which federal courts are required to apply state choice-of-law rules. Recognition of foreign judgments will also be considered.

**Constitutional Law (4 credits – 5302) R**

A study of the U.S. Constitution primarily through the reading of the U.S. Supreme Court Cases. The course examines the allocation of power among the three Branches of federal government, as well as the power balance between federal and state governments. Individual rights are also examined with emphasis on rights arising under the Fourteenth Amendment.

**Construction Law (2 credits – 6208) O**

An overview, examination, and understanding of construction law with an emphasis on analysis, problem solving, and presentation. Construction contract principles, the construction process, the rights, responsibilities and risks of the parties involved in a construction project, and the procedures for conflict resolution will be approached through a combination of case study, detailed review of standard form contracts and analyzing actual construction disputes.

**Consumer Protection (2 credits – 6123) O**

This course includes consumer sales, consumer credit transactions and legislative, administrative and extra-legal regulation.

**Contract Law I & II (5 credits – 5107, 5207) R**

A study of common law contract. Includes the general scope and purpose of the legal protection accorded contracts; mutual assent and bargained for consideration; offer and acceptance; techniques for policing the bargaining process; the rights of third parties; assignment; conditions; the Statute of Frauds, specific performance and remedies. This course also includes brief references to UCC Article 2.

**Copyright Law (3 credits – 6102) R**

This class is designed to be a survey of legal issues associated with copyright law. The topics covered will include: (1) the definition of "original works of authorship"; (2) the definition of "fixed in a tangible medium of expression"; (3) what works are entitled to protection; (4) the bundle of rights granted to the copyright owner; (5) how to obtain a copyright; (6) the duration of copyright protection; (7) copyright infringement; and (8) defenses to copyright infringement actions, including fair use and parody. Prerequisite: Constitutional Law

**Criminal Law (3 credits – 5106) R**

A study of the basic concepts of criminal law; including the elements of criminal offenses, punishment theories, conspiracies, and affirmative defenses.

**Criminal Procedure (3 credits – 5206) R**

This course examines the limits on government power to "search" and "seize" under the Fourth Amendment to the U.S. Constitution. The course also considers constitutional doctrine governing police interrogation of criminal suspects under the Fifth Amendment's Self-Incrimination Clause, the Sixth Amendment's Right to Counsel Clause and the Fourteenth Amendment's Due Process Clause.

**Disability Law (3 credits – 6117) O**

This course will initially consider the definition of disability by focusing on the Americans with Disabilities Act of 1990 as well as other federal and state statutes and applicable case law. Disability Law will then focus on the rights of persons with disabilities to education, employment, public accommodations, housing and health care.

**Dispute Resolution (3 credits – 6160) P**

Subjects examined include trial, arbitration, judicial mediation, early neutral evaluators, the mini-trials, community dispute resolution, and negotiated settlements.

**Education Law (3 credits – 6107) O**

This course provides an overview of education law for those who are interested in analyzing how law shapes post-secondary, higher education in the United States. Topics may include the public/private school distinction, students' rights, teachers' rights, discrimination issues, and other contemporary questions facing administrators and educators.

**Employment Discrimination (3 credits – 6151) O**

A survey of the major federal statutes prohibiting discrimination in the workplace, with special emphasis on practical problems encountered in litigation. The primary focus is on Title VII of the Civil Rights Act of 1964 and race discrimination. Discrimination on the basis of age, sex, religion, national origin, or disability

will also be considered. Topics include statutory scope and coverage, establishing liability, defenses, remedies, affirmative action, and enforcement procedures.

### **Employment Law (3 credits – 6152) O**

This course examines the legal issues that arise at various stages of the employment relationship. The course begins by considering the history of employment law and the current economic, demographic, and technological developments that are changing the way work is organized and creating new challenges for the law. Following this introduction, students systematically proceed through the issues that arise in hiring; regulating the terms and conditions of employment during the employment relationship.

### **Entertainment Law (3 credits – 6126) R**

A study of selected problems in the representation of talented persons and the contracting and dissemination of their performances, services, and creations. Prerequisite: Copyrights, Copyright Survey

### **Environmental Law (3 credits – 6112) R**

An introduction to the fundamentals of environmental law and policy. The course discusses the importance of protecting natural resources and looks at the comprehensive statutory and regulatory schemes designed to protect the environment. Students will become familiar with laws protecting various media (land, water, and air) as well as the special considerations related to toxic pollutants. The interplay between government enforcement, citizen suits under modern environmental statutes, and private party litigation (toxic torts) will be examined.

### **Estate Planning (3 credits – 6149) O**

An examination of the problems faced by the drafter in providing for the intelligent and effective disposition of property and the diverse considerations, legal and extralegal, that bear on the resolution of these problems. Particular emphasis is given to the employment of various types of trust, the administrative problems of fiduciaries, and the impact of federal income, gift and estate taxation. Prerequisite: Wills and Estates, and Estate and Gift Taxation.

### **Evidence (4 credits – 5312) R**

This course is a study of the Federal Rules of Evidence, including the basic concepts of relevance, foundation, authentication and hearsay. The course may also include other important topics such as opinion and scientific evidence, privileges, character evidence, and the historic and policy considerations underlying the rules, including constitutional barriers to the use of certain evidence in criminal proceedings.

## **Externships: R**

### **Advanced Clinical Placement**

**Placement Requirements:** Students who have satisfactorily completed a clinical placement or in-house clinic may apply for the Advanced Clinical Placement. Students may choose to work at the same agency they did for their first placement or select any other agency they are interested in. Requirements for the Advanced Placement are the same as detailed above with the following exceptions: (a) students do not attend the weekly seminar but meet each week with Professor Schinasi; (b) students are required to write a scholarly 15-page paper on any aspect of their externship experience. Student grades will be based on the paper and satisfactory completion of the placement.

### **Civil Government (4 credits – 6445)**

**Placement Requirements:** Students placed in a Federal, County, or State agency's legal department must meet the following criteria – 2.4 or higher cumulative grade point average and completion of Professional Responsibility, Evidence and Administrative Law (this requirement is new and may be waived). Students are required to spend a minimum of 25 hours per week at their placement and receive five hours of credit for satisfactory completion. Attendance at a weekly seminar is also required. The seminar portion of the externship is graded.

**Placement Description:** At civil government placements students learn about various aspects of government civil law practiced in Florida communities. Legal topics range from taxation and finance to land use, government ethics, and State Constitutional law issues. Students participate in staff meetings, client meetings, committee meetings, public hearings and board meetings, as well as depositions and trials. This placement allows students to learn about both the transactional and litigation requirements placed on civil government lawyers and the valuable service they provide to citizens across a wide range of topics.

In conjunction with the **University of Central Florida**, students may request to be placed in the **University's Technology Transfer Office, Venture Lab, or Business Incubator Office**. Students placed there will work with intellectual property related issues under the direction of an experienced and accomplished IP attorney. **UCF's preference is for students with significant IP, business, technology, engineering, medical, or related experience.** Although these requirements are not mandatory, they are considered in placement decisions.

### **Civil Poverty (4 credits – 6205)**

**Placement Requirements:** Students placed in a government agency or not-for-profit law office providing legal services to this community's disadvantaged must

meet the following criteria – 2.4 or higher cumulative grade point average and completion of Professional Responsibility, Evidence, and Administrative Law (this requirement is new and may be waived). Students are required to spend a minimum of 25 hours per week at their placement and receive five hours of credit for satisfactory completion. Attendance at a weekly seminar is also required. The seminar portion of the externship is graded.

**Placement Description:** This placement provides students with the opportunity to learn about how poverty leads to legal problems for our community's less fortunate citizens. Students are required to focus on the difference between the causes and effects of poverty and how this cycle might be broken. Working with experienced attorneys, students can be exposed to the most common problems facing the disadvantaged: divorce, guardianship, child custody, landlord-tenant, consumer, bankruptcy, health care, elder care, and small claims court issues. Students explore administrative and legal solutions to these issues as well as conduct research and appear in judicial and administrative proceedings on behalf of their clients. Client interviewing and counseling techniques will also be developed.

#### **Judicial (2 credits – 6202)**

**Placement Requirements:** Students placed in the Judicial Chambers of a State or Federal Court Judge must meet the following criteria – have completed 60 semester hours of credit have a 3.0 or higher grade point average and have received a grade of at least "B" in Legal Research and Writing. Students are required to spend a minimum of 10 hours per week at their placement and receive two hours of credit for satisfactory completion. Attendance at a weekly seminar is also required. The seminar portion of the externship is graded.

**Placement Description:** Under the guidance of experienced judges, students learn about the process of trying cases from the bench's vantage point. Understanding the role courthouse procedures and personnel play in litigation is also covered. Students' primary responsibilities touch upon research and writing.

#### **Mediation (2 credits – 6203)**

**Placement Requirements:** Students must have completed either the Law School's Mediation Course, a certified mediation class or training program, or be a State Certified Country Court Mediator. Students are required to spend a minimum of 10 hours per week at their placement and receive two hours of credit for satisfactory completion. Attendance at a weekly seminar is also required. Grading is pass-fail.

**Placement Description:** Students conduct at least 14 county-civil mediations as either a co-mediator or the primary mediator. Students also observe seven mediations in three of the following areas: dependency, civil circuit, criminal, juvenile restitution, school peer

mediation or domestic relations. Students are similarly encouraged to observe civil trials.

#### **Criminal Prosecution (5 credits – 6282)**

**Placement Requirements:** Students placed in the State Attorney's Office or United States Attorney's Office must meet the following criteria – 2.4 or higher cumulative grade point average, satisfactory completion of Criminal Law, Criminal Procedure, Professional Responsibility, Evidence, and trial skills or participation as counsel on a mock trial team. Students are required to spend a minimum of 30 hours per week at their placement and will receive six hours of credit for satisfactory completion. Attendance at a weekly seminar is also required. The seminar portion of the externship is graded.

**Placement Description:** At this placement, students develop and apply the law of evidence, criminal law, and criminal procedure. In real cases, supervised by experienced prosecutors, students use the rules of evidence, motions in limine, objections to evidence, and similar provisions to effectively and professionally represent the State of Florida or Government of the United States. Students may participate in all levels of litigation from jury selection to post trial matters. Depending on the circumstances of each placement, students may practice in traffic, magistrate, juvenile, misdemeanor, or felony courts. Their experiences will include both trial preparation and trial performance.

#### **Public Defender (5 credits – 6204)**

**Placement Requirements:** Students placed in the State or Federal Public Defenders Office must meet the following criteria – 2.4 or higher cumulative grade point average, completion of Criminal Law, Criminal Procedure, Professional Responsibility, Evidence, and trial skills or participation as counsel on a mock trial team. Students are required to spend a minimum of 30 hours per week at their placement and receive six hours of credit for satisfactory completion. Attendance at a weekly seminar is also required. The seminar portion of the externship is graded.

**Placement Description:** At this placement, students develop and apply the law of evidence, criminal law, and criminal procedure. In real cases, supervised by experienced public defenders, students use the rules of evidence, motions in limine, objections to evidence, and similar provisions to effectively and professionally benefit individual clients. Students may participate in all levels of litigation from jury selection to post trial appeals for relief. Depending on the circumstances of each placement, students may practice in traffic, magistrate, juvenile, misdemeanor, or felony courts. Their experience will include both trial preparation and trial performance. Client interviewing and counseling techniques will also be developed.

**Family Law (3 credits – 6130) R**

Family Law explores the social and legal relationships of traditional and non-traditional family units with emphasis on the rights and duties of husband, wife, biological parent, psychological parent and child.

**Federal Jurisdiction (3 credits – 6303) R**

This course will examine the roles and responsibilities of federal courts in the operation of our system of government. Particular attention will be paid to separation of powers, federalism, and Article III of the U.S. Constitution. Thus, the focus will be on the relationship (1) between federal courts and coordinate branches of the federal government; (2) between federal courts and organs of state government, especially state courts; and (3) among federal courts. This is an advanced course in public law, judicial administration, and constitutional and civil rights litigation.

**Florida Civil Practice (3 credits – 6136) R**

Florida Civil Practice -- One cannot practice civil litigation in Florida without knowing the "Rules." This is a highly practical pre-trial litigation course in which you will not only learn the Florida rules of Civil Procedure, but how to actually use them (and use them tactically) as they are used in real-world practice. This course focuses on an area of the Florida Bar Examination.

**Florida Constitutional Law (2 credits – 6355) R**

The course offers a review of the text and the principles of the Florida Constitution, including separation of powers, jurisdiction of Florida courts, state and local governmental powers, taxation and finance, eminent domain, Florida's homestead exemption, constitutionality of legislative acts, and individual rights. Prerequisite: Constitutional Law.

**Florida Probate Practice (2 credits) O**

The course will illustrate the issues arising in, and the steps to be taken in, probating an estate of a decedent domiciled in Florida from the time of the decedent's death to the final closing of the estate. Students will be required to prepare documents and learn the basic essentials of a probate practice.

**Franchise Regulation (2 credits – 6393) O**

This course involves the study of franchise and distribution law, with a particular emphasis on state and federal regulations. The course will cover an analysis of the components of a franchise system, alternatives to franchising, and state and federal regulations of a franchise. Particular emphasis will be given to drafting and negotiating franchise agreements and the uniform franchise offering circular required by the Federal Trade Commission. State statutes and administrative regulations that affect franchising will be examined, and there will be an analysis of franchise litigation with an emphasis on Florida Law. The course will also cover alternatives to litigation with an examination of federal

and state arbitration procedures that affect the franchise process. There will also be a discussion of ethics and due diligence as it pertains to the franchise lawyer.

**Government Contracts (3 credits – 6104) P**

The course reviews many of the important aspects of government contracts including contract formation, contract performance, and dispute resolution procedures. The Federal Acquisition Regulation is examined in detail as the blueprint for government purchasing. Distinctions between common law and commercial transactions are emphasized and the students review case law from the Court of Federal Claims and the Boards of Contract Appeals. Prerequisite: Contract Law I & II.

**Healthcare Law (3 credits – 6116) O**

This survey course introduces students to the major legal and policy issues surrounding the provision of health care. Topics include the organization and governance of nonprofit hospitals and other health care organizations, financing of care through public and private insurance programs, health care fraud and abuse, quality control in health care, confidentiality of medical information, informed consent, reproductive health care, medical decisions at the end of life, and medical research with human subjects.

**Immigration and Naturalization Law (3 credits – 6139) O**

This course covers the procedural and substantive provisions of the Immigration and Nationality Act from the time an alien seeks to enter the United States to the time he/she seeks to be naturalized and, if necessary, denaturalized.

**Insurance Law (2 credits – 6106) R**

A consideration of the theory of insurance, the operation and regulation of insurance markets, and the drafting, interpretation and enforcement of insurance contracts.

**International Business Transactions (3 credits – 6140) O**

This course examines the legal issues in the following international business transactions areas: international trade terms and financing international trade transactions; legal problems arising from tariffs, countervailing and antidumping duties, and other statutory provisions applicable to international trade; commercial treaties and international trade agreements; resolution of international trade disputes by arbitration and litigation and the enforcement of awards and judgments; international trade doctrines and agencies.

**International Law, Essentials of (3 credits – 6138) O**

This course is an introduction to public international law, which is the body of law that regulates the relationships between the states that comprise the interna-

tional community. Among the topics covered are: the formation and enforcement of international law; the relationship between international law and U.S. law; and the functioning of international courts and other international institutions, such as the United Nations.

**International Law of the Sea – (2 credits – 6301) O**

This is a public international law course dealing with jurisdictional boundaries such as territorial waters, contiguous zones, high seas, exclusive economic zones, etc. We will also study sea piracy/terrorism and spend considerable time on the 1982 Law of the Sea Treaty. It is different than a course on Admiralty in that the latter course studies “private law” that deals with, inter alia: injuries to seamen, cargo, etc.

**International Law Practice (3 credits – 6375) P**

This course is an introduction to international law focusing on the structure and dynamics of the process by which international law is generated changed and determined, and the structure of the international legal system. Additionally the relationship of international and national law and the role international organizations in the modern international legal system will be considered.

**Internet Law (3 credits – 6387) O**

This course explores a variety of issues arising in the context of online activity, with an emphasis on the challenges that this rapidly evolving technology poses to questions of morality, ethics, privacy, self-determination, sovereign power, and free expression. Taking the view that these technological advancements have the potential to undermine both internal and external controls on behavior, and to test existing authority structures, the course pushes students to think about the effect of such changes on established jurisprudence and our system’s ability to respond to these challenges. Highly Recommended: Constitutional Law, Copyright Law, and/or Trademark Law.

**Interviewing, Counseling and Problem Solving (2 credits – 5220) O**

This is a skills building practicum course covering issues of effective client interviewing, counseling and problem-solving. It will include simulation exercises to enhance the student lawyers’ abilities to interview and counsel clients. Students will work in groups to develop plans and resolve potential barriers in reaching non-litigation agreements. Prerequisite: Legal Research and Writing I & II.

**Labor Law (3 credits – 6150) O**

This course examines federal regulation of the legal relationship among employers, employees, and unions in the private sector. Topics include the right of employees to unionize, the duty of employer and unions to bargain, union election campaigns, strikes and lockouts, and the role of arbitration in labor management relations.

**Land Use Planning and Regulation (2 credits – 6129) O**

This course examines the regulation of land usage by private arrangement such as easements and servitudes, as well as by public regulation utilizing zoning, conservation easements, designation of historical areas, and environmental laws and other legislation.

**Landlord and Tenant Law (2 credits – 6308) O**

Landlord and Tenant Law highlights issues of Social Justice in the housing context and examines the rules of law, doctrines, and policies that create and support the residential landlord and tenant relation. The course inquires into the historical development of the law, the regulation of housing in the private and public domains, litigation practice and procedure, the supporting infrastructure of zoning, planning, and funding on the local, state, and federal levels. Major substantive themes include homelessness, substandard housing, fair housing, and housing preservation and development. Recommended Courses: Professional Responsibility, Florida Civil Practice, Trial Advocacy, and Client Counseling.

**Law Office Practice (2 credits – 6156) O**

This course examines topics such as, building a practice around a written career plan, focusing on organizational and operational issues involved in fulfilling the attorneys obligations to his or her clients, as well as key problems of firm leadership, malpractice avoidance and basic management and finance.

**Laws of War (2 credits – ) O**

The course will focus on “just war” doctrine as well as efforts to regulate the conduct of warfare through The Hague and Geneva Conventions. The course will begin with the historical development of the Laws of War, from St. Thomas Aquinas through modern scholars, but particular attention will be given to the difficulty of applying the Laws of War to modern conflicts such as the ongoing war on terror.

**Lawyering Process (2 credits – 5210) O**

Through written exercises students will be introduced to the basic processes, skills and tools for understanding and engaging in the practice of law. Specific topics include the relationship between procedural and substantive law; the uses of legal reasoning in the field of case law, statutes, constitutions, and administrative regulations; client problems; the co-ordination of the common law and legislative enactments; *stare decisis* and the use of obiter dicta, ratio decidendi and distinguishing precedents.

**Lawyers and Social Justice (2 credits – 6121) O**

Justice has been described as what is right, fair or deserved, and sometimes, as “giving each person his due.” Social Justice has been defined as bringing justice to every aspect of society, that is, establishing a society

in which each individual or group of individuals will be treated fairly and share impartially in the benefits of that society. This seminar explores the various conceptions of the term “social justice” with particular emphasis on the tension between such conceptions.

**Legal Analysis (2 credits – 5009) O**

The purpose of this course is to teach students how to identify relevant issues and rules in legal problems and cases, recognize the structure of those rules, determine the most effective analytical process to apply the law to the facts, and demonstrate their knowledge in writing. The course will also assist students in developing critical thinking, reading, and listening skills. Students will be expected to complete reading and writing assignments in and outside of class. This course is designed for students who would like to more fully develop their analysis and writing skills.

**Legal Research & Writing 1 (3 credits – 5010) R**

This three credit course introduces students to the primary sources of legal research, such as case law and statutes. It provides students with instruction and practice on how to access these sources through books, data bases, and the internet. The course also instructs students in the principles and conventions of basic writing and objective legal writing, and in the rules of legal citation. In a process-oriented approach, students develop research and writing skills by drafting office memoranda, receiving instructor feedback, and rewriting these memoranda.

**Legal Research & Writing 2 (3 credits – 5020) R**

This three credit course introduces students to administrative rules, legislative history, and to the secondary sources of legal research, such as law review articles and legal encyclopedias. While continuing to develop research skills, the course concentrates on persuasive legal writing as students now write drafts of a motion and an appellate brief. Students also receive instruction and practice in presenting oral arguments. Finally, students must take an examination that requires them to write either an office memorandum or a memorandum in support of a motion. Prerequisites: Legal Research & Writing I or Legal Analysis

**Legislation (2 credits – 6109) R**

An analysis of the principles and methods of statutory enactment by state legislatures. The course includes discussion of the constitutional authority requisite to legislative action.

**Mediation (3 credits – 6395) R**

This course seeks to introduce students to mediation as a concept and as a skill to use as a dispute resolution mechanism. Following some introductory sessions designed to explore the essential characteristics of mediation as assisted negotiation, students will be provided with intensive skills training as background

for doing a series of simulations. The remaining class sessions will be devoted to exploring certain emerging conceptual and ethical issues as well as to the application of mediation in various specific settings (i.e. family, neighborhood, labor and environmental disputes). Prerequisite: Dispute Resolution

**Military Law (3 credits – 6315) O**

A study of constitutional, statutory and regulatory law applicable to persons in the military services. Emphasis will focus on its constitutional background, its substantive and procedural criminal code and its unique administrative alternatives for disciplinary actions.

**Nation-States Asylum and Refugee Law (3 credits) P**

This course explores the basic doctrines and international treaty norms at the foundation of both United States and international refugee law. We study the responsibility of nation-states to accept refugees under international law and examine refugee law doctrine in the United States with a particular focus on the assessment of individual claims for asylum. We explore the relationship between foreign policy and human rights concerns, and the historically divergent roles of the executive branch and Congress, in shaping U.S. refugee and asylum policy. Particular attention will be paid to the two administrative processes in the United States for adjudicating asylum claims.

**Native American Law (3 credits – 6209) O**

This course examines the basis of tribal, federal, and state jurisdiction over Indian people and Indian country. It includes a brief overview of Indian history in North America. It studies in detail the sources of federal, tribal, and state authority, and concludes by focusing on specific applications of the resulting principles to hunting, fishing, and water rights. Problems of civil and criminal jurisdiction are addressed throughout the course, with heavy emphasis on both traditional tribal sovereignty and the federal statutory scheme.

**Non-Profit Entities (3 credits – 6385) O**

This is a broad introduction to the special legal and conceptual problems of nonprofit organizations. The course will include a description of the nonprofit universe and the theoretical rationales for the nonprofit sector. The principal topics covered are: organization and governance fiduciary obligations of officers and directors, investment powers, regulation of charitable solicitation, and the enforcement by donors, the attorney general, and others. The relevant tax law will also be discussed. Prerequisites: Business Organizations; Recommended: Federal Income Tax.

**Opinion and Scientific Evidence (3 credits – 6365) O**

This course examines the rules established under the common law and the rules of evidence regarding the

use of opinion and expert testimony. In addition to a detailed examination of the rules governing admission of opinion evidence, the course will review types of scientific and expert evidence used in civil and criminal cases and the techniques for direct and cross examination of expert witnesses. Prerequisites: Evidence.

### **Patents (3 credits – 6391) R**

This class will essentially focus on two major topics: (1) the procurement of patents; and (2) enforcement of patents. These major topics will be broken down into their component parts. The goal of this course is to allow students to obtain a broad overview of patent laws as applied by the United States Patent & Trademark Office by the various Federal District Courts having jurisdiction to hear claims of patent infringement and invalidity. This course will not, however, teach patent claim drafting.

## **Perspective Courses (3 credits)**

### **Feminist Jurisprudence (3 credits – 6218) O**

Feminist Jurisprudence studies the way in which the law constructs, reflects, and perpetuates the subordinate position of women and others in society. As a course in jurisprudence, it examines central themes in the study of law – equality, adjudication, harm, freedom, and dignity. As a course in feminism, it critiques the mythology of the law as neutral, objective, rational, and without “special interests.” From its feminist ground, the course seeks to raise consciousness about the hidden interests and assumptions of the law, in order to move toward a more principled jurisprudence that serves gender, racial, and class-based justice.

### **Gender and the Law (3 credits – 6220) O**

This course examines gender in relation to law, legal culture, and institutions. It explores the ways in which law constructs and interacts with gender. The course provides perspective on feminist theory and methodology and treats issues of women’s legal status, formal equality, and substantive equality.

### **Jurisprudence (3 credits – 6120) O**

Jurisprudence asks students to take a new look at law. To encourage that fresh perspective, this course will introduce students to a range of jurisprudential thought. After reviewing three historically significant schools of jurisprudence – Natural Law, Positivism, and Legal Realism – the course will introduce students to contemporary legal theories. The course will also focus on major themes of jurisprudence – freedom and determinism, self and community, and the relation of law to morality, politics, and economics.

### **Legal History (3 credits – 6360) O**

Legal History introduces students to historical perspectives on the law. The course focuses on the history

of American constitutionalism. Major themes of the course include restraints on arbitrary power, tensions between popular sovereignty and centralized government, rationalizations for race slavery and gendered legal subjectivity, encouragement of economic progress and social mobility, and relations between private enterprise and public power.

### **Remedies (3 credits – 6159) R**

In Remedies, students study the nature and measurement of relief to which a party may be entitled. Topics include the scope of legal and equitable remedies, injunctions and contempt, specific performance, equitable defenses, contract damages, tort damages, punitive damages, restitutionary remedies, declaratory relief, jury trials, and attorney’s fees.

### **Products Liability (3 credits – 6115) O**

This course analyzes the origins of strict liability in tort for defective products, including negligence and warranty theories. The course will cover recent developments in recovery, elements of proof, available defenses and tort reform. Prerequisite: Torts.

### **Professional Responsibility (3 credits – 5300) R**

Professional Responsibility introduces students to ethical considerations and disciplinary standards governing the practice of law. The Rules of Professional Conduct articulate basic guidelines for the conduct of lawyers. Setting minimum standards for professional conduct. Professional discretion is guided by various approaches to lawyering, which give content to individual lawyer’s sense of values, justice, and fair play. Professional Responsibility endeavors to provide students with a working understanding of the ABA Model Rules of Professional Conduct, the Florida Rules of Professional Conduct, and the ABA Model Rules of Judicial Conduct. The course encourages students to explore their approaches to lawyering and to continue their professional development by examining ideas and values of professionalism.

### **Property (4 credits – 5208) R**

Students survey the Anglo-American law governing the relationship of persons to both real and personal property. Topics will include transfer and acquisition of title, the nature of possession, adverse possession, landlord-tenant law, estates in lands and future interests.

### **Real Estate Transactions (3 credits – 6114) O**

A practical course including experience in such skills as searching a title and drafting instruments necessary to convey interests in real property. Topics may include legal requirements for the conveyance of real property, financing real estate, title examinations, recording acts, loan closing, foreclosure practices, and planned unit developments.



**Right of Publicity (2 credits – 6125) O**

With its early common law roots as a corollary to the right of privacy, a significant body of law has developed involving rights to one's commercial exploitation of "name, voice, signature, or likeness." This "right", generally referred to as a right of publicity involves a patchwork quilt of state statutes and common law principles. This course covers issues involving survivability of the right, so called "posthumous rights", first amendment conflicts, and federal preemption issues involving Copyright predominate the dialogue.

**Securities Regulation (3 credits – 6390) O**

An intensive introduction to the two most important federal securities laws; the Securities Act of 1933 and the Securities and Exchange Act of 1934. The course covers the issuance and trading of securities and explores the elaborate disclosure obligations that this country imposes on the distribution and trading of investment securities. The first half of the course looks at the issuance process in some detail, paying special attention to the complex rules issued by the Securities and Exchange Commission. The second part of the course looks at trading, including tender offers, private actions, and damages. The economics of finance and capital markets is employed to assist the analysis.

**Seminars (2-3 credits) R**

The law school offers a variety of seminars each semester. These two or three credit courses are taught in small sections of no more than twenty students. Most seminars require a research paper which can be used to satisfy the upper level writing requirement. Because seminar offerings depend upon faculty availability and interest, student demand and topicality, the frequency with which any particular seminar is taught varies. Examples of some of the seminars offered in the past are:

- Admiralty Law
- Advanced Copyright Seminar
- Advanced Ethics
- Advanced Legal Research
- Advanced Topics in Family Law
- Children's Rights Seminar
- Critical Race Theory Seminar: Survey of Six Areas of Law
- Drafting Wills and Trusts
- First Amendment: Church and State
- First Amendment: Freedom of Expression
- First Amendment: Mass Media
- Intellectual Property Licensing Seminar
- International Business Transactions
- International Environmental Law & Policy
- International Intellectual Property Seminar
- International Law of the Sea
- International Law Practice

- Lawyers and Social Justice
- Making the Divorce Work
- National Security Law Seminar
- Restorative Justice Seminar
- Refugee & Asylum Law-The Law of Forced Migration

**Space Law (2 credits – 6113) O**

An examination of the treaties, legal principles, and institutions relative to the governance of outer space.

**Sports Law (3 credits – 6118) O**

This course examines how various areas of law apply to, first, the conduct of nonprofessional sports and, second, the relationships in the professional league sports industry. Amateur sports topics cover uniquely applied torts and criminal law, governance of non-league sports by international and national governing body's rules of amateurism, and governance of intercollegiate sports. For professional sports the most significant areas covered are antitrust, labor, communications, and contract law. Prerequisite: Antitrust Law

**Taxation:****Corporate Taxation (3 credits – 6146) O**

An introduction to the taxation of corporations and shareholders that includes tax treatment of corporate earnings, dividends and other transactions between corporations and shareholders, S Corporations, and the definition of a corporation for tax purposes. Prerequisite: Federal Income Tax.

**Estate and Gift Taxation (3 credits – 6145) R**

A study of the federal tax system as it relates to gratuitous dispositions of property during the owner's lifetime and at death, including federal income taxation of trusts and estates, and federal estate and gift taxes. Prerequisite: Federal Income Tax.

**Federal Income Tax (3 credits – 5304) R**

A study of the federal taxation of individuals. The course examines the identification of income subject to taxation and the credits and deductions allowed in computing taxes. Students develop a familiarity with and appreciation for the Tax Code and regulations by exploring the manner in which Congress balances its need for revenue with many and varied societal interests. The tensions between legitimate tax planning to minimize taxable income and mechanisms to combat abusive tax shelters are explored. Finally, the legal and ethical responsibilities of the taxpayer, tax preparer, and tax attorney are emphasized.

**Partnership Taxation (2 credits – 6147) O**

Introduction to Sub-chapter K of the Internal Revenue Code governing taxation of partnerships and partners includes practical aspects in creation, operation, dis-

tributions, sale of partnership interests and partnership liquidation. Prerequisite: Federal Income Tax.

**Torts I & II (5 credits – 5109, 5209) R**

An extensive study of tort law doctrine, including intentional torts, negligence, strict liability, and products liability, and defenses to such claims with a focus on how changing tort law attempts to balance the values of individual accountability and social responsibility.

**Trademark Law (3 credits – 6392) R**

This course explores the broad category of protections associated with trademark law. In doing so, it will focus on the following: the development of trademark law and its relationship to other schemes of intellectual property protection and unfair competition; the subject matter of trademark protections; the acquisition of trademark rights and the requirements for federal registration and protection; actions to enforce trademark rights and related defenses; and remedies. Recommended: Constitutional Law.

**Trial Advocacy (3 credits – 6000) R**

This course is taught in “workshop” format where students actually practice the skills needed to successfully represent a client in a jury trial. Students will learn effective skills for jury selection, opening statement, direct and cross examination of witnesses (both lay and expert), objections and closing argument. Additionally, students will focus on case theory development and strategies best suited to jury persuasion. The final exam consists of a simulated jury trial. Prerequisite: Evidence.

**White Collar Crime (3 credits – 6320) R**

This course will examine how prosecutors investigate white collar criminal cases and how defense lawyers represent clients targeted in these investigations. Issues will be considered, not only strategically, but also from an ethical and policy perspective.

**Wills, Trusts and Estates (3 credits – 6154) R**

This course is designed to introduce the student to various methods of transferring family wealth--intestacy, wills and trusts. Will topics include will formalities, will substitutes, will construction, restrictions on disposition. Trust topics include trust creation, trust property, types of trusts, the trustee’s fiduciary obligation, trust modification and termination. Students will be made aware of the emotional obstacles facing the testator, the technical and ethical issues the practitioner must solve and the counseling role the practitioner assumes.

**Worker’s Compensation (3 credits – 6153) R**

A study of the origin and substance of workers’ compensation law and procedures before administrative tribunals and courts with special emphasis on Florida statutes and procedures.

# SCHOOL OF PODIATRIC MEDICINE

In 1985, Barry University created the School of Podiatric Medicine as its first venture into professional medical education. In 1997, the Physician Assistant Program was established to extend Barry University's role in the education of health care providers, and the name of the school was changed to the School of Graduate Medical Sciences 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 non-clinical degree curriculum. The Professional Master of Public Health, a collaborative program of the Schools of Graduate Medical Sciences and Natural and Health Sciences, became the newest School of Graduate Medical Sciences' graduate program in 2002. The School of Graduate Medical Sciences was renamed the School of Podiatric Medicine in 2008.

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 Public Health through cooperative efforts with the College of Health Sciences and in Business Administration through cooperative efforts with the D. Inez Andreas School of Business.

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

Chester A. Evans, D.P.M., Dean of Podiatric Medicine

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

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

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

Faculty: Armstrong, Brill, Buchman, Culver, Evans, Losito, Maynard, Merrill, Nelson, Orr, Ouzounov, Pemsingh, Sesodia, Shaw, Siegel, Smith, Southerland

### 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 program is to academically prepare and instruct students in the required medical disciplines, which is necessary to produce competent podiatric physicians who are qualified to enter postgraduate training. This purpose is accomplished in responsive academic and clinical environments conducive to the pursuit of excellence in podiatric medical education, research and service.

## Program Objectives

- the school recruits diverse and capable students who complete a rigorous podiatric medical program;
- students successfully compete for and meet the standards for consideration by a post-graduate podiatric training program;
- students and faculty effectively interact with patients and other health care professionals;
- students are competent in basic medical sciences and in the provision of entry level podiatric medical health care;
- students and the local community appreciate the importance of the best possible foot care and overall health maintenance;
- graduates practice medicine morally and ethically within the context of the current health care system;
- faculty and students present professionally and publish research, scientific inquiry, and innovative ideas;
- the school sponsors continuing medical education programs for the global podiatric community to promote life long learning; and
- the school extends the best possible podiatric health care to the less fortunate and disadvantaged.

## 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, educate and graduate the best possible podiatric physicians, and thus admission to medical school is offered to those who present the highest qualifications for the study and practice of podiatric medicine. Technical standards presented below are requisite for admission, continued enrollment, and graduation from Barry University's School of Podiatric Medicine. Students may be dismissed from the School of Podiatric Medicine for noncompliance with any of the technical standards delineated below. Unless otherwise noted, all courses in the curriculum are required in order to develop essential skills required to become a competent podiatric physician.

Graduates of the School of Podiatric Medicine must have the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care. The School of Podiatric Medicine acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 101-336, the Americans with Disabilities Act (ADA), but ascertains that compliance with certain technical standards must be demonstrated in all 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. Although technological compensation is acceptable for some handicaps in these areas, candidates must be able to perform in a reasonably independent manner. The use of a trained intermediary to perform certain tasks would mean that a candidate's judgment must be integrated with another's power of selection and observation. Therefore, third parties cannot assist students in accomplishing curricular requirements in the five skill areas specified above.

### Observation

The candidate for the D.P.M. degree 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 pathological 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, especially the functional use of the senses of smell and touch.

### Communication

A candidate for the D.P.M. degree should be able to speak, to hear and to observe patients in order to elicit information, to describe changes in mood, activity and posture, and to 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 in the School of Podiatric Medicine are conducted in English; communication skills in the English language are therefore requisite.

### Motor Coordination or Function

Candidates for the D.P.M. degree 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 medi-

cation, 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 coordinated 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 for the D.P.M. degree should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

### **Behavioral and Social Attributes**

Candidates for the D.P.M. degree 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 are assessed at all stages 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 Podiatric Medicine will consider for admission any applicant who demonstrates the ability to perform or demonstrates the aptitude to learn to perform the skills listed above. Students are evaluated not only on their scholastic accomplishments, but also on their physical and emotional stability and capacities to meet all requirements of

the Program's curriculum. Candidates for the D.P.M. degree 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 medically sound 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?

Upon matriculation to the School of Podiatric Medicine, all students whose education and training will involve participation in clinical settings are required to undergo a criminal background check specified by their program director.

## **Student Honor Code of Conduct**

Students in the School of Podiatric Medicine are entering a profession that prides itself on maintaining high standards of honor, trust and professional conduct. It is expected that during the course of their education at Barry University, podiatric medical students will conduct themselves in a manner becoming a podiatric physician. The School of Podiatric Medicine has developed a Honor Code to insure that all students are

familiar with and committed to the highest principles of conduct from the start of their podiatric medical education.

Students are required to affirm their compliance with the following statement upon initial enrollment in the School of Podiatric Medicine:

I agree to abide by the Honor Code of the School of Podiatric Medicine. I agree that I will conduct myself in an honest and ethical manner during all activities during the course of my enrollment, including, but not limited to my academic work, as well as my interactions with fellow students, faculty and staff.

## DUAL DEGREE OPTIONS

### D.P.M./M.B.A.

Academically qualified students entering the School of Podiatric Medicine 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, in addition to the podiatric medical curriculum, eligible students must complete 24 semester hours of required graduate business core courses (6 semester credit hours in the podiatric medicine curriculum will serve as additional electives to complete the general M.B.A. program requirements).

The required MBA core courses are listed in the Andreas School of Business section of this catalog. Immediately upon acceptance to the School of Podiatric Medicine, students must indicate their interest in obtaining the dual degree. MBA candidates may have to take up to eight business workshops, depending on previous academic preparation. The workshops are offered periodically throughout the year. For a complete list of the workshops and their descriptions, please refer to the Andreas School of Business section of this catalog.

Applicants to the dual D.P.M./M.B.A. program:

- must have completed their baccalaureate degree at a regionally accredited or internationally recognized institution. (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.)
- must have a minimum undergraduate grade point average (GPA) of 3.25 on a 4.0 scale. (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.)
- must have earned a score of 400 or higher in the Graduate Management Admission Test (GMAT) or a comparable score on the MCAT or GRE, as evaluated by the Director of Graduate Business Programs.

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 cumulative 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 programs in excess of four years 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.

The M.B.A. program is not a cohort program and considerable flexibility exists in the scheduling of business courses to fit into the cohort D.P.M. degree program.

The following is a representative sample of the MBA curriculum required, in addition to the podiatric medical curriculum, to complete the dual degree option:

#### First Year:

Business Workshops (if required)

#### Fall

MBA 682 Competitive Environment & Strategy Formulation (3)

#### Spring

MBA 617 Technology & Information Systems (3)

#### Second Year:

Business Workshops (if required)

#### Summer

MBA 660 Managerial Accounting (3)

#### 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 & Strategy Implementation (3)

In the podiatric medical curriculum, GMS 536 – Research Methodology, Epidemiology & Statistics (3) and GMS 825 – Practice Management (3) will serve as electives to complete the general M.B.A. program requirements.

### **D.P.M./M.P.H.**

Academically qualified podiatric medical students have the option of enrolling in the Professional Master of Public Health (M.P.H.) program upon successful completion of the first year of the podiatric medical curriculum. Enrollment in the dual degree program requires the student to take the M.P.H. course curriculum in addition to all podiatric courses. Dually enrolled students will be able to apply the credit in the Research Methodology course (GMS 536) taken in the first semester of the podiatric medicine curriculum toward their M.P.H. degree, providing that they earned a grade of B or higher in that course. The program is designed to be completed by the student by the end of the third year of his or her podiatric medical education. The academic completion requirements for the M.P.H. degree are listed under the “Professional Master of Public Health” section of the catalog.

Students wishing to be considered for this option must be enrolled full-time and have maintained a minimum grade point average (GPA) of 3.0 during the first three semesters of podiatric medical education, with no more than six (6) credits of C grades. In addition, a separate cost-free graduate program application must be completed and submitted to the School of Podiatric Medicine Office of Admissions. Students may apply after the second semester of podiatric medical education, but admission into the D.P.M./M.P.H. option will not be finalized until summer term grades are posted.

The School of Podiatric Medicine Dean, Associate Dean and Public Health Program Director will review applications and determine student eligibility to enroll for the additional degree. Podiatric medical students who fail to maintain a cumulative 3.0 GPA in both podiatric medicine and public health courses, and students who earn a “D” or “F” grade in any course will be dropped from the dual degree program. Under no circumstances will students on probation or in programs in excess of four years be allowed to continue with the M.P.H. degree option. Students may not contest the decision of the Dean or Associate Dean to remove a student from the dual degree program. Individuals interested in this option should contact the School of Podiatric Medicine Office of Admissions or the Director of the Public Health Program for additional information.

### **D.P.M./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 the D.P.M. program without a bachelor’s degree but with the minimum 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 for the Bachelor of Science degree.

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 or self-improvement, a maximum of 16 graduate credits may be taken as a non-degree-seeking student. Non-degree-seeking students are not eligible for standard financial aid and must pay in advance for courses on a per credit basis. Registration for this option requires permission from the Dean.

## **ADMISSION REQUIREMENTS**

A minimum of 90 semester hours of undergraduate study at a regionally accredited or internationally recognized undergraduate institution is required for admission to the School of Podiatric Medicine. The most satisfactory preparation for admission is the successful completion of a baccalaureate degree from a regionally accredited college or school 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)
  - 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 one Health Professions Advisory Report, as well as current scores of the Medical College Admissions Test (MCAT). The Admissions Committee may, at its discretion, consider scores from the Dental Admissions Test (DAT), although the MCAT is preferred. The date of the most recent MCAT or other standardized test must be within three (3) years of the time of application.

All applicants who do not give evidence of being native English speakers or who have not graduated from an institution where English is the primary language of instruction are required to submit scores of the Test of English as a Foreign Language (TOEFL). Generally, a minimum TOEFL paper-based test total score of 600 OR a minimum computer-based test total score of 250 OR a minimum internet-based test total score of 100 is required for admission.

A personal interview is required and arranged only by invitation of the Admissions Committee. Prior to the 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, podiatrist visitation confirmation, and MCAT (or appropriate alternative test) 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. Applicants should refer to the earlier topic, "The Profession and Technical Standards for Admission, Enrollment, and Graduation", for a comprehensive description of program requirements.

## Application Procedure

The Barry University School of Podiatric Medicine 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 contacting:

American Association of Colleges of Podiatric  
Medicine  
15850 Crabbs Branch Way, Suite 320  
Rockville, MD 20855  
Phone: (301) 948-1928 or  
toll-free 1-800-922-9266 (outside Maryland)

To download an application or apply online, visit <http://www.aacpm.org/>.

To request an information brochure, send e-mail to [aacpmas@aacpm.org](mailto:aacpmas@aacpm.org).

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 prominently elsewhere in this catalog.

## ADMINISTRATIVE POLICIES AND PROCEDURES

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

### International Students

International students must comply with all policies and procedures of the Inter-Cultural Center (ICC), including, but not limited to presentation, in person, of appropriate documentation prior to the start of each semester. International students must register for no less than 9 semester hours of credit during the Fall and Spring terms and no less than 6 semester hours in the Summer term. Registration materials will not be processed by the University until international students meet with ICC staff.

### Registration

Students are advised prior to registration. All students must complete appropriate registration forms during times designated by the School of Podiatric Medicine. All registration forms must be approved by faculty advisors. Completed registration forms are processed by School of Podiatric Medicine personnel and forwarded to Cashier/Business Office and the Registrar.

Registration in any and all elective courses must be approved by the Dean or Associate Academic Dean before the registration form is submitted to the Cashier/Business Office and the Registrar. Prior to seeking approval of the Dean or Associate Dean, students



registering for Research or Independent Studies courses must secure a faculty sponsor who will be responsible for evaluating the student's performance in the course. Students registering for Research must also submit a sponsor-approved research proposal to the Dean or Associate Dean.

Students who fail to complete registration requirements, including appropriate financial arrangements with the Cashier/Business Office, within 10 working days of the first day of class of any semester will **not** be permitted to attend classes, laboratories or clinical rotations/programs, take examinations or participate in any other activities of the School. The School of Podiatric Medicine will notify Financial Aid, which will subsequently notify scholarship programs, banks providing government-subsidized loans, etc., when students cease to be appropriately registered.

## Tuition

Tuition for Podiatric Medicine and Surgery is subject to annual review and revision. Students in standard, four-year programs of study will be billed one-half of the annualized tuition fee per semester for the first year and one-third of the annualized tuition fee per semester for years two through four. Students whose programs exceed four years will be billed as above for the first four years and at one-half of the annualized tuition for years in excess of four years, divided over three semesters per year.

## Drop-Add And Course Withdrawal

A period of registration adjustment (i.e., drop-add) is provided to students during the first week 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. Addition of elective courses requires permission of the Dean or Associate Academic Dean.

The withdrawal deadlines for the School of Podiatric Medicine are Friday of the tenth week of the Fall and Spring semesters and Friday of the sixth week of the Summer semester; if the deadline falls on a University holiday, it will be extended to the next business day. The dates are found on the School of Podiatric Medicine calendar and are posted prominently near classrooms, offices, and lounges. Students may withdraw from a course until the term deadline 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. Withdrawal from a course may severely limit the number of courses a student may take in future semesters as many courses require "prerequisites."

Students withdrawing from Gross Anatomy (GMS 590) will not be permitted to continue their studies until Gross Anatomy is satisfactorily completed. A student who fails a prerequisite course will be withdrawn from subsequent courses that require its successful completion; this will be effected by administrative action shortly after the end of the term. A student who withdraws from a class after the withdrawal deadline receives a failing "F" grade. Advisor's and Dean's approval and signature are required in any case of schedule modification. Students in extended programs are not permitted to drop or withdraw from courses once the courses have begun.

Students may not withdraw from clinical rotations, hospital rotations or clerkships due to failing or otherwise unsatisfactory grades. Refer to "Podiatric Clinical Rotations" at the end of this catalog section for further policies specific to clinical experiences.

## Transcripts

Official transcripts are prepared by the Office of the Registrar. Transcript request forms must be completed and signed by the student. Transcript requests from anyone other than the student are not honored. Students should note that transcript requests take 3-5 business days to be processed after approval by the Cashier/Business Office. At the request of the Cashier/Business Office, official transcripts will not be released to students (or other institutions), if the students have outstanding balances owed to the University (i.e., a "hold" will be placed on transcripts/grades).

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. The Office of the Registrar will inform students should this occur. See "Academic Information" in this catalog or refer to <http://www.barry.edu/registrar/transcript/Default.htm> for additional details.

## 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.

If a student has an “I” grade, all written examinations and/or other evaluation criteria must be completed by the end of Wednesday of the first week of the following semester. Laboratory examinations to complete missed work may be administered at a later time at the discretion of the faculty (with approval of the Dean or Associate Dean), 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 originally took place, and (2) result in academic probation or suspension retroactive to the beginning of the semester in which the course work should have been 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 concluded.

### Reporting and Recording of Grades

The Office of the Registrar mails semester grade reports to the most current mailing address provided by the student on personal data forms. Change of address notification is the responsibility of the student. Appropriate change of address forms are available from the Office of the Registrar. A “hold” will be placed on the release of the grade report of any student who has an outstanding balance owed to the University, as indicated by the Cashier/Business Office. No grades or transcripts will be released by the School of Podiatric Medicine until such balances have been paid. If in good standing with the Cashier/Business Office, students may access their grades online with WebAdvisor (<http://webadvisor.barry.edu>).

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 School of Podiatric Medicine. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

### Technology Competency and Computer Requirements

The School of Podiatric Medicine recommends strongly that all students own and are competent in the use of a laptop computer. Student computers should be configured to meet or exceed technological standards set by the program. Minimum standard laptop computer specifications are found at <http://www.barry.edu/podiatry/adFin/laptop.htm>. Laptop computers are not required of podiatric medical students at this time.

Information technology resources are integral to the education of the medical student. Barry University provides a number of information technology resources to students, including e-mail, internet and intranet services, WebAdvisor, library services and access to computer laboratories (see catalog section for Division of Information Technology). Many course instructors provide student access to course materials on the Blackboard Learning System and communicate with students through e-mail.

Email is considered the standard and official means of communication between the faculty, staff, and students of the School of Podiatric Medicine. For that reason, students must monitor and maintain their Barry University (Bucmail) email accounts. Due to identity and privacy concerns, administration, faculty and staff of the School of Podiatric Medicine may refuse to respond to email messages from students who use external email providers.

### Student Health

Every student in a clinical program must secure and retain primary care health insurance coverage which meets the Barry University requirements upon entry into the School of Podiatric Medicine. Coverage must remain in effect at all times while registered in the School. There is an insurance plan offered through the University that covers all charges at the Student Health Center and will also cover services to off-campus United Health Care providers. As a graduate student taking six or more credits you are eligible for the Barry University Health Plan (see [www.uhcsr.com](http://www.uhcsr.com)).

At the beginning of each semester of enrollment, all students must maintain with the health compliance office, proof of adequate health insurance by providing a copy of the enrollment form for the student insurance. If the student is covered by an insurance plan other than the Barry student insurance he/she must complete an online waiver at <https://www.srstudentcenter.com/> and providing a copy of a current insurance card. If the student has a change in insurance coverage, proof of new insurance plan is required. Failure to waive out or supply proof of Barry student insurance will result in withdrawal from all clinical activities, and potential delays in progression through the curriculum of the podiatric medical programs.

Upon entry into the School of Podiatric Medicine program, every student must provide to the Compliance Office proof of:

- Physical examination (statement of good health) within 6 months of date of entry;
- Measles, mumps, and rubella (MMR) vaccination and booster (or adequate titer);
- Tetanus/diphtheria booster within the past 10 years;

- Hepatitis B vaccination series;
- Varicella immunity (chickenpox) by titer or evidence of vaccination;
- PPD screening for tuberculosis or chest x-ray if PPD is positive;
- Proof of health insurance coverage effective in the state of Florida. (Coverage must include doctor's office visits).

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 must 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.

## **Criminal Background Checks and Drug Screening**

Upon matriculation to the School of Podiatric Medicine, all students whose education and training will involve participation in clinical settings are required to undergo a criminal background check specified by their program director. Clinical rotation sites may require a criminal background check and may refuse to accept students with documented criminal histories. In the event of a reported incident, a determination about the applicant's/student's continued progress in the academic program will be made by Barry University in accordance with School and University procedures.

Many clinical rotation sites also require drug screening of students prior to, and, in some cases, during the course of clinical training. The School of Podiatric Medicine may therefore require students to undergo background checks and drug screening and exclude or dismiss students who are unwilling to comply with these policies.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Attendance**

Attendance is required (i.e., mandatory) in all School of Podiatric Medicine courses, including lectures, laboratory sessions, clinical rotations, and demonstrations. An instructor may, at his/her discretion, include attendance as part of the grade a student earns or reduce a grade for absences while enrolled in a course. Students are responsible for all material and assignments covered in every course and all examinations, including unannounced quizzes.

Attendance at scheduled examinations is mandatory. Examinations may be given outside of normal class hours due to space or time limitations. Examinations will be rescheduled, if approved by the course

instructor, only with unanimous consent of the students in the course at the time that the change is proposed. Missed examinations, quizzes, and other evaluations will be graded 0% unless the absence is excused. Acceptance of excuses and administration of make up evaluations (including scheduling and format) are solely at the discretion of the instructor.

Attendance is mandatory for stated clinic hours when applicable. No student will be permitted to leave the clinic or hospital early or arrive late. Attendance at all clinical rotations is mandatory and all excused 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 likely not be honored. Students with excessive absences may be required to repeat an entire rotation.

### **Academic Integrity and Behavior**

Promotion of academic integrity and ethical professional behavior are objectives of the School of Podiatric Medicine. Cheating or plagiarism will not be tolerated within the School of Podiatric Medicine. Refer to the "Policies and Procedures" section of this catalog and the Barry University Student Handbook for definitions of cheating and plagiarism. A student who gives or receives information or assistance during a testing session will automatically fail and earn 0% as an exam or quiz grade. The same consequence will apply to any proven case of plagiarism. Further, the individual(s) will be referred to the Dean for appropriate disciplinary action and the incident will be documented in the student's file. Any student who is referred to the Dean for violation of the cheating and plagiarism policies on two occasions will be dismissed from the University.

### **Professional Conduct Code**

As students in the most advanced degree program in the School of Podiatric Medicine, podiatric medical students must set the example for all other students at Barry University. Students must behave professionally, morally, ethically and honorably at all times, whether in lecture rooms, laboratories, other campus facilities, or off campus. Standards for conduct are delineated in the Graduate Catalog, Student Handbook, Manual of Clinical Protocol, course syllabi and other documents that may be distributed by faculty and staff.

Disruptive behavior such as violence, shouting, profanity and other behavior that is disrespectful of the rights and sensitivities of the public will not be condoned. The use of cell phones, pagers, and similar electronic devices during lectures, laboratory sessions, examinations, and other University events is disruptive

and may be grounds for course failure and/or judicial action. Such activities should be conducted with consideration for the rights and sensitivities of others. Students who are noncompliant with these standards will be referred to the Dean or Associate Academic Dean for disciplinary action or dismissal.

## Advanced Standing

Students who are currently enrolled in the School of Podiatric Medicine must complete all coursework in the School (course prefix GMS), unless previously approved by the Dean or Associate Academic Dean. Candidates for advanced standing may transfer to the School of Podiatric Medicine 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 of good standing from the Academic Dean and/or Dean of Student Affairs must be provided. Based on the candidate's qualifications, the School of Podiatric Medicine Admissions Committee may require additional credentials. All Junior and Senior year courses must be completed in School of Podiatric Medicine.

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 School of Podiatric Medicine 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 School of Podiatric Medicine or, for first year, first semester courses, prior to the start of classes. Junior and Senior year courses must be completed in School of Podiatric Medicine.

Students who have taken courses outside of the School of Podiatric Medicine may qualify for credit in the analogous School of Podiatric Medicine 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 School of Podiatric Medicine.

To obtain transfer credit in place of successfully completing a School of Podiatric Medicine 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 School of Podiatric Medicine 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 analogous School of Podiatric Medicine 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 achieve a score of 80.00% or higher will receive 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 School of Podiatric Medicine course in its entirety and fulfill all requirements for completion of that course.

## Financial Aid

Information about loans, scholarships and other financial aid is available through the Office of Financial Aid. Students bear the responsibility to seek out financial aid information.

## Academic Advisement

Every student matriculating at School of Podiatric Medicine 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 advisor. In the advising process, School of Podiatric Medicine students must:

- be aware of the educational objectives of the institution and observe them.
- comprehend the institution’s criteria for evaluating student progress in academic programs.
- comply with 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.
- understand and complete all degree requirements for graduation.
- make his/her own academic decisions after consultation with the advisor. The advisor’s role is to advise the student, but the final decision must be made by the student.

## GRADING SCALE AND EXAMINATION POLICY

The official grading policy of School of Podiatric Medicine (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 below 1.0

The School of Podiatric Medicine does not use plus or minus letter grades. The grade/honor point associated with each of the letter grades is noted in the Barry University “Academic Information” section of this catalog.

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.

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 associated with attendance, dress, attitude, professional behavior, examinations, quizzes, laboratory assignments, and other criteria of evaluation. These requirements must be specified in the course syllabus; however, the course instructor may administer additional evaluations at his or her discretion. The final grade in a course is ultimately determined by the course instructor.

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. Noncompliance with this policy will result in a failing 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 at least 2.00, have no unresolved F grades, have no more than two unresolved D grades, and have no outstanding financial obligations to the School of Podiatric Medicine or Barry University.

Once final grades are determined, the School of Podiatric Medicine does **not** provide any remediation mechanisms on either an examination or an entire course. Failed courses must be repeated in their entirety. The final transcript of a student must 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; the course to be repeated (to reduce the number of D grades) will be determined by the Faculty Student Evaluation Committee. 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 Disciplinary Actions

A podiatric medical student will be placed on academic **probation** if he/she:

- 1) achieves a cumulative or semester GPA less than 2.00 but at least 1.00  
OR
- 2) earns one F grade in any semester  
OR
- 3) earns two D grades in any semester  
OR
- 4) earns one D grade in each of two consecutive semesters  
OR
- 5) earns a third D grade when two unresolved D grades already exist on his/her transcript from previous semesters.

Students who are not in good standing will be periodically reviewed by the Faculty Student Evaluation Committee to determine eligibility to remain in the program. The Dean or Associate Academic Dean of the School of Podiatric Medicine 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. However, a student will not be in good standing until he/she has no unresolved F grades and no more than two unresolved D grades on his/her most current transcript.

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  
OR
- 5) earns a grade less than C in the first semester of extended academic coursework.

A student who earns more than two D grades must repeat one or more courses in which that grade was earned. The Faculty Student Evaluations Committee may require that the student repeat one or more specific courses in which the student has earned a D grade. A maximum of two unresolved D grades will be allowed at the time of graduation.

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, 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 suspension from the University.

A student who has been suspended for academic reasons generally may petition for readmission. A suspended student generally is ineligible to take classes with degree-seeking status in the School of Podiatric Medicine for at least two semesters following suspension. The suspended student must petition the Dean for readmission at least one month before the beginning of the semester in which the student intends to resume course work. The Dean may permit the student to resume course work with degree-seeking or non-degree-seeking status, or may decline readmission. The decision of the Dean is final. The Office of the Registrar must have the approval of the Dean of the School of Podiatric Medicine to readmit a student following suspension.

Any student who withdraws from one or more courses in a semester must register for the withdrawn course(s) in the next semester the course(s) is (are) offered. The student may not register for any advanced course that 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 Podiatric Medicine and the University.

## Academic Programs in Excess of 4 Years (Extended Programs)

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. Students in academic programs in excess of four years generally take a reduced course load during the preclinical phase of their education, but they must enroll in at least 5 semester hours per term to maintain full-time status for the purpose of financial aid eligibility. Overload course registrations are generally not allowed due to the intensity of the podiatric medical curriculum. Students in extended programs are not eligible for D grades (A, B, C, F scale applies), nor will such students be able to drop or withdraw from courses once the courses have begun. Students may not earn a grade less than C in their first semester of extended academic course work (i.e., the first term in which they do not complete all of the required courses); such students will be suspended. All first and second year course work must be completed within three years of matriculation. Extended programs will be limited to five years unless specifically approved by the Dean.

Students in extended programs will be billed for full tuition until they have paid for four (4) complete years. Such students will be billed for one-half the annual tuition for each year in excess of four years.

## 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.

Students must take a basic medical sciences competency examination (BMSCE) in the last (Spring) term preceding clinical orientation and/or clinical rotations. The content of the examination will include Gross Anatomy, Histology, Biochemistry, Neuroanatomy, Physiology, Lower Extremity Anatomy, Medical Microbiology (with Immunology), Pathology (Pathology I content only), and Medical Pharmacology. Students who pass the BMSCE will be awarded credit (CR) for GMS CMP1 and will be permitted to commence clinical rotations if they have met all other requirements. Students who do not sit for or fail the BMSCE will receive a grade of no credit (NC) for GMS CMP1 and will not be allowed to commence clinical rotations. Such students will receive remedial instruction in subject areas in which they are deficient until competency has been demonstrated.

All students must complete a practical clinical skills and knowledge competency examination during the last (Spring) term of the third year. The content of the examination will include, but not be limited to, biomechanics, radiology, suturing, injections, venipuncture and other clinical matters, Oral clinical case questions also may be part of this examination. Students must successfully complete the clinical competency examination to graduate. Students who successfully complete the examination will receive a grade of credit (CR) in GMS CMP2. Students who fail the examination will receive a grade of no credit (NC) and will receive remedial instruction until competency has been demonstrated. Students will be permitted to complete senior externships regardless of examination outcome.

## 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.
- 2) a GPA of 2.00 or greater with no outstanding F grades and no more than two unresolved D grades.
- 3) satisfactorily completed the competency examinations at the end of the second and third years of the curriculum.

- 4) completed the National Board of Podiatric Medical Examiners' Part I and Part II examinations and will have authorized the release of test results to the School of Podiatric Medicine.
- 5) maintained acceptable professional standards (see Professional Conduct Code).
- 6) fulfilled all responsibilities and financial obligations to Barry University and the School of Podiatric Medicine.
- 7) been recommended for graduation by the faculty to the Board of Trustees.

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 School of Podiatric Medicine 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 School of Podiatric Medicine, 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 School of Podiatric Medicine. 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 of the School of Podiatric Medicine leading to the D.P.M. degree normally takes four years to complete. The first two years mostly involve didactic basic sciences courses (many with laboratories, see below). The third and fourth years involve primarily, but not exclusively, clinical didactic courses and clinical

rotations through several local hospitals and the Barry University clinics (see clinical rotations). All courses in the curriculum, unless noted as electives, are required; with the exception of courses approved for advanced standing, no course substitutions are allowed.

Students must complete all requirements for the D.P.M. degree within five (5) years of initial matriculation into the School of Podiatric Medicine; deviations from this time limit require the expressed approval of the Dean. All non-elective courses must be completed prior to graduation. Podiatric medical students may be required by the Dean or Associate Academic Dean to take a reduced number of courses (due to withdrawals, course failures in their first or second year, or other extenuating circumstances). 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. CURRICULUM

### FIRST YEAR semester hours

#### Fall

GMS 525	Introduction to Podiatric Medicine	2
GMS 527	Biochemistry I	3
GMS 536	Research Methodology, Epidemiology & Statistics	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 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 711L	Radiology Lab	1
GMS 717L	Biomechanics Clinical Practicum Lab	1
GMS CMP1	Basic Medical Sciences Competency Examination	0

### THIRD YEAR semester hours

#### Summer

GMS CMPR	Basic Medical Sciences Competency Review	1
GMS 605B	Physical Diagnosis (Lab)	2
GMS 700	Physical Medicine	1
GMS 703	Anesthesiology	1
GMS 705	Emergency & Traumatology I	2
GMS 706	Emergency & Traumatology II	3
GMS 712	Clinical Orientation and Skills Workshop	1
GMS 718	Podiatric Rotating Clinical Clerkship I	4
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 708	O.R. Protocol	1
GMS 713	Podiatric Surgery I	4
GMS 715	Podiatric Medicine III	2
GMS 719	Podiatric Rotating Clinical Clerkship II	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	Podiatric Rotating Clinical Clerkship III	7
GMS	722	Cadaver Surgery Lab	1
GMS	CMP2	Clinical Skills and Knowledge Competency Examination	0

#### FOURTH YEAR semester hours

##### Summer

GMS	820	Hospital Rotation I	4
GMS	821	Hospital Rotation II	4
GMS	832	Podiatric Clerkship Program I	4

##### Fall

GMS	833	Podiatric Clerkship Program II	4
GMS	834	Podiatric Clerkship Program III	4
GMS	835	Podiatric Clerkship Program IV	4
GMS	836	Podiatric Clerkship Program 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	3
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 Orientation and Skills Workshop 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 delineated in the Manual of Clinical Protocol, which serves as the syllabus for all clinical rotations. Each student's 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 Associate 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 for all students; tailored slacks, shirt and tie for men; 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, behavior, or other violation of the Manual of Clinical Protocol may be placed on probation. If the violation recurs, action may be taken by the Dean resulting in failure of the rotation and/or possible suspension from the School of Podiatric Medicine.

Professional attitude, motivation, maturity, poise, and capacity to accept and respond to criticism of faculty and peers are evaluated. Additionally, manual dexterity, diagnostic acumen, completeness and accuracy of charting and documentation are 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 regimens for those disorders/diseases that are intrinsic to the foot.
- d. comprehending and applying peri-operative 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 mechanisms established by the School of Podiatric Medicine. 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. No make-up exams will be given in cases of failure.

## **Podiatric Medicine and Surgery Course Descriptions— Prefix: GMS**

### **525 Introduction to Podiatric Medicine (2)**

Introduction to the entire field of Podiatric Medicine with emphasis on history, didactics, and clinical features as it relates to basic operative Podiatric Medicine and the art of doctoring.

### **527 Biochemistry I (3)**

Introduction to the fundamental aspects of biochemistry. Topics include protein structure, enzyme kinetics, and basics of carbohydrate, lipid, and amino acid metabolism and their interrelationships. Same as BMS 527.

### **528 Biochemistry II/Nutrition (3)**

This is a continuation of GMS 527. Topics covered include biochemistry of purines and pyrimidines, fundamentals of molecular biology, biochemistry of hormones, biochemistry of special tissues, nutrition and its relation to disease. Prerequisite: GMS 527. Same as BMS 528.

### **536 Research Methodology, Epidemiology and Statistics (3)**

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.

### **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.

### **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.

### **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.

### **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.

### **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 plus BMS 590L.

### **595A, 595B Physiology I, Physiology 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.

### **600, 601 Pathology I w/lab, Pathology 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.

### **605A, 605B 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 (GMS 605A) and lab (GMS 605B). Prerequisites: GMS 595A, 595B. GMS 605A must be taken before or at the same time as GMS 605B.

### **610 Clinical Neurology (2)**

Emphasis on clinical presentation of disorders commonly involving the nervous system with particular emphasis on neuromuscular disorders and peripheral neuropathies. Problems of the nervous system such as muscular dystrophies, tumors, strokes, trauma, and seizures are described. Prerequisite: 547.

### **620 Pharmacology (3)**

Course encompasses basic pharmacological principles and classes of drugs. Same as BMS 620. Prerequisites: GMS 527, 528, 595A and 595B.

### **621 Clinical Pharmacology (53)**

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. Prerequisite: GMS 620.

**623, 624 Medical Microbiology I, Medical Microbiology 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.

**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 regimens. Prerequisite-Corequisites: GMS 557, 600, 610, 620, 623, and 625.

**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. Prerequisite- Corequisite: GMS 632, 634.

**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.

**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.

**650, 750 Internal Medicine I, Internal Medicine II (2,2)**

Presentation of basic principles of medicine. Prerequisites: GMS 590, 595A/B, 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 595A/B, 632.

**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.

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

Research under guidance of faculty advisor. Prerequisite: permission of the Dean or Associate Academic Dean.

**700 Physical Medicine (1)**

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

**703 Anesthesiology (1)**

The types, techniques, methods, and complications of regional, local, and general anesthesia will be explored. The student will be introduced to related patient problems in the perioperative period as well as preoperative considerations for surgery. Prerequisite: GMS 620 and 621.

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

General concepts of non-cardiac emergency and traumatology from a systems perspective. Prerequisites: GMS 632, 634, 650.

**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. Prerequisites: GMS 632, 634, 640.

### **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. Prerequisites: all first and second year courses.

### **713 Podiatric Surgery I (4)**

Fundamental concepts of forefoot and soft tissue surgery of the foot and ankle are presented. Prerequisite: GMS 640 and all other first and second year courses.

### **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, Podiatric Medicine 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 and all other first and second year courses 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 557 and 625.

### **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 Clinical Clerkship I, II, III (4,7,7)**

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.

### **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 717.

### **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. Prerequisites: all first, second and third year courses.

### **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)

### **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. Prerequisites: all first, second and third year courses.

### **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. Prerequisites: all first, second and third year courses.

### **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. Prerequisites: all first, second and third year courses.

### **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 718, 719 and 720. Prerequisites: successful completion of GMS 712, 718, 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. Prerequisites: all first, second and third year courses.

### **825 Practice Management (3)**

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. Prerequisites: all first, second and third year courses.

### **826 Sports Medicine (2)**

Comprehensive review of common sports injuries with discussion of mechanisms, prognosis, treatment, and rehabilitation. Prerequisite: GMS 717. Prerequisites: all first, second and third year courses.

### **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 Clerkship Programs I, II, III, IV, V (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 post-graduate training programs. Prerequisites: successful completion of GMS 712, 718, 719, and 720 as well as successful completion of the junior class clinical exit examination.

### **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. Prerequisite: permission of the Dean or Associate Academic Dean.

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

Students will conduct research based upon a format/hypothesis developed in GMS 665 or 865. The ultimate goal of this course is publication-quality literature under the supervision of a faculty member. Prerequisite: permission of the Dean or Associate Academic Dean.

### **CMP1 Basic Medical Sciences Competency Examination (0)**

Comprehensive examination including macroscopic and microscopic anatomy (gross anatomy, histology, neuroanatomy), lower extremity anatomy, biochemistry, physiology, medical microbiology and immunology, pharmacology and pathology. Prerequisite: GMS 547, 550, 590, 595A, 595B, 600, 601, 620, 623, and 624.

### **CMP2 Clinical Skills and Knowledge Competency Examination (0)**

Comprehensive practical examination of clinical skills and knowledge including, but not limited to, biomechanics, radiology, suturing, injections, venipuncture, and development of treatment plans based on oral case questions. Prerequisites-Corequisites: GMS 712, 718, 719, and 720.

### **CMPR Basic Medical Sciences Competency Review (1)**

This is a seminar format course which reviews high-yield content and pearls relevant to the Basic Medical Sciences Competency Examination (BMSCE). It culminates with administration of the BMSCE for those students who did not pass it the first time or elect to retest.

# PHYSICIAN ASSISTANT PROGRAM

## MASTER OF CLINICAL MEDICAL SCIENCE (M.C.M.Sc.)

Doreen C. Parkhurst, PA, M.D., FACEP, Assistant Dean, Program Director

Keith L. Moore, JD, PA-C, Associate Program Director

Richard Fien, M.D., MPH, FACC, Director of Didactic Studies

Samuel Cleveland, D.O., FACEP, Medical Director

Carmen Queral, Ph.D, M.P.H., PA-C, Director of Clinical Education

Terry Helopoulos, M.S., PA-C, Operations Director, St. Petersburg

Cynthia Ferchak, M.S., PA-C, Clinical Coordinator

Charles Culver, M.D., Ph.D., Professor of Medical Education

Wendy Hoon Langen, MCMSc, PA-C, Assistant Professor of Medical Education

James C. O'Connor, M.S., PA-C, Assistant Professor of Medical Education

### THE PROGRAM

A Physician Assistant (PA) is a highly qualified health care provider who has been prepared, through a demanding academic and clinical curriculum, to provide health care services under physician supervision. PAs 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 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 physi-

cians 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 Location

The program has campuses in Miami Shores and at St. Petersburg College, through a partnership with the University Partnership Center. The faculty teaches from each site via interactive videoconferencing. Applications to either campus are processed through the Central Application Service for Physician Assistants (CASPA).

### 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
- 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 patient population's health status
- 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 heightened awareness of culturally sensitive issues in PA medical practice
- graduates will be able to conduct clinical interviews
- graduates will be able to interpret subjective information to determine the necessary evaluation and management
- graduates will be able to conduct appropriate physical examinations
- graduates will be able to provide effective health care in a multicultural setting
- graduates will be able to develop a differential diagnosis

- graduates will be able to initiate appropriate and cost-effective clinical intervention
- graduates will be able to manage or refer patients with refractory symptoms or complex diseases
- graduates will be able to identify risk factors that warrant screening for early detection of disease
- graduates will be able to provide continuity of family care from pre-natal to end-of-life care
- graduates will be able to maintain accurate patient records and medical databases
- graduates will be able to counsel patients about healthy lifestyle choices and behaviors
- graduates will be able to educate patients about community resources

## Educational Philosophy

The vast amount of information 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 engage medicine as a life-long learning experience.

Course syllabi and lecture materials are meant to help the student obtain a broad overview of the identified topics. However, neither tests nor examinations for licensure, nor the patients whom a student may encounter 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 every extent 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 instruction in 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 that cannot be predicted and, on rare occasions, cannot be prevented.

## BARRY UNIVERSITY PHYSICIAN ASSISTANT PROGRAM TECHNICAL AND PROFESSIONAL STANDARDS

### I. Introduction

Physician Assistant (PA) training is recognized as a broad-based process that requires the acquisition of general knowledge in all fields of medicine and of the basic skills required for the practice of medicine, regardless of specialty. The education of a PA in the Barry University Physician Assistant Program (BUPAP) requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experience in preparation for semi-autonomous and appropriate decisions required in medical practice. The current practice of medicine emphasizes collaboration among physicians, other allied health care professionals such as PAs, patients and families.

### II. Technical and Professional Standards

- A. The BUPAP Technical and Professional Standards (Standards), as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities necessary for satisfactory completion of all aspects of the BUPAP curriculum. This includes the development of professional attributes required by the faculty of all BUPAP students by the time of graduation and for future practice as a certified and licensed PA.
- B. The BUPAP standards and essential functions of medical education shape the requirements for admission, retention, and graduation of applicants and students, respectively, at BUPAP. All graduates are expected to be qualified to enter a field of PA practice of their choice.
- C. Students applying to the BUPAP are selected on the basis of academic achievement, faculty evaluations, evidence of maturity, motivation, leadership, integrity, and compassion. Students must be capable of meeting the Standards described herein.
- D. The medical education process involved in the BUPAP focuses largely on the care of patients, and differs markedly from postsecondary education in fields outside of the health sciences. The primary responsibility for the selection of students and for the content of the curriculum rests with the BUPAP and its faculty.
- E. The PA role is, and must remain, a broad, undifferentiated role that produces graduates capable of supporting the full range of physician practice and patient needs. The BUPAP credentials awarded must attest to the acquisition of general knowledge in all fields of medicine and the basic skills requisite for the practice of medicine under physician supervision.

- F. Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. Admission to the BUPAP is competitive and is based on individual merit and performance within each applicant pool for a given academic year, and not on personal convictions, preferences, or happenstance of birth unrelated to academic performance.
- G. The Standards, along with the BUPAP policies, procedures and process for the admission and education of PA students, parallel, to some extent, those set forth by the Physician Assistant Competencies published by the ARC-PA, AAPA, NCCPA and PAEA, and inform and guide the decisions of the BUPAP faculty. All students of medicine, including PA students, must possess those intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.
- H. The Standards are as follows.

### 1. Observation

The BUPAP curriculum requires essential abilities in information acquisition.

- a. The student must have the ability to master the course work presented in the form of lectures, written material and projected images. For many required tasks, observation necessitates the functional and mixed use of the sense of vision and other sensory modalities.
- b. Learning 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, particularly when gross and/or subtle changes in symmetry are present.
- c. The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level and pace deemed appropriate by the faculty.
- d. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material.
- e. The student must also be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills appropriate to the practice of medicine.
- f. Students must be able to perceive, by the use of senses and mental abilities, the presentation of information through small group discussions and presentations, large-group lectures, one-on-one interactions, demonstrations, laboratory experiments, patient encounters (at a distance and close at hand), diagnostic

findings, procedures, and written material and audiovisual materials.

- g. Representative examples of materials/occasions requiring perceptual abilities in the first year include, but are not limited to: books, diagrams, discussions, photographs, x-rays, clinical case presentations, patient interviews and physical examinations, completion of cognitive and skills requirements for ACLS and PALS certification, and performance of suturing, casting, splinting, gowning, gloving, surgical scrubbing and establishing/maintaining sterile fields in the operating room setting.
- h. Additional examples from the second (clinical) year include, but are not limited to: physical exams; rectal and pelvic exams; examinations with stethoscopes, otoscopes, fundoscopes, sphygmomanometers, and reflex hammers; verbal communication and non-verbal cues (as in taking a patient's history or working with a medical team); live and televised surgical procedures; assisting at surgery and childbirth; x-rays, MRIs, and other diagnostic findings; online computer searches; and, responding to a wide variety of urgent and/or emergent patient presentations.

### 2. Communication

The student must have the ability to take a medical history and perform a physical examination. Such tasks require the ability to communicate with the patient.

- a. The student must be capable of perceiving the signs of disease or distress as manifested through the physical examination so these findings can be communicated verbally or in writing or both. Such information is derived from viewing and touching the body surfaces, palpable changes in various organs, and auditory information (patient voice, heart tones, bowel, and lung sounds).
- b. The student must be able to communicate effectively (in English) with patients and family, physicians, and other members of the health care team.
- c. These communication skills require the ability to assess all information, including the recognition of the significance of non-verbal responses and immediate assessment of information provided to allow for appropriate, well-focused follow-up inquiry.
- d. The student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues



of concern and sensitivity to potential cultural differences, and includes interacting therapeutically with psychiatric patients. In essence, this requires that the student be able to function, often in a fast paced environment, in order to:

- \* Elicit information
  - \* Convey information
  - \* Clarify information
  - \* Create rapport
  - \* Develop therapeutic relationships
  - \* Demonstrate competencies
- e. The student must be able to skillfully process and communicate information regarding the patient's status accurately and in a timely manner to the physician supervisors and all other members of the health care team. Complete, accurate information then needs to be communicated in a succinct, yet comprehensive manner, in settings in which the time available is limited. This may include, but is not limited to, participating in clinical rounds and conferences, oral presentations to physicians or other members of the healthcare team, written or dictated patient assessments and writing prescriptions.
  - f. Appropriate communication may also depend on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner, particularly in urgent and emergent situations.

### 3. Sensory and Motor Function

The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.

- a. The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision.
- b. More specifically, the student must be able to exercise such fine motor skill as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain.
- c. The student must exercise such level of dexterity, sensation and visual acuity as to competently and accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures such as phlebotomy, EKGs, reading radiographs, suturing and casting.

- d. The student must be able to hear sufficiently to accurately differentiate percussive notes and auscultatory findings, including but not limited to heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, sphygmomanometers, and Doppler devices.
- e. A student must be able to transport himself or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures requires the level of skill, strength and endurance necessary to perform the procedure(s) quickly, safely, effectively and for a reasonable period of time, often in a stressful environment.
- f. Examples of emergency treatment reasonably required of a PA 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 often require simultaneous coordination of gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

### 4. Intellectual-Conceptual, Integrative and Quantitative Abilities

Students must be able to demonstrate higher-level cognitive abilities, which include:

- \* Rational thought
  - \* Measurement
  - \* Calculation
  - \* Visual-spatial comprehension
  - \* Conceptualization
  - \* Analysis
  - \* Synthesis
  - \* Organization
  - \* Representations (oral, written, diagrammatic, three dimensional)
  - \* Memory
  - \* Application
  - \* Clinical reasoning
  - \* Ethical reasoning
  - \* Sound judgment
- a. Examples of applied cognitive abilities in the first year include, but are not limited to: understanding, synthesizing, and recalling material presented in classes, labs, small groups, patient interactions, and meetings with preceptors; understanding 3-dimensional relationships, such as those demonstrated in the anatomy lab; successfully completing

oral, written, and laboratory exams; understanding ethical issues related to the practice of medicine; engaging in problem solving, alone and in small groups; interpreting the results of patient examinations and diagnostic tests; analyzing complicated situations, such as cardiac arrest, and determining the appropriate sequence of events to effect successful treatment; working through genetic problems.

- b. Additional examples of required cognitive abilities in year two include, but are not limited to: integrating historical, physical, social, and ancillary test data into differential diagnoses and treatment plans; understanding indications for various diagnostic tests and treatment modalities - from medication to surgery; understanding methods for various procedures, such as lumbar punctures and inserting intravenous catheters; being able to think through medical issues and exhibit sound judgment in a variety of clinical settings, including emergency situations; identifying and understanding classes of psychopathology and treatment options; making concise, prompt, cogent, and thorough presentations based on various kinds of data collection, including web-based research; knowing how to organize information, materials, and tasks in order to perform efficiently on service; understanding how to work and learn independently; understanding how to function effectively as part of a healthcare team.

### 5. Behavioral and Social Attributes

A candidate must possess the emotional health required for full utilization of his or her 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 relationships with patients.

- a. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress.
- b. 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.
- c. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and throughout the education processes.

- d. The student must be able to understand the basis and content of medical ethics.
- e. The student must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. (See Professional Behaviors, below)
- f. The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways.

### 6. Professional Standards

All students of the BUPAP program must consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication. Students must:

- a. Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients (beginning with study in the first year);
- b. Develop mature, sensitive, and effective relationships, not only with patients but with their peers, all members of the BUPAP and university community and healthcare teams;
- c. Tolerate physically, emotionally, and mentally demanding workloads;
- d. Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;
- e. Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty;
- f. Take responsibility for themselves and their behaviors.

Examples of professional behavior in year one include, but are not limited to: attending required experiences on time and prepared; displaying good personal hygiene and dressing according to program requirements; refraining from the abuse of alcohol and/or prescription drugs, and the use of illicit drugs; handing in assignments on time; refraining from plagiarizing or cheating; treating faculty, staff, and other students with respect; making an effort to understand prejudices and preconceptions that might affect patient interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, and religious difference); developing successful working relationships with preceptors, staff, and peers by accepting constructive feedback and modifying their behavior accordingly.

Additional examples of professional behavior in year two include, but are not limited to: maintaining a professional appearance and demeanor on service (e.g. white coat, name tag, appropriate attire, neat appearance, respectful speech, sobriety); representing oneself

accurately; appreciating and preserving patient confidentiality; responding sensitively to patients' social and psychological issues; developing empathic listening skills; understanding social biases and stigmas, and not reinforcing them; advocating for patients when appropriate; using hospital/clinic resources responsibly; showing up prepared and on time for rounds, lectures, conferences, and procedures; getting advice when handling ethical dilemmas; taking constructive feedback from attending physicians and residents with open-mindedness and the intention to improve; contributing to the effectiveness, efficiency, and collegiality of healthcare teams

Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. A strong affirmative action program is maintained in all of the admission entry routes. Applications are encouraged from students of medically-underrepresented minority groups.

The medical education process involved in the BUPAP focuses largely on the care of patients, and differs markedly from postsecondary education in fields outside of the health sciences. The primary responsibility for the selection of students and for the content of the curriculum rests with the BUPAP and its faculty.

### III. DISABLED STUDENTS/APPLICANTS

A. *Introduction.* A student, who has a disability, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, does not mean the student is not qualified to study and practice medicine in the BUPAP. To be qualified for the study of medicine in the BUPAP, students must be able to meet the academic, technical and professional standards, *with or without* a reasonable accommodation.

B. *Process for Assessing Disabilities and Reasonable Accommodations.*

1. No inquiry will be made on the application forms concerning a disability. BUPAP policies regarding technical abilities and skills necessary to meet the competency requirements are published and available on the BUPAP website and referenced in its literature, and included with the letter of admission. Students and candidates are encouraged to review the competency requirements.
2. Students accepted for admission to BUPAP who believe they require a reasonable accommodation for any medical condition must contact Barry University's Office of Disability Services ("ODS") so that ODS can determine if the medical condition is a disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Part of ODS' review of whether or not a student has a disability includes

a requirement that the student submit supporting documentation regarding the disability from a qualified health professional. The health professional must also provide an opinion on the student's ability to meet the BUPAP Standards with or without reasonable accommodations. It is the responsibility of the student to provide a complete set of the BUPAP Standards to the qualified health care provider before the opinion is rendered.

3. A reasonable accommodation is viewed as a means of assisting disabled students with meeting essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience (a reasonable accommodation does not, however, guarantee that students will be successful in meeting the requirements of the course or clinical activity).
4. Whether or not an accommodation is reasonable will be determined on an individual basis. Determining what is a reasonable accommodation is an interactive process between the disabled student, ODS, and Graduate Medical Services ("GMS"). ODS will discuss the reasonableness of the accommodation with GMS (which is typically the Vice-President of Medical Affairs or his/her agent) in light of cost to Barry University and the Standards described herein. Any disagreements between ODS and GMS regarding whether an accommodation is reasonable under current federal and/or state law should be addressed with Barry University's Office of Legal Affairs.
5. All students accepted into the BUPAP must sign a statement that they have read, understand and are able to meet the BUPAP Standards, with or without reasonable accommodations. The Standards apply to all phases of the BUPAP, including admissions, matriculation and graduation.
6. Although a disability may ultimately prevent some candidates or students from meeting the BUPAP Standards, the BUPAP is committed to providing any and all reasonable accommodations that will assist disabled students in entering and successfully completing the BUPAP.

### 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. Students exercising this option are not eligible for the NCCPA PANCE. 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 a regionally accredited or internationally recognized 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, human genetics, microbiology, histology, and cell and molecular biology (the first three courses are highly recommended);
- 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; applicants whose GRE scores are more than 5 years old must re-take the GRE and submit more recent scores
- 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;
- met the BUPAP Technical and Professional Standards.

In addition, though not a requirement for admission, students accepted into the Program must complete a course in medical terminology prior to matriculation.

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 written test score of 600 or a computer-based test score of 250 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. Candidates are considered on the basis of their overall GRE, undergraduate and graduate GPA, their clinical experience, letters of recommendation, the interview and their personal statement.

Individuals selected for admission must exhibit the necessary interpersonal skills, physical, psychological, and behavioral capacities to satisfactorily fulfill the rigorous requirements of the program.

## Special Considerations

At the interview, the Program gives additional points to students applying to the Expansion in St. Petersburg if they are “place-bound” (i.e., if they are unable to leave their geographic area in order to obtain a PA education elsewhere).

As part of an agreement with the University Partnership Center at St. Petersburg College, up to 4 students per year who graduated from St. Petersburg College and who are admitted into the BUPAP in St. Petersburg will receive a tuition discount of 20%.

## 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 <http://www.caspaonline.org>. It is preferred that students apply only to one site (Miami Shores or St. Petersburg). Those who apply to both sites should notify the Admissions office of their first choice. Applicants invited for interviews will be invited only to their first choice site.

On occasion, a student offered a seat at the Barry campus at which they interviewed has requested to be seated at the other campus. Prior to considering such a request, the program requires the student to visit the other campus for a tour of the facilities and to meet the program faculty and staff. This helps assure that the student making the request is reasonably informed of what to expect when they matriculate.

Such requests are not routinely granted, and are made at the sole discretion of the PA program director, and only after the student visit and consultation with the faculty and staff who would receive the transfer. Should the request be denied, the admitted student will be processed in accordance with routine PA program policies for admitted and matriculated students.

The Program has a rolling admissions process; that is, applications are evaluated when received and candidates are invited for interviews and accepted for the following academic year. For this reason, it is in the applicant's best interests to apply as early as possible.

Well-qualified applicants who apply late in the cycle may not be admitted because the class may already be filled.

The application deadline is December 1<sup>st</sup> of each year. Accepted applicants must submit two deposits of \$500.00 each. Deposits are non-refundable.

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 but email inquiries are preferred (please e-mail [mweiner@mail.barry.edu](mailto:mweiner@mail.barry.edu)).

## **ADMINISTRATIVE POLICIES AND PROCEDURES**

Students are responsible for compliance with the policies of the Barry University and its Physician Assistant Program. Since these policies are under constant scrutiny, the university 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/Cashier Business Office. Registration in elective courses must be approved by the Program Director before the registration form is submitted to the Registrar/Cashier Business Office.

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 Cashier Business Office, will NOT be permitted to attend classes, laboratories or clinical rotations/programs, take examinations or participate in any other activities of the School. The university 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 the initial fall semester. Students should realize that the Physician Assistant Program curriculum is intense, structured, and lockstep. Even minor modifications may delay graduation. The withdrawal deadlines for the program 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 grading penalty. The student's transcript will show a "W" beside the course

from which he/she has withdrawn. A student who withdraws from a class after the withdrawal deadline receives an F grade.

Dropping a course is generally not allowed since the student would lose an entire year before they could be re-enrolled in those courses. The future ramifications of withdrawal from a course are such that they would severely limit the number of courses a student may take in future semesters.

This would dilute their educational experience and would postpone their entry into the clinical rotations too long; it would potentially change the fundamental basis of their Program.

All PA students must successfully complete all 1<sup>st</sup> semester core courses (Gross Anatomy, Physiology, Physical Diagnosis & Pharmacology) for academic progression to subsequent courses.

Students who wish to drop a Clinical Rotation may be able to do so by taking a leave of absence. This is fully described in the Clinical Year Manual.

### **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 Cashier Business Office. No grades/transcripts will be released until such balances have been paid.

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 program. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

Change of address notification is the responsibility of the student. Appropriate changes of address forms are available from the Office of the Registrar. Students should also inform a program secretary in the event of an address or telephone number change.

## Student Health

Every student in a clinical program must secure and retain primary care health insurance coverage which meets the Barry University requirements upon entry into the PA Program. Coverage must remain in effect at all times while registered in the School. There is an insurance plan offered through the University that covers all charges at the Student Health Center and will also cover services to off-campus United Health Care providers. As a graduate student taking six or more credits you are eligible for the Barry University Health Plan (see [www.uhcsr.com](http://www.uhcsr.com)).

At the beginning of each semester of enrollment, all students must maintain with the health compliance office, proof of adequate health insurance by providing a copy of the enrollment form for the student insurance. If the student is covered by an insurance plan other than the Barry student insurance he/she must complete an online waiver at <https://www.srstudentcenter.com/> and provide a copy of a current insurance card. If the student has a change in insurance coverage, proof of new insurance plan is required. Failure to waive out or

supply proof of Barry student insurance will result in withdrawal from all clinical activities, and potential delays in progression through the curriculum of the physician assistant clinical program.

During New Student Orientation, each student must provide the PA Program proof of compliance with PA program health documentation policies, based in part on the CDC Guidelines for Health Care Workers including:

- Statement of good health (this should NOT include any student health information and should not include a physical examination; it should simply attest to the student’s good health)

- MMR x2 (or adequate titer) Doses must be 4 weeks apart.

- Influenza vaccination – recommended one dose each Fall.

- Tetanus/diphtheria/pertussis (Tdap) series and a booster within the past 10 years

- Hepatitis B vaccination 3-doses series or waiver
- Varicella (chickenpox) immunity by titer, or evidence of receipt of immunization

- PPD screening for tuberculosis (or chest x-ray report if PPD positive)

- Each student must update their PPD status and statement of good health 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, ACLS, PALS certifications that may be easily accessed, if requested while participating in hospital ward visits and/or clinical rotations.

- Students must also present a basic cardiac life support certification at orientation.

- Students are advised that the information above may be released to third parties to facilitate their clinical placements.

Students are advised that faculty of the PA program are prohibited by ARC-PA standards from providing health care services to students. Students must not seek health care from their didactic or clinical faculty.

## Screening and Documentation Requirements

Due to various federal and state mandates concerning protection of vulnerable patient populations, Homeland Security requirements and anti-fraud initiatives by Medicare and Medicaid, students enrolled in clinical training programs across the nation face a number of fairly intrusive and costly screening and documentation requirements.

Students matriculating into the PA Program will undergo a number of screening and documentation re-

quirements. It is expected that this number will continue to increase beyond the present time.

Among the various screening requirements are criminal background check(s) and random drug tests. The costs for these screens are borne by the student.

## Drug Screens

A positive drug screen will result in reevaluation of the individual's fitness for retention or dismissal from the Program. Conditions for retention may include monitoring by appropriate health care professionals, regular surveillance of compliance with program policies, and drug testing, all at the student's expense.

## Criminal Background Check

Upon matriculation to the program and annually, thereafter, all students whose education and training will involve participation in clinical settings are required to undergo a criminal background check. Students are responsible for all expenses related to meeting student health requirements and background documentation.

Applicants who answer "no" to questions relating to criminal background in their CASPA application, who later matriculate and are found to have a positive criminal background check, are likely to be dismissed from the program on the basis of misrepresentation. In the event of a reported incident, a determination about the applicant's/student's continued progress in the academic program will be made by Barry University in accordance with School and University procedures.

Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards. Clinical rotation sites may not permit participation in the clinical experience. This should be considered seriously by the candidate prior to application and matriculation.

Applicants are advised that results of criminal background checks and other required background screening will be released to third parties involved in their clinical education.

Criminal offenses incurred after the student matriculates may result in the student's dismissal from the program; if this occurs, tuition and fees will not be refunded.

## Didactic Students

All didactic year students are required to own a laptop computer and should have them in their possession at the time of New Student Orientation. The program makes syllabi and course materials available online. Developing computer skills is critical to the success

of students in the program and in practice. Though not a requirement for admission, students are expected to possess computer skills prior to matriculation. They are expected to have skills in word processing, email and internet browsing.

Students will need to have internet access at their place of residence throughout the PA Program. This is necessary for communications, assignments, research and maximization of the learning experience. Minimum standard laptop computer specifications are found at <http://www.barry.edu/pa/adFin/laptop.htm> and change approximately every three months.

A laptop purchase program through Dell ensures that a laptop is more affordable and allows a significant discount off of Dell's normal retail price. The machine incorporates all of the necessary features, speed, capacity, etc., that are required for the Program. Financing of the laptop is available through Dell. The laptops are configured with a software bundle and a three year warranty. They are supported by Barry University's Division of Information Technology (DoIT). Prior to matriculation, students should visit the Barry University Physician Assistant website (<http://www.barry.edu/pa/adFin/laptop.htm>) and click on the link to Dell's university program page in order to order the laptop.

## Clinical Students

All clinical year students must have home internet access and a hand held personal digital assistant (PDA) computer and will be required to purchase a specific software program enabling them to track their patients and procedures.

## 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 enrolled 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. *Attendance sheets are distributed at the beginning of each class and submitted for daily review.* After 3 absences per class per semester, excused or unexcused, a BUPAP Professional Referral Form should be completed, referring the student to meet with their faculty advisor to

discuss the attendance issues. The Professional Referral will be placed in the student's academic/administrative folder. If absences are due to severe illness, death in family or similar unavoidable occurrences, this will be documented for future reference. Reliable documentation of the circumstances should be provided by the student. Any unexcused absence(s) will be documented in the same fashion. At the time of graduation, if no more unexcused absences have occurred, this documentation will be removed from the student's administrative file. Recurrent unexcused absences are grounds for student disciplinary action, probation or suspension from the program as it demonstrates unprofessional conduct. Tardiness to class will be documented and managed in similar fashion. Any instructor may, at his/her discretion, include attendance (or the lack thereof) as part of the syllabus, including the impact attendance may have on 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 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. Further information regarding attendance at rotations during the clinical year may be found in the Clinical Year Manual.

## Academic Integrity and Behavior

Promotion of academic integrity and ethical professional behavior are goals of the PA program. Cheating or plagiarism will not be tolerated. Refer to the "Policies and Procedures" section of this catalog and the Barry University Student Handbook for definitions of cheating and plagiarism. A student who gives or receives information or assistance during a testing session will automatically fail and earn 0% as an exam or quiz grade. The same consequence will apply to any proven case of plagiarism. Further, the individual(s) will be referred to the Dean for appropriate disciplinary action and the incident will be documented in the student's file. Any student who is referred to the Dean for violation of the dishonesty policy on two occasions will be dismissed from the University.

The following is excerpted at the request of the National Commission on Certification of Physician Assistants:

"Graduates of the PA Program are eligible to take the NCCPA Physician Assistant National Certifying Examination (PANCE). Successful completion of the PANCE is required for initial licensure in every state.

The NCCPA takes very seriously any and all threats to the security of the PANCE and will not hesitate to discipline, and to take legal action against, anyone caught violating the confidentiality of the examination.

When you sign the agreement on your application for certification, you stipulate to the following:

You understand that the content of PANCE, and each individual PANCE question, is the property of the NCCPA, is copyrighted and is strictly confidential information;

You understand that the unauthorized retention, possession, copying, distribution, disclosure, discussion, or receipt of any PANCE question, in whole or in part, by written, electronic, oral or other form of communication, including but not limited to e-mailing, copying or printing or electronic files, and reconstruction through memorization and/or dictation, before, during, or after an examination is strictly prohibited;

You understand that, in addition to constituting irregular behavior subject to disciplinary action, such activities violate the NCCPA's proprietary rights, including copyrights, and may subject you to legal action.

You understand that the consequences of breaking this agreement may include, but are not limited to, the following:

Disqualification from PANCE

Denial of certification

Revocation of eligibility to sit for future PANCE

Revocation of certification

Legal action for monetary damages" (NCCPA)

## 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, Clinical Year Manual, 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.



### **Statement on Professionalism Behaviors**

The physician assistant profession and PA education programs generally have an excellent reputation for instilling an appropriate sense of professional behavior in PA students and graduates. In order to foster and continue this tradition, the students and faculty of the Barry University Physician Assistant Program have cooperated in developing a system that addresses instances of both positive and negative student behaviors.

Judgments of professionalism are often more qualitative than quantitative. The Barry University Physician Assistant Program relies on the sound judgment of its faculty in the assessment of student professional behavior. Early recognition of positive behaviors and elimination of unprofessional behaviors benefits the individual student, the student body and the program. It also helps avoid the possibility that a student might progress through the program with an adequate fund of knowledge and clinical skills, only to be found lacking in their ability to meet the program's technical standards or demonstrate the professional behaviors necessary for PA practice as a member of the health care team.

When negative issues about professional behavior arise, the program encourages students and faculty, including preceptors, to informally address the student(s) involved in a non-confrontational dialogue. If the issue is resolved in this manner, it may be taken as a sign of success and professional maturity. If the issue or conduct recurs/persists, the individual(s) observing the negative conduct should fill out a referral form addressed to the student's faculty advisor. The advisor will then meet with the student to discuss the issue(s). The faculty advisor will then indicate the advisor's opinion on the reported issue and make written recommendations for corrective action in accordance with program policies, as set forth in the student handbook, graduate catalog and clinical year manual.

Each instance of referral for either positive or negative behaviors is tracked on a flow sheet placed at the front of each student administrative file and permanently retained in that record. Instances of conduct deemed to be negative and serious lapses will result in referral to the program director for administrative and/or disciplinary hearings. Repeated episodes of otherwise minor issues may serve as the basis of an early summative review of the student and/or referral to the program director to determine the student's fitness to remain in the program. It is also expected that faculty will refer to the flow sheet to when answering queries concerning professional behaviors of students in training posed by licensing agencies, credentialing bodies and prospective employers of its graduates.

### **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.

### **Dress Code**

Students are expected to dress professionally for all didactic and advanced didactic classes. Required dress is Business Casual 'No shorts, tee shirts, revealing garments; tank tops, blue jeans, flip flops or hats. Scrubs with white coat on Physical Diagnosis lab days only. Violations will be written up on the Professionalism Referral Form and referred to faculty advisor and, if necessary, to the program director.

Students are expected to dress professionally for all didactic and advanced didactic classes. Required dress is Business Casual 'No shorts, tee shirts, revealing garments; tank tops, blue jeans, flip flops, & hats Scrubs with white coat on PD lab days only. Violations will be written up on the Professionalism Referral Form and referred to faculty advisor and if necessary, the program director.

There are specific dress code requirements for participation in clinical rotation and related activities. Visible studs and rings (face, tongue, lips, etc.) are to be removed during all clinical rotation activities. Tattoos are to be covered with clothing or other opaque material (cosmetics, Band-Aid) during clinical rotation activities.

### **Advanced Standing and Transfer Policy**

Due to considerable variation in physician assistant programs throughout the United States, students will not be considered or accepted for transfer into the program. In addition, applicants to the program may not receive "advanced standing" based upon previous education or credits taken. Students may, however, upon matriculation into the Program, receive credit by examination on a course-by-course basis if they previously received grades of B or better in analogous courses at other accredited graduate or health professional institutions. Challenge exams for credit by examination will be administered at the discretion of the relevant faculty and only if consistent with University policy, pending approval of the Program Director. All clinical rotations must be completed in the BUPAP.

## 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 didactic-year 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 Program Director's Award is awarded to a student in recognition of scholastic achievement;

The Catherine Margaret Parkhurst Memorial Scholarship of \$250 to assist a student who demonstrates compassion and sensitivity;

The Carolyn Parkhurst Rosser Award of \$250 to a student who demonstrates strength of moral and ethical character.

The Vernon A & Virginia M. Culver Memorial Scholarship of \$500 to a student for excellence in research analysis.

The Marc and Mildred Rice Memorial Award for Excellence in Pediatrics for \$100 awarded to a student whose 300-500 word essay on "What A Child Taught Me" is chosen as the most meaningful. Anonymously awarded. Essays judged by the donor.

The Jules Ross Award is a memorial honoring one of the Program's first and finest faculty members; it is given to a student who demonstrates enthusiasm and excellence in community service.

The PA Program Scholarship Endowment Fund was established to provide scholarships to students in the PA Program. The endowment funds scholarships to PA students. Core faculty will consider essays of application from PA students who nominate themselves or classmates for these scholarships. This award is based upon compelling financial need. It is presently \$1,000 per year which may be divided among more than one student.

## Academic Advisement

Every student matriculating into the program 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 in the program, 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 program is as follows:

A	90%-100%
B	80%- 89.99%
C	70%- 79.99%
D	66%- 69.99%
F	below 66%

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.

Most testing in the PA Program is conducted by online computer testing.

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 program.

The program 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 28 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 that explicitly requires the withdrawn course as a prerequisite.

Students who receive three (3) F grades may be dismissed.

### Extended Academic Programs

There is no mechanism for extending the basic Academic Program. It is expected that PA students will complete the 28 month curriculum in approximately 28 months.

Exceptions to this may occur for the following reasons:

- A student may fail a clinical rotation and need to repeat it; this would culminate in a later completion date than anticipated;
- A student may take a leave of absence for personal, family, military reasons and may return at a later date to complete their program (in this case, remediation may be required upon the student's return, based upon the length of the absence).

### 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 program 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 a comprehensive examination and the student's performance on the last End of Rotation testing of the physical exam.
  - 5) been successfully evaluated in the Summative Evaluation. The Summative Evaluation includes performance on an annual standardized national exam (PackRat). If the student does not achieve an acceptable score, the student will enroll be required to remediate. That student will also be required to achieve a grade of C or better in the Clinical Therapeutics course during the same semester.

Students must pass a final summative examination after the primary care certification review course. In order to satisfy the Summative Evaluation, the student will also have to perform adequately on the final End of Rotation Clinical Skills Exam. In addition, the student will meet with the academic advisor to review administrative and clinical files, including all preceptor evaluations and the academic advisor will attest to the student's satisfactory completion of all elements of the Summative Evaluation.

Recommendation for the Master of Clinical Medical Science degree is a discretionary right residing with the faculty and administration of the program, but shall not be withheld arbitrarily. There is no contract, stated or implied, between the program and the students, guaranteeing that a degree or certificate will be conferred at any stated time, or at all. Accreditation guidelines mandate that the Program evaluate each graduation candidate to determine the appropriateness of their graduation. If students are found lacking in appropriateness, remediation will be required in their final didactic semester. Such remediation could delay their graduation.

Students who have satisfactorily completed all program requirements are eligible to sit for the Physician Assistant National Certifying Examination.

## PANCE Results

Calendar Year	Program first time taker pass rate	NCCPA national first time taker average pass rate
2003	86	89
2004	86	90
2005	89	91
2006	86	92
2007	94	93

\*as of March 12, 2008

## ACADEMIC APPEALS AND GRIEVANCE

Students have the right to appeal any grade that 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 the medical school, 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 the medical school. 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.

## PROFESSIONAL APPEALS AND GRIEVANCE

Students have the right to appeal a professional or behavioral sanction by the Program Director within 2 business days; the student may appeal to the Associate Academic Dean of the medical school, who will in turn 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 the receipt of the

Associate Academic Dean's response to the Dean of the medical school. The Dean will respond within 5 business days of the appeal. The decision of the Dean regarding the appeal is final. Students who do not challenge or appeal a particular professional or behavioral sanction within the appropriate time periods as described waive all future rights to appeal/challenge of that sanction.

Suspended students may reapply after a year.

## ACADEMIC CURRICULUM

The curriculum leading to the Master of Clinical Medical Science degree, normally takes 28 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 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 122 semester hours is required for graduation.

Extension of studies beyond the prescribed 28 months is not possible. The exception is when a student requests a leave of absence for pressing personal, military or family reasons, or must repeat a clinical rotation. The student may have the opportunity to return at a later date to complete the curriculum and, depending, upon the length of the leave, may be required to complete remediation activities prior to continuing. These situations will be assessed on a case-by-case basis and are at the discretion of program director and based upon faculty recommendations.

The following curriculum is continuously reviewed and is therefore subject to change.

## MASTER OF CLINICAL MEDICAL SCIENCE PHYSICIAN ASSISTANT PROGRAM CURRICULUM

<b>FIRST YEAR</b>		<b>semester hours</b>
<b>Fall</b>		
GMS 507P	Research Methodology	2
GMS 530A	The Physician Assistant Role in Modern Health Care I	1
GMS 585	Physiology	4
GMS 586	Neuroanatomy	2
GMS 580	Clinical Microbiology and Infectious Diseases	3
GMS 590P	Gross Anatomy with Lab	6
GMS 605C	Physical Diagnosis I	3
GMS 621A	Clinical Pharmacology	1
<b>Spring</b>		
GMS 510	Human Genetics	1
GMS 535	Human Behavior and Psychiatry	3

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

### Summer

GMS 537	Public Health Issues: Health Promotion and Disease Prevention	1
GMS 552	Medical Spanish	2
GMS 603	Medical Pathophysiology II	3
GMS 649P	General Radiology	3
GMS 705B	Emergency & Traumatology I	2
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

\* An elective may be taken in any first year semester

## SECOND YEAR

There will be eight six-week rotations. Configuration of time spent in each TBA; areas of rotation include Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery and an Elective rotation.

Following each rotation there will be End of Rotation Exercises at Barry University.

<b>Fall, Spring &amp; Summer*</b>		<b>semester hours</b>
GMS 727	Clinical Orientation (PA)	1
GMS 740A	PA Rotation 1	6
GMS 741A	PA Rotation 2	6
GMS 742A	PA Rotation 3	6
GMS 743A	PA Rotation 4	6
GMS 744A	PA Rotation 5	6
GMS 745A	PA Rotation 6	6
GMS 746A	PA Rotation 7	6
GMS 747A	PA Rotation 8	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.

<b>THIRD YEAR</b>		<b>semester hours</b>
<b>Fall</b>		
GMS 553P	Biomedical Ethics/Health Care Delivery	2
GMS 731	Clinical Epidemiology and Evidence-Based Medicine	1
GMS 806P	Library Research Paper	7
GMS 638	Thanatology	1

GMS 665	Independent Study	1-3*
GMS 690	Clinical Therapeutics	2
GMS 695	Primary Care Review Course	2

\* 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. Two 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 or Director of Clinical Education.

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).

Visible studs and rings (face, tongue, lips, etc.) are to be removed during all clinical rotation activities. Tattoos are to be covered with clothing or other opaque material (Band-Aid, cosmetics) during all clinical rotation activities.

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.

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 regimen 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.

Students requesting more than one rotation outside the local rotation area (sixty mile radius of their Barry University home campus) must state the reason(s) why they are requesting additional distant rotations in writing to the Director of Clinical Education. The request must be submitted not less than sixty days prior to the start of the rotation period, unless the circumstances upon which the request is based are not apparent until a later time.

Requests for additional distant rotations may be based on (1) student obligations to dependent children or (2) bona fide medical need. Requests should be submitted in writing to the Director of Clinical Education as soon as they are reasonably apparent. The request(s) will be presented to the PA program core faculty, which will decide whether the request will be granted. Lack of local housing or financial resources will not be considered sufficient reason for the PA program to make additional out of area rotation assignments.

Even if the distant rotation request is approved, the PA program cannot guarantee that suitable out of area rotations will be available at the time, in the specialty and/or the location necessary to maintain the student's rotation pattern. In that event, the student may sustain a delay in progression in training.

A student whose request is not granted and who is unable to complete the assigned rotation(s) within the local rotation area will be subject to delays in progression in training. At the discretion of the program director, such students may be placed on leave of absence.

Rotation assignments to sites related to PA program grant activities will not be counted as out of area rotations for purposes of this section. Thus students may request up to two out of area rotations in addition to any rotations they take that are related to PA program grant activities. The PA program reserves the right to make additional out of area rotation placements based on the availability of PA program resources and clinical resources within the local rotation area.

Students are not permitted to arrange their own rotations. In situations where they wish to participate in a distant rotation, the Program will work with the student's contact at that site to arrange suitable preceptor and affiliation agreements.. The student may need to prompt expeditious completion of paperwork in such a situation.

## **Physician Assistant Course Descriptions— Prefix: GMS**

### **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.

### **510 Human Genetics (1)**

An overview of basic genetic science, of common problems in clinical genetics, and of issues in genetic counseling.

### **530A, 530B The Physician Assistant Role in Modern Health Care (1, 1)**

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.

### **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.

### **552 Medical Spanish (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.

### **553P 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.

### **580 Clinical Microbiology and Infectious Diseases (3)**

Introduction to human immunity and medical bacteriology, mycology, virology, and parasitology, followed by topics in infectious disease using a systemic approach: infections of skin and wounds; bones and joints; eye, ear, nose and throat; dental and periodontal tissues; respiratory tract; gastrointestinal system; urinary tract; nervous system; cardiovascular system; sexually transmitted disease; diseases of the fetus and newborn; AIDS and opportunistic infections.

### **585 Physiology (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.

### **586 Neuroanatomy (2)**

An overview of the structure and function of the human nervous system.

### **590P Gross Anatomy w/lab (6)**

Study designed to expose the student to the macroscopic aspects of human morphology. Software and models are used. Lecture and lab. Same as BMS 590.

### **602 Medical Pathophysiology I (6)**

Introduction to pathological processes in the human physiology. Topics include cardiovascular, pulmonary, hematology, oncology, and nephrology. 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. Prerequisites: GMS 585, GMS 590P.

### **603 Medical Pathophysiology II (3)**

Continuation of topics in medical pathophysiology, include infectious diseases, neurology, rheumatology, gastroenterology, nutrition and endocrinology. Prerequisite: GMS 602.

### **605C, 605D, 605E Physical Diagnosis I, II, III (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. Prerequisites/corequisites Satisfactory completion of the first course is a prerequisite for the second and the second for the third. Also includes EKG and laboratory medicine. Lecture and lab.

### **621A, 621B, 621C Clinical Pharmacology (1,2,3)**

Students develop basic knowledge and practical skills in clinical pharmacology. The first course introduces fundamental concepts of pharmacology, including pharmacokinetic, pharmacodynamic and therapeutic principles. In the subsequent courses, students learn applied concepts of law, pharmacology and therapeutics, integrating therapeutic principles and patient outcomes with previously established basic concepts. Real-life cases illustrate clinical applications of pharmacotherapeutic principles. Prerequisites/corequisites: Satisfactory completion of the first course is a prerequisite for the second and the second for the third.

### **638 Thanatology (1)**

Seminar course in end of life issues including resuscitation, living wills, DNRs, hospice.

### **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.

### **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.

### **690 Clinical Therapeutics (2)**

Students integrate their didactic and clinical experience through critical thinking to determine patient management decisions. Prerequisites: GMS 602, GMS 603.

### **695 Primary Care Review Course (2)**

The Barry University Primary Care Review Course has been designed specifically to assist PA students in their preparation for the PANCE certification exam. The design of the Course closely follows the NCCPA content blueprint in the selection of topics and overall organization to provide focus for an organized review of the subject matter contained on the certification exams. Each lecturer will present outlines, objectives, and in some case practice questions & clinical pearls for their respective topics, which will be organized in a comprehensive syllabus. To receive credit for the course all students must pass with a "70" or higher a comprehensive 4 hour PANCE Review Course examination, which like the course closely follows the NCCPA content blueprint in the selection of topic questions and organization.

### **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.

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

Emergency medicine principles (Physician Assistant Students).

### **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). Prerequisite: GMS 507P.

### **740A-747A, PA Rotations 1-8 (6 each)**

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 medicine, internal medicine, obstetrics-gynecology, pediatrics, psychiatry and surgery. Prerequisites: All first year courses and GMS 727.



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 and/or family medicine 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.

#### **806P Library Research Paper (7)**

This paper is required for physician assistant students and serves to develop skills in literature review and presentation. Prerequisite: GMS 507P.

## **MASTER OF SCIENCE IN ANATOMY PROGRAM**

### **MASTER OF SCIENCE (M.S.)**

Chester A. Evans, D.P.M., F.A.C.F.A.S., Vice President for Medical Affairs

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 non-clinical, academic degree awarded through the School of Podiatric Medicine. Students must complete all degree requirements within three (3) years of matriculation.

### **Purpose Statement**

The purpose of the Master of Science in Anatomy is to provide students with 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 to continue their education in a medical or other doctoral program. 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.

- knowledgeable in modern research procedures using light, transmission and scanning electron microscopy as well as histochemistry, autoradiography and other advanced research techniques.
- prepared to function morally and ethically in the context of research and academic environments.
- prepared to continue their education at the doctoral level.

### **ADMISSION REQUIREMENTS**

Admission is generally offered only to candidates deemed to possess a high potential for success in graduate medical academics. Applicants will be considered on a rolling basis for admission to either the summer or fall semester.

In order to be considered for admission to the University, a first-time graduate student:

- must have a bachelor's degree or equivalent from a regionally accredited or internationally recognized 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. The application is accessible online from the program web site (<http://www.barry.edu/anatomy/default.asp>).
- must 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. Prospective students must indicate which option they are applying for on the application.
- must participate in a personal interview, which is arranged by invitation of the Admissions Committee.

Applicants who do not give evidence of being native English speakers or who have not graduated from an institution where English is the primary language of instruction are required to submit scores from the Test of English as a Foreign Language (TOEFL). The minimum acceptable paper-based TOEFL total score is 600; if the computer-based TOEFL is taken, the minimum total score is 250; if the internet-based TOEFL

is taken, the minimum total score is 100. Applicants should make arrangements to take the test at least three to six months before the semester opening date to assure timely processing of their applications.

## 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 \$200.00 with their acceptance letter.

## ADMINISTRATIVE POLICIES AND PROCEDURES

### Registration

Students are assigned a faculty advisor and advised prior to registration. All students must complete appropriate registration forms during times designated by the School of Podiatric Medicine. All registration forms must be approved by faculty advisors. Completed registration forms are processed by School of Podiatric Medicine personnel and forwarded to Cashier/Business Office and the Registrar. Students who fail to complete registration requirements, including appropriate financial arrangements with Cashier/Business Office, 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 School of Podiatric Medicine 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 registration adjustment (i.e., drop-add) is provided to students during the first week of each semester. During this time, students may change their schedules with the written approval of their advisor. Students should realize that the curriculum is intense, structured, and allows that only minor modifications may be made. Addition of elective courses requires permission of the Dean or Associate Academic Dean.

The withdrawal deadlines for the School of Podiatric Medicine are Friday of the tenth week of the Fall and Spring semesters and Friday of the sixth week of the Summer semester; if the deadline falls on a University holiday, it will be extended to the next business day. The dates are found on the School of Podiatric Medicine calendar and are posted prominently near classrooms, offices, and lounges. Students may withdraw from a course until the term deadline 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. Withdrawal from a course 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 their studies until Gross Anatomy is satisfactorily completed. A student who fails a prerequisite course will be withdrawn from subsequent courses that require its successful completion; this will be effected by administrative action shortly after the end of the term. A student who withdraws from a class after the withdrawal deadline receives a failing "F" grade. Advisor's and Dean's approval and signature are required in any case of schedule modification.

### Comprehensive Examinations

Students must complete and pass written and oral comprehensive examinations, which are required for the degree. The content of the examinations will include all core courses.

### 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. Transfer students are not eligible for tuition waivers or graduate assistantship stipends.

### Transcripts

Official transcripts are prepared by the Office of the Registrar. Transcript request forms must be completed and signed by the student before official transcripts are issued. At the request of the Cashier/Business Office, official transcripts will not be released to students (or

other institutions) if the students have outstanding balances owed to the University (i.e., a “hold” will be placed on transcripts/grades).

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. The Office of the Registrar will inform students should this occur.

## 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, after which the form is sent to the Registrar. Students, under special extenuating circumstances, (e.g., illness, leave of absence, etc.) may be granted an “Incomplete” in a course. All unfinished written examinations and assignments must be completed 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. If a grade is not reported within the time required by the School, the “I” 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 should have been 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

The Office of the Registrar mails semester grade reports to the most current mailing address provided by the student on personal data forms. Change of address notification is the responsibility of the student. Appropriate change of address forms are available from the Office of the Registrar. A “hold” will be placed on the grades/transcripts of any student who has an outstanding balance owed to the University, as indicated by the Cashier/Business Office. No grades/transcripts will be released by the School of Podiatric Medicine until such balances have been paid. If in good standing with

the Cashier/Business Office, students may access their grades online with WebAdvisor.

The Office of the Registrar does not record percentage scores for any course or test; however, it does record permanently the letter grade earned by the student in every course he/she takes while in the School of Podiatric Medicine. Individual instructors must be contacted to obtain percentage scores earned in any particular course.

## Student Health

Although the School of Podiatric Medicine does not require non-clinical students, such as those in the Anatomy program, to have health insurance, it is strongly recommended that every student secure and retain health insurance coverage at all times.

Students in the Master of Science in Anatomy program must also comply with all other applicable requirements of Student Health Services, as noted in the “Student Life” section of the Barry University Graduate Catalog.

## ACADEMIC POLICIES AND PROCEDURES

### Attendance

Attendance is required (i.e., mandatory) in all School of Podiatric Medicine courses, 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 achieves while enrolled in a course. Students are responsible for all material and assignments covered in missed course sessions as well as 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.

### Academic Integrity and Behavior

Promotion of academic integrity and ethical professional behavior are goals of the School of Podiatric Medicine. Cheating or plagiarism will not be tolerated within the School of Podiatric Medicine. Refer to the “Policies and Procedures” section of this catalog and the Barry University Student Handbook for definitions of cheating and plagiarism. A student who gives or receives information or assistance during a testing session will automatically fail and earn 0% as an exam or quiz grade. The same consequence will apply to any proven case of plagiarism. Further, the individual(s) will be referred to the Dean for appropriate disciplinary action and the incident will be documented in the student’s file. 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 School of Podiatric Medicine from another school of medicine. Students who were previously accepted into School of Podiatric Medicine 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, GRE or other applicable standardized test scores) and a letter from the Academic Dean and/or Dean of Student Affairs must be included among the applications. Based on the candidate's qualifications, the School of Podiatric Medicine 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, dental 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 School of Podiatric Medicine or, for first year, first semester courses, prior to the start of classes. All thesis-related research courses must be completed in School of Podiatric Medicine.

Students who have taken courses outside of the School of Podiatric Medicine may qualify for credit in the analogous School of Podiatric Medicine 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 School of Podiatric Medicine.

To obtain transfer credit in place of successfully completing a School of Podiatric Medicine 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 School of Podiatric Medicine 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 School of Podiatric Medicine 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 School of Podiatric Medicine 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 Advisement

The Dean or Associate Academic Dean assigns to every student matriculating at School of Podiatric Medicine an academic advisor. Full-time faculty members in the Anatomy program 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 School of Podiatric Medicine 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.

## 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 School of Podiatric Medicine withdrawal deadline.

The School of Podiatric Medicine does not use plus or minus letter grades. The grade/honor point associated with each of the letter grades is noted in the Barry University “Academic Information” section of this catalog.

Satisfactory completion of all courses, including rotations and seminars, 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 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.

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 School of Podiatric Medicine.

School of Podiatric Medicine 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 semester GPA below 2.00
- OR
- 2) achieves a cumulative GPA below 3.00
- OR
- 3) earns an F grade in any semester.

Students who are not in good standing will be periodically reviewed by the Associate Academic Dean to determine eligibility to remain in the program. The Associate Academic Dean of the School of Podiatric Medicine 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 3.00 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 two academic terms have lapsed. The Registrar's Office must have the approval of the Associate Academic Dean or Dean of the School of Podiatric Medicine to readmit a student following suspension.

A 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 that explicitly requires the withdrawn course as a prerequisite.

Students who achieve three (3) F grades may be dismissed from the School of Podiatric Medicine 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 pass comprehensive written and oral examinations.

## 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 School of Podiatric Medicine, 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 School of Podiatric Medicine. 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

Enrollment may occur in the summer or fall semester, on a rolling admissions basis. Due to the intensive nature of the one-year curriculum, the course schedule is prescribed and no electives will be offered. The curriculum is continuously reviewed and is subject to change at the discretion of the program.

### Sample Program of Study

Fall Term	Credits
General Anatomy w/lab	6
Histology and Cell Biology w/lab	5
Research Methodology, Epidemiology & Statistics	3
Biochemistry I	3
	17

### Spring Term

Neuroanatomy w/lab	3
Lower Extremity Anatomy w/lab	4
Biomedical Ethics	1
Biochemistry II/Nutrition	3
	11

### Summer Term

Clinical Neurology	2
Human Developmental Anatomy	3
Medical Microbiology I (Immunology)	2
Library Research Paper	1
	8

## Anatomy Course Descriptions— Prefix: GMS

### 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.

### 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.

**536X Basic Research Methodology (3)**

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.

**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.

**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.

**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.

**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.

**595X, 595Y Physiology I, Physiology 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.

**600X, 601X Pathology I w/lab, Pathology 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.

**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.

**620X Pharmacology (3)**

Course encompasses basic pharmacological principles and classes of drugs. Same as BMS 620. Prerequisites: GMS 527, 528, and 595.

**623X, 624X Medical Microbiology I, Medical Microbiology 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.

**625X Applied Lower Extremity Anatomy w/lab (4)**

Provides a thorough knowledge of the anatomical structures of the lower limb, using standard anatomical terminology. Information of clinical interest included where relevant. Prerequisite: GMS 590 for GMS 625; GMS 625 for GMS 557.

**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.

**654 Research Techniques Seminar (1)**

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.

**697 Special Topics (1-3)**

Analysis and discussion of contemporary topics. Evaluation of recently published research literature. Seminars and discussions with invited speakers.

# ELLEN WHITESIDE McDONNELL SCHOOL OF SOCIAL WORK

Debra M. McPhee, Ph.D., Dean

Faculty: Cabrera, Charania, Craig, Engle, Gray, Ingram-Herring, Lacey, Lewis, Millenbach, Moreda, Munnings, Nowakowski, Nuehring, Pierce, Rodriguez, Rosenwald, Scott, Singleton, Smith, Teahan, Whelley

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 was accredited by the Council on Social Work Education in 2003. 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

Maria Teahan, MSW, LCSW, MSW Program Director

*The mission of the MSW Program at Barry University is to educate knowledgeable, highly skilled, and ethical clinical social workers who are able to work within a multicultural context. The program subscribes to the stated philosophy and overall mission of the University and the School of Social Work. The University, School and program are all committed to quality education, diversity, social justice, and concern for community. The program subscribes to the mission of the school by offering an integrated, coherent, and quality curriculum in advanced clinical practice, with a dedication to the principles of social justice, and preparation to engage in social work practice that improves human services in diverse communities.*



The Master of Social Work Program at Barry University building on a Liberal Arts background, introduces students at the foundation level to a generalist practice perspective featuring the ecological orientation to client systems within their larger social context. At the advanced level the program offers a single concentration in clinical social work practice that is designed to prepare students for competent, advanced clinical social work practice with a range of client and organizational systems. The curriculum is based upon two overarching concepts, namely, the ecological perspective and resiliency theory. First, students are taught to see and understand the transactional nature among people, their communities, and the larger social environment. Second, students are taught to see and understand the factors that promote and constrain resiliency in people, organizations, and communities. Finally, they are taught the skills to increase client resiliency. This dynamic framework for understanding behavior within a resiliency perspective orients the social work student toward individual and collective capabilities, strengths and resources, and encourages the development of policies and programs that nurture and support these qualities. These ideas will be further elaborated in the discussion of each component of the curriculum. Upon completion of the curriculum students are able to assess the multiple personal, interpersonal and environmental stressors and supports impacting clients, identify the systems that strengthen or impede resiliency, and work at the interpersonal, intrapersonal, and/or environmental levels with clients in order to improve their (or the environment's) functioning.

The program develops social workers who are competent in enhancing social functioning of diverse client systems, including individuals, families, groups and vulnerable populations 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. 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.

The objectives of the MSW curriculum are:

1. apply critical thinking skills within the context of professional social work practice;
2. understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race religion, sex, and sexual orientation;
4. understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
5. understand and interpret the history of the social work profession and its contemporary structures and issues;
6. apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes;
7. use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
8. analyze, formulate, and influence social policies;

9. evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
10. use communication skills differentially across client populations, colleagues, and communities;
11. use consultation and supervision appropriate to social work practice;
12. function within the structure of organizations and social service delivery systems and seek necessary organizational change.
13. 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;
14. 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 a range of practice environments;
15. 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;
16. utilize the precepts of resiliency theory to inform the advanced clinical skills of assessment, intervention and evaluation with individuals, families and groups.

## ADMISSION REQUIREMENTS

The School of Social Work admits students to the MSW program in the fall, spring, and summer semesters. Both full and part-time study options are available at the Miami Shores campus. The Palm Beach/Treasure Coast site admits students in the fall semester and is a part-time Saturday program. Persons seeking admission to the MSW program as degree seeking students must meet the following criteria:

- **Bachelor’s degree from a regionally accredited or internationally recognized college or university.** All applicants must have earned a bachelor’s degree or equivalent from an institution which is regionally accredited or internationally recognized. 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.
- **Applicants should have a broad liberal arts background.** This background should include study

in the social, behavioral, biological sciences and other liberal arts courses equal to 30 credits. This background should also include (1) understanding of cultural heritage of oneself and others, (2) knowledge of methods of inquiry and problem solving, and (3) written and verbal communication skills. Note: Hardcopy of all admission documents are accepted. Electronic submission is preferred.

- Complete an application form to be submitted electronically accessed by the School’s website at [www.barry.edu/msw](http://www.barry.edu/msw)
- Electronically submit a three page typed double-spaced personal statement
- Submit three letters of recommendation (hardcopy) to the School of Social Work Office of Admissions
- Complete and electronically sign Criminal History Disclaimer form and the Core Performance Standards Agreement form
- Submit a \$30 application fee

Admission interviews may be requested by the School in order to make an admissions decision. Any applicant who would like to discuss special circumstances pertaining to his/her application or who has questions about the program is encouraged to contact the School of Social Work Office of Admissions.

Any applicant wishing to support his/her 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 School’s Director of Admissions. 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 School of Social Work Office of Admissions analyzes academic achievement, work experience, especially in social welfare, maturity and motivation for social work. The final admission decision results in full acceptance, exception to policy or rejection of an application.

Graduate social work study prepares students to practice clinical social work on a professional level. As such, the School presumes that all students are adults, and all school business will be conducted with **students only**.

Permanent Resident Status-When an applicant has permanent resident status, the Alien Registration Receipt Card (“green card”) must be presented to the School of Social Work Office of Admissions with the application. All applicants who do not give evidence of being native English speakers, or who have not graduated from an institution where English is the primary language of instruction are required to submit a score of 550 or better on the TOEFL examination (213 on

the computer-based TOEFL or 80 on the internet based TOEFL). 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**

Applicants wishing to enroll in graduate social work courses without seeking a degree must complete a non-matriculating student application and submit it to the School of Social Work Office of Admissions. Non-matriculating applicants must meet all MSW admission requirements. Their needs for course work will be evaluated on an individual basis by the Director of Admissions. Non-matriculating students must not exceed 9 credits in this enrollment status. The School of Social Work makes no guarantees of full admission to the MSW program for those who may later decide to pursue an MSW degree.

### **ADVANCED STANDING PROGRAM**

Students who have earned a bachelor's degree from a Council on Social Work Education accredited undergraduate social work program within five years prior to their date of 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 on a full-time basis in 2 consecutive semesters, or in 4 consecutive semesters on a part-time basis. All applicants accepted to this program must have a minimum grade point average of 3.0 for the last 60 credits taken in their BSW program. In some cases, students may be asked to take additional foundation year courses. Applicants who have obtained a BSW degree with less than a 3.0 GPA in the last 60 credits of their BSW program will be considered for admission on an individual basis to Barry University's 60 credit MSW program. Students' BSW transcripts will be reviewed to determine completion of course work with an earned grade of "B" or better which may satisfy MSW course requirements at Barry University. One of the three letters of recommendation must be from the student's BSW Field Director.

### **TRANSFER OF CREDITS**

The School admits a limited number of applicants who have satisfactorily completed course work in another CSWE accredited 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. Applicants transferring from another CSWE accredited MSW Program must submit, along with three letters of recommendations, a copy of their foundation year final field placement evaluation if applicable. A minimum of 32 credits must be completed at Barry University School of Social Work in order for an MSW to be conferred.

An applicant may request transfer of credits for up to (6) six credits of non social work graduate level courses earned from an accredited college or university within the past five years, which have not been applied toward another degree. The School must determine that the course(s) are relevant to social work education. These credits will be applied toward elective requirements. Only grades of B or better are considered for transfer. Applicants must complete a transfer credit application and submit this application with all required documents *before* the first day of classes. Transfer credit applications may be retrieved from the School's website or may be obtained by calling the School of Social Work Office of Admissions.

### **READMISSION**

Former MSW students of Barry University School of Social Work who left the program in good standing are eligible for readmission. Former students who seek to return for completion of MSW studies must formally apply for readmission according to the following process:

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 the following: (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) a new 2-page personal narrative detailing the applicant's professional activities and preparedness for graduate studies, and, if applicable, (6) transcripts showing additional courses taken since leaving the program.
3. The completed admissions folder, including materials from prior degree work in the School, is sent for review according to the usual admissions process. The admission folder may be reviewed by a committee whose membership is determined by the MSW Program Director of the School of Social Work.
4. Admissions recommendations are sent to the MSW Program Director, who makes a final determination. The Office of Admissions informs the applicant of this determination.

If an MSW student has been on a voluntary leave of absence approved by the MSW Program Director he/she is eligible to return for continued study within two years

of initiating the leave. The student must contact the MSW Program Director to secure approval to register. Once two years have elapsed those students are required to apply for readmission to the School of Social Work in order to enroll in classes. **MSW students who have been terminated from the School of Social Work due to core performance standards are not eligible for readmission.**

**APPLICANTS SHOULD UNDERSTAND THAT READMISSION TO THE PROGRAM IS NOT ASSURED.**

## 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 about and apply for these scholarships, discounts and loans, as well as to explore other sources of funding on their own.

### Agency Employee Discounts

Any applicant who is employed in a social service or human service capacity for 24 hours or more per week may be eligible for a 30% tuition discount. The nature of the employment must reflect basic social work tasks, objectives, and goals. Agency Employee Discounts are available only to part-time students enrolled in the program a maximum of 11 credits per semester. Barry University reserves the right to independently verify a student's employment status.

Eligibility for the employee discount requires proof of current employment. The document must be an original letter from the student's supervisor or director on agency letterhead stationery and is subject to further verification by Barry University. All documentation of eligible employment must be received in accordance with required deadlines.

### Barry Scholarships

A limited number of tuition scholarships are available for students who demonstrate the potential for outstanding academic achievement. Scholarships range from \$7,000 to \$9,000 per academic year.

## 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 subsidized and \$10,000 unsubsidized.

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 305/899-3673 or 1/800/756-6000 extension 3673.

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 305/899-3673 or 1/800/756-6000 extension 3673. 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>.

## CORE PERFORMANCE STANDARDS FOR ADMISSION, MATRICULATION, 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; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can

hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University-School of Social Work. The Core Performance Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker's role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University's social work Bachelor, Master,

and Doctoral degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all 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).

Standards	Skill Areas	Description of Essential Behavior
<p><b>Professional Ethics:</b></p> <p>Individual judgment and conduct is consistent with established laws and the values and ethics of the social work profession as set forth in the NASW Code of Ethics</p>	<p>Identifies and maintains legal and ethical standards in all practice and academic roles and settings; seeks appropriate consultation when necessary.</p> <p>Demonstrates integrity and trustworthiness in carrying out all professional/academic roles and activities.</p> <p>Demonstrates academic integrity in the preparation of written assignments, research and scholarly papers.</p> <p>Understands and appropriately applies laws pertaining to client confidentiality; protects the well-being of research participants in accord with IRB human subjects' protection guidelines.</p> <p>Advocates for and advances change on behalf of vulnerable populations.</p> <p>Demonstrates respect for the positive value of diversity.</p>	<p>Student:</p> <p>Refrains from socializing with clients; maintains boundaries with research participants and students they may teach.</p> <p>Utilizes clinical supervision and/or refers client when needed interventions are beyond his/her competence.</p> <p>Keeps commitments to clients, research participants, students they may teach and colleagues.</p> <p>Refrains from cheating and plagiarism as defined in the student handbook.</p> <p>Utilizes pseudonyms when discussing clients in class or academic papers; protects research participant identity in written reports of studies.</p> <p>Submits research proposal to IRB for review prior to initiating research activities with human subjects.</p> <p>Participates in individual and/or group activities at the local, state or national level, such as lobby day.</p> <p>Willingly accepts and works with a diverse client caseload; designs research and scholarship that reflect cultural validity.</p>

Standards	Skill Areas	Description of Essential Behavior
<p><b>Critical Thinking:</b></p> <p>Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; an individual's conclusions and assigned meanings are grounded in relevant data, information and evidence.</p>	<p>Applies a scientific, analytic approach to practice, research and scholarship that integrates the critical appraisal of social research findings and the evaluation of social policies, program and practice outcomes.</p> <p>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis, and synthesis, comparison and contrast, to develop cogent understandings of scholarly issues.</p> <p>Organizes information from extant bodies of knowledge and literature, or secures primary or secondary data, or a combination, and exercises logical thinking, analysis, and synthesis, comparison and contrast, to develop cogent understandings of scholarly issues.</p> <p>Demonstrates an ability to integrate theory and practice in all academic work including research and field education. This includes a demonstrated knowledge of the influence of social, political and economic factors in the evaluation of academic scholarship, research, client systems, organizations, and communities.</p>	<p>Student:</p> <p>Academic presentations reflect a comprehensive, inclusive, and relevant review of appropriate literature.</p> <p>Process recordings reflect student's use of this knowledge in working with clients.</p>

**PROFESSIONAL USE OF SELF**

<p><b>Task Management:</b></p> <p>Effective time/task management strategies guide all professional and academic responsibilities and activities.</p>	<p>Consistently completes quality work on schedule.</p> <p>Acts responsibly with respect to communication and negotiation of professional and academic commitments.</p>	<p>Student:</p> <p>Submits all required work without being prompted, and follows through with field placement or practicum terms and commitments on collaborative projects.</p> <p>Punctually attends field or practicum placements, meetings, and classes.</p> <p>Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion and identifies appropriate alternatives when a change in plans is necessary to include instructors and advisors around absences or the late submission of assignments.</p>
--	---	--

<b>Standards</b>	<b>Skill Areas</b>	<b>Description of Essential Behavior</b>
<p><b>Self Awareness:</b></p> <p>A commitment to the process of self-reflection and self-critique assuming full responsibility to protect peers, colleagues, research participants, clients and others from the adverse consequences of personal performance problems and behaviors.</p>	<p>Examines professional practice and academic strengths and weaknesses.</p> <p>Solicits, accepts, and incorporates feedback with respect to performance.</p> <p>Identifies and addresses barriers to performance through the design and implementation of specific goals and strategies for professional growth.</p>	<p>Student:</p> <p>Engages the challenge of self-reflection and self-critique process in all classroom, field education and practicum discussions and written exercises.</p> <p>Utilizes weekly supervisory sessions and/or other forms of professional and academic advisement and mentorship.</p> <p>If in a field placement, submits required process recording and actively participates in field supervision.</p> <p>Seeks professional help and consultation when necessary.</p> <p>Makes the necessary adjustments to professional and/or academic workloads in the face of personal difficulties that may adversely impact the quality of academic work or practice with clients.</p>

Standards	Skill Areas	Description of Essential Behavior
<p><b>Professional Relationships:</b></p> <p>All professional interactions reflect respect, integrity, honesty, cooperation and collaboration as well as a clear understanding of professional role, authority and appropriate boundaries.</p>	<p>Develops and maintains cooperative and collegial relationships with clients, colleagues, superiors, peers, students, research participants, agency personnel, faculty, school staff, advisors, and field educators.</p> <p>Contributes as a constructive participant in academic and agency affairs.</p> <p>Cooperates, collaborates, and supports social work and interdisciplinary colleagues in the knowledge-building and knowledge dissemination enterprise.</p> <p>Identifies and demonstrates an appreciation of the uniqueness and commonalities, strengths/resilience and limitations, and conflicting values that characterize self and other individuals and groups.</p> <p>Collaborates effectively with community resources and connects clients with local community resources.</p> <p>Engages, maintains and appropriately terminates relationships with diverse client groups, faculty, university personnel, colleagues, students, organizations, communities, and research participants in a professional, responsible, and respectful manner.</p>	<p>Student:</p> <p>Voices concerns to field educator or practicum mentor or faculty supervisors of assistantships in a respectful manner and in accordance with agency protocol.</p> <p>Keeps field advisor or doctoral faculty advisor informed of all issues that may arise in field and works proactively with all parties to alleviate issues.</p> <p>Honors and follows through on verbal and written agreements and commitments made with others.</p> <p>Attends “Meet the Dean” sessions and offer constructive suggestions to improve the quality of the program.</p> <p>Co-authors publications with peers and faculty colleagues.</p> <p>Constructs culturally grounded research and scholarship and intervention plans with various client systems.</p> <p>Prepares strength-based social work research designs and assessments of clients.</p> <p>Makes appropriate referrals of clients or research participants, as appropriate, for client services.</p> <p>Exits assigned field placement or doctoral practicum with proper notification to all relevant parties, including clients, field educator or practicum mentor, and field advisor or doctoral faculty advisor.</p>



Standards	Skill Areas	Description of Essential Behavior
<p><b>Communication:</b></p> <p>All verbal, non verbal and written exchange of information between self, clients, faculty, university personnel, and colleagues are in accordance with established laws and professional standards.</p>	<p>Receives and responds appropriately to verbal, non verbal and written forms of communication with a wide range of client systems and persons demonstrating an understanding of professional role and sensitivity to differences due to class, age, culture, ethnicity, religion, gender, sexual orientation and physical or mental abilities without evaluation or judgment; effectively uses language to communicate with others.</p> <p>Demonstrates mastery of the English language.</p> <p>Demonstrates timely and appropriate receipt of, response to, and documentation of communication with faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p>	<p>Student:</p> <p>Speaks with dignity, respect, and sensitivity to clients, colleagues, faculty, school staff, field staff, research participants, students, and others at all times.</p> <p>Prepares written and oral academic products and presentations with responsible content.</p> <p>Prepares written documents that are clear, concise, accurate and complete and reflect correct grammar, syntax, thought development and APA referencing format.</p> <p>Follows agency guidelines for record keeping SSW guidelines for record keeping if deployed by the SSW.</p> <p>Uses process recordings to communicate learning progress to field educator and field advisor.</p> <p>Returns all calls or emails in a timely manner to faculty, school staff, peers, other colleagues, students, field educators, advisors, research participants, and clients as indicated.</p>

© 2005 Barry University School of Social Work  
 Revised 10/26/2007

### Academic Integrity

Fundamental to academic integrity are the values and ethical conduct standards embraced by the NASW Professional Code of Ethics. Students of the Barry University of Social Work are expected to adhere to the standards of professional ethics as defined in the NASW Code of Ethics and the School of Social Work Core Performance Standards for Admission, Matriculation and Graduation.

Students enrolled in the program, by virtue of submitting documentation to academic or field educators in the program, verify that said documentation is exclusively their own work, and that all documents submitted are accurate representations of the student’s activities, including progress notes, process recordings, charting, time sheets, expense vouchers, and any other official documents submitted to the school, field agency, or any governing authority. Specifically, students are expected to refrain from all forms of cheating and plagiarism.

Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any class or field agency requirement. Cheating includes plagiarism which is defined as the

use without proper acknowledgement of others’ ideas, phrases, images, sentences, or large units of disclosure from another writer, artist, image maker, composer, or speaker. All forms of cheating and plagiarism represent a violation of the School’s Core Performance Standards.

Any student found submitting plagiarized work, or submitting fraudulent or misrepresentative documents as academic assignments or as field documentation, is subject to disciplinary actions which may include immediate termination from the program. Students terminated from the program may appeal said termination to the Dean of the School.

### CULTURAL DIVERSITY

The School is committed to increasing cultural diversity among students and faculty. There is a strong commitment to expand social work teaching and learning opportunities to members of diverse 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 offers students the opportunity to experience

the powerful impact of living, working, and learning in a community which represents one of the most diverse demographics in this nation. 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 Policy and Services I
SW 521	Social Work Practice I
SW 524	Social Work Practice II
SW 572	Human Behavior and the Social Environment I
SW 573	Human Behavior and the Social Environment II
SW 581	Social Work Research I
SW 591	Field Education I
SW 592	Field Education II

Students are required to satisfactorily complete the Foundation Curriculum prior to commencing the Concentration Curriculum.

### Concentration Courses

The concentration curriculum is directed at educating students for advanced clinical social work practice. Clinical social work 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 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.

The concentration curriculum reflects this definition of Clinical Social Work Practice, and includes three advanced clinical practice courses, an advanced policy course, an advanced course on agency change and community work, an advanced research course, and an advanced field education placement.

Required courses in the Concentration Curriculum are:

SW	621	Advanced Clinical Social Work Practice with Individuals
SW	622	Advanced Clinical Social Work Practice with Families
SW	623	Advanced Clinical Social Work Practice with Groups
SW	625	Seminar in Professional Social Work Practice
SW	640	Advanced Social Welfare Policy and Analysis
SW	682	Advanced Research
SW	691	Field Education III
SW	692	Field Education IV

Other required course work includes, SW 651 Psychopathology, and two elective courses. The following elective courses are taught at the School of Social Work and rotated from year to year; SW 525 Community Organization; SW 527 Social Work with Addictions; SW 543 Social Work and Spirituality; SW 556 Social Work Practice with Aging Individuals and their Families; SW 558 Social Work Practice with Women; SW 575 Social Work Practice with Refugees and Immigrants; SW 615 Social Work Practice and Family Violence SW 617 Social Work Practice with Adolescents; SW 642 Practice with Children; SW 643 Crisis Intervention; SW 645 Human Sexuality; SW 646 HIV/AIDS Related Social Work Practice; SW 654 Contemporary Social Work Practice with Lesbian, Gay, Bisexual, and Transgender Persons; SW 655 Ethnic Sensitive Social Work Practice; SW 672 Social Work Interventions and Major Mental Illnesses.

### Field Education

Gala Munnings, MSW, Director of Field Education

Field education is designed to provide students with hands on clinical experience and the opportunity to integrate theory with practice in order to develop appropriate knowledge, value, skills and professional competencies. Students enrolled in the 60-credit MSW

program are required to complete two distinct field education placements. Students enrolled in the 32-credit, Advanced Standing program are required to complete one field education placement. During field education placements students are assigned to a Field Educator who is the social work professional in the agency responsible for providing direct clinical supervision. Field Educators must have a minimum of two years post-master's experience in clinical social work practice in a human service agency. Students will also be matched with a Field Advisor from the School of Social Work who serves as a liaison between the School and the field education placement agency.

Field Education placements are planned based on an assessment of student training needs and career goals; however, final decisions regarding all student placements are the sole responsibility of the Field Education Department. Placements are available in the following East Coast Counties: Monroe, Miami-Dade, Broward, Palm Beach, Martin, Indian River, and St. Lucie. Students should expect to be available for field education placements 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. Foundation year students enroll in SW 591-Field Education I (3 credit hours) and SW 592- Field Education II (4 credit hours) for their field education placement. These courses are sequential and students receive credit once both courses have been successfully completed. Students must be enrolled in the required foundation clinical social work practice courses concurrently with Field Education I & II, unless there has been an approved exception to policy. SW 521 Social Work Practice I and SW 524 Social Work Practice II are the clinical practice courses required when taking SW 591 & SW 592. Students are required to complete a total of 448 hours for the foundation year field education placement.

Concentration year students enroll in SW 691 Field Education III (4) and SW 692 Field Education IV (4) for their field education placement. These courses are sequential and students receive credit once both courses have been successfully completed. Students must be enrolled in the required concentration clinical social work practice courses concurrently with Field Education III & IV, unless there has been an approved exception to policy. SW 621 Advanced Clinical Social Work Practice with Individuals, SW 622 Advanced Clinical Social Work Practice with Families, SW 623 Advanced Clinical Social Work Practice with Groups, and SW 625 Seminar in Professional Social Work Practice are the clinical practice courses required when taking SW 691 & SW 692. Students are required to complete a total of 480 hours for the concentration year field education placement.

Separate registration is required for each Field Education course. Credit will be granted only upon achievement of educational objectives *and* completion of all course requirements.

## Degree Requirements

Sixty credits are required to complete the Master of Social Work degree except in cases where prior course work has been formally approved for waiver or transfer before the student begins his/her Barry graduate studies. Students must maintain a grade point average of 3.00 (B) on a 4.00 scale and credit (CR) grades in Field Education in the foundation year to advance to the concentration curriculum. If a student is withdrawn from Field Education 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 Education due to circumstances beyond their control, and when 75% of Field Education hours are satisfactorily completed, a grade of Incomplete ("I") will be submitted. Students who repeat a Field Education course must audit the corresponding practice course(s). Students that repeat a practice course must audit the corresponding field education course(s) even if credit for that course has been granted.

Auditing a course consists of the completion of all course requirements and financial obligations related to that course.

Students must earn a grade point average (GPA) of 3.0 or better on a 4.0 grading scale and must not have earned more than one "C" grade in required practice courses (SW 521, SW524, SW 621, SW 622 and SW 623). Students must not have earned a grade of "F" as a final grade in any course and must adhere to all School of Social Work Core Performance Standards.

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 five 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 education performance. Students enrolled in the 60 credit MSW program must complete all program requirements within five years of initial enrollment in the program. Students enrolled in the 32 credit MSW program must complete all program requirements within three years of initial enrollment in the program.

If a student fails a course and/or wishes to repeat any course in order to improve a grade (and cumulative GPA) he/she – is eligible to do so at his/her own expense. However, no single course may be attempted more than twice. On a repeated course, withdrawal after the third week of class is considered an attempt. A maximum of two courses may be repeated in the first 28 credits of the program. A maximum of one course may be repeated in the last 32 credits of the program. In cases where students experience personal circumstances requiring that they take a leave of absence for a semester or longer, they must withdraw from all courses during the leave period. In the event of a leave of absence, the courses the student has withdrawn from will remain on their official transcript as a “W”. However enrollment in these courses will not be considered as an “attempt”. In the event that a student repeats a course, the student must earn a grade of “B” or better and it is the last grade earned in a course that will stand as the final course grade. It is this final grade that will be used by the University’s Registrar for the purpose of calculating a student’s cumulative GPA. Repeated courses will usually result in extending the length of the student’s education.

## Attendance

Due to the applied nature of social work as a professional discipline, participation and full engagement by students in all class activities is essential. Prompt regular attendance extends each student’s learning experience and the experience of his/her classmates. Within the profession of social work, the well-being and, at times, the very lives of clients depend upon the knowledge and preparation of the social worker, as well as his /her timely presence to appointments and timely response to the needs of clients. It is essential therefore, to be fully prepared as a social worker by acquiring the knowledge, skills, and professional character and conduct necessary to promote client well-being. Not attending classes seriously compromises a student’s ability to be fully prepared to meet his/her obligations and responsibilities as a professional social worker.

### *The School of Social Work has adopted the following policy for student attendance:*

Prompt regular attendance to all scheduled class sessions is required of all students. More than two (2) absences in any 12-week class or one or more absences in a 5-week class will result in the student being required to withdraw from the course or the automatic assignment of a grade of “F” for the course. Completion of the course withdrawal process is the sole responsibility of the student. Students should refer to the Barry University Undergraduate or Graduate catalogue for detailed policy and procedure information regarding the course withdrawal process.

In Field Education, regular attendance is required of all students. Two or more absences or incidences of lateness in field education may jeopardize successful completion of the course and continuation in their program of study.

**Hurricane or Other Natural Disasters:** In the event of a hurricane or other natural disaster the School of Social Work will adhere to the opening and closing schedule determined by the University. If such an event occurs, students are asked to refer to local radio and television community safety alerts and instructions as their primary source of information. If communications systems remain operable, School schedule instructions will be recorded for students on the voicemail of the School of Social Work main number 305-899-3900. When unanticipated events occur and the University is officially closed, opportunities for students to fulfill all outstanding course requirements will be provided.

## 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.

## Grades in Field Education

**IP – (In Progress):** Assigned at the end of the first semester of field placement and indicates:

- a. The student has satisfactorily progressed toward meeting the required educational course objectives;
- b. The student has *not* satisfactorily progressed toward meeting the required educational course objectives and has been assigned a Conditional grade on the midterm evaluation. If a student receives a **Conditional** grade, the procedures to be followed are outlined in the Field Manual.

**CR – (Credit):** Assigned when the student successfully completes both semesters of field placement. Upon the successful completion of both semesters of field placement, the IP grade earned in the first semester converts to a grade of CR.

**NC – (No Credit):** Assigned when the student fails to meet objectives either at the end of the first semester and/or the second semester. A grade of No Credit indicates the student has failed the Field Education course. The Field Education courses are sequential and therefore a grade of No Credit in the second semester will require the student to repeat both semesters of Field Education. In the event there is a disruption in a student’s field placement and the student is unable to fulfill the educational requirements of Field Education, the student must also withdraw from the respective practice course.

**I – (Incomplete):** A student may earn an Incomplete based on the following criteria:

- a. Assigned when a student fails to submit the required documents (i.e., field placement schedule, learning contract, evaluations, time sheets), to the School of Social Work Field Education Department by the required submission date. If students fail to meet these submission requirements their academic performance will be subject to a School of Social Work Core Performance Evaluation.
- b. Assigned at the end of the semester of field placement to students who have completed at least 75% of the required semester hours but were unable to complete the total required agency and professional development hours for legitimate and approved reasons.

A **Memo of Incomplete** must be prepared and signed by the Director of Field Education and the student specifying the exact nature and due dates for completion of remaining work. It is the student’s responsibility to arrange with the Field Educator for satisfactory completion of course requirements within the specified time frames in accord with the “Memo of Incomplete” and in compliance with applicable School of Social Work and University policies. Failure to complete all requirements within the required time frames will earn an “NC” for the course. An Incomplete will prohibit the student from advancing to the next Field and practice course.

### Full-Time MSW Program

The School of Social Work offers a full-time year round 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 accordance with established pre- and co-requisites. Students who take a leave of absence are advised that they may experience a disruption in course sequencing.

### FALL ADMISSION – FULL-TIME, 60-CREDIT PROGRAM (EXAMPLE) (4 consecutive, twelve-week semesters)

#### FALL

##### Semester 1

- SW 572 Human Behavior and the Social Environment I
- SW 501 Social Welfare Policy and Services I
- SW 581 Social Work Research
- SW 521 Social Work Practice I
- SW 591 Field Education I

---

 15

#### SPRING

##### Semester 2

- SW 573 Human Behavior and the Social Environment II
- SW 524 Social Work Practice II
- SW 651 Psychopathology
- SW Elective
- SW 592 Field Education II

---

 16

#### SUMMER

##### Semester 3

- SW 621 Advanced Clinical Social Work Practice with Individuals
- SW 622 Advanced Clinical Social Work Practice with Families
- SW 682 Advanced Research
- SW Elective
- SW 691 Field Education III

---

 16

#### FALL

##### Semester 4

- SW 640 Advanced Social Welfare Policy and Analysis
- SW 623 Advanced Clinical Practice with Groups
- SW 625 Seminar in Professional Social Work Practice
- SW 692 Field Education IV

---

 13

### SPRING ADMISSION – FULL-TIME, 60-CREDIT PROGRAM (EXAMPLE) (4 consecutive, twelve-week semesters)

#### SPRING

##### Semester 1

- SW 572 Human Behavior and n the Social Environment I
- SW 501 Social Welfare Policy and Services I
- SW Elective
- SW 521 Social Work Practice I
- SW 591 Field Education I

---

 15

**SUMMER**

*Semester 2*

- SW 573 Human Behavior and the Social Environment II
  - SW 524 Social Work Practice II
  - SW 581 Social Work Research
  - SW 592 Field Education II
- 
- 13**

**FALL**

*Semester 3*

- SW 640 Advanced Social Welfare Policy and Analysis
  - SW 621 Advanced Clinical Social Work Practice with Individuals
  - SW 623 Advanced Clinical Social Work Practice with Groups
  - SW 651 Psychopathology
  - SW 691 Field Education III
- 
- 16**

**SPRING**

*Semester 4*

- SW 682 Advanced Research
  - SW 622 Advanced Clinical Social Work Practice with Families
  - SW 625 Seminar in Professional Social Work Practice
  - SW Elective
  - SW 692 Field Education IV
- 
- 16**

**FALL ADMISSION – FULL-TIME, 32-CREDIT PROGRAM (EXAMPLE)  
(2 consecutive, twelve-week semesters)**

**FALL**

*Semester 1*

- SW 640 Advanced Social Welfare Policy and Analysis
  - SW 651 Psychopathology
  - SW 621 Advanced Clinical Social Work Practice with Individuals
  - SW 623 Advanced Clinical Social Work Practice with Groups
  - SW 691 Field Education III
- 
- 16**

**SPRING**

*Semester 2*

- SW 682 Advanced Research
  - SW 622 Advanced Clinical Social Work Practice with Families
  - SW 625 Seminar in Professional Social Work Practice
  - SW Elective
  - SW 692 Field Education IV
- 
- 16**

**SPRING ADMISSION – FULL-TIME, 32-CREDIT PROGRAM (EXAMPLE)  
(2 consecutive, twelve-week semesters)**

**SPRING**

*Semester 1*

- SW 682 Advanced Research
  - SW 621 Advanced Clinical Social Work Practice with Individuals
  - SW 623 Advanced Clinical Social Work Practice with Groups
  - SW 651 Psychopathology
  - SW 691 Field Education III
- 
- 16**

**SUMMER**

*Semester 2*

- SW 640 Advanced Social Welfare Policy and Analysis
  - SW 622 Advanced Clinical Social Work Practice with Families
  - SW 625 Seminar in Professional Social Work Practice
  - SW Elective
  - SW 692 Field Education IV
- 
- 16**

**SUMMER ADMISSION – FULL-TIME, 32-CREDIT PROGRAM (EXAMPLE)  
(2 consecutive, twelve-week semesters)**

**SUMMER**

*Semester 1*

- SW 640 Advanced Social Welfare Policy and Analysis
  - SW 621 Advanced Clinical Social Work Practice with Individuals
  - SW 622 Advanced Clinical Social Work Practice with Families
  - SW 651 Psychopathology
  - SW 691 Field Education III
- 
- 16**

**FALL**

*Semester 2*

- SW 682 Advanced Research
  - SW 623 Advanced Clinical Social Work Practice with Groups
  - SW 625 Seminar in Professional Social Work Practice
  - SW Elective
  - SW 692 Field Education IV
- 
- 16**

## Part-Time MSW Program

The School of Social Work also offers part-time graduate programs. The part-time program is designed to accommodate today's busy graduate student who is managing multiple demands and responsibilities. The part-time 32 credit program accepts fall admissions only.

### FALL ADMISSION – PART-TIME, 60-CREDIT PROGRAM (EXAMPLE) (7 consecutive, twelve-week semesters)\*

#### FALL

##### Semester 1

SW 572	Human Behavior and the Social Environment I	
SW 501	Social Welfare Policy and Services I	6

#### SPRING

##### Semester 2

SW 573	Human Behavior and the Social Environment II	
SW 521	Social Work Practice I	
SW 591	Field Education I	9

#### SUMMER

##### Semester 3

SW 581	Social Work Research	
SW 524	Social Work Practice II	
SW 592	Field Education II	10

#### FALL

##### Semester 4

SW 640	Advanced Social Welfare Policy and Analysis	
SW 651	Psychopathology	
SW	Elective	9

#### SPRING

##### Semester 5

SW 621	Advanced Clinical Social Work Practice with Individuals	
SW 623	Advanced Clinical Social Work Practice with Groups	
SW 691	Field Education III	10

#### SUMMER

##### Semester 6

SW 622	Advanced Clinical Social Work Practice with Families	
SW 625	Seminar in Professional Social Work Practice	
SW 692	Field Education IV	10

#### FALL

##### Semester 7

SW 682	Advanced Research	
SW	Elective	6

\* 7 Semesters can be slowed to 8 or 9 if needed

### SPRING ADMISSION – PART-TIME, 60-CREDIT PROGRAM (EXAMPLE) (8 consecutive, twelve week semesters)\*

#### SPRING

##### Semester 1

SW 572	Human Behavior and the Social Environment I	
SW 501	Social Welfare Policy and Services I	6

#### SUMMER

##### Semester 2

SW 573	Human Behavior and the Social Environment II	
SW	Elective	6

#### FALL

##### Semester 3

SW 581	Social Work Research	
SW 521	Social Work Practice I	
SW 591	Field Education I	9

#### SPRING

##### Semester 4

SW 524	Social Work Practice II	
SW 592	Field Education II	6

#### SUMMER

##### Semester 5

SW 651	Psychopathology	
SW	Elective	6

#### FALL

##### Semester 6

SW 640	Advanced Social Welfare Policy and Analysis	
SW 682	Advanced Research	6

**SPRING**

*Semester 7*

SW 621	Advanced Clinical Social Work Practice with Individuals	
SW 623	Advanced Clinical Social Work Practice with Groups	
SW 691	Field Education III	10

**SUMMER**

*Semester 8*

SW 622	Advanced Clinical Social Work Practice with Families	
SW 625	Seminar in Professional Social Work Practice	
SW 692	Field Education IV	10

\* 8 Semesters can be slowed if needed

**FALL ADMISSION – PART-TIME, 32-CREDIT PROGRAM (EXAMPLE)  
(4 consecutive, twelve-week semesters)**

**FALL**

*Semester 1*

SW 640	Advanced Social Welfare Policy and Analysis	
SW 651	Psychopathology	6

**SPRING**

*Semester 2*

SW 682	Advanced Research	
SW	Elective	6

**SUMMER**

*Semester 3*

SW 621	Advanced Clinical Social Work Practice with Individuals	
SW 622	Advanced Clinical Social Work Practice with Families	
SW 691	Field Education III	10

**FALL**

*Semester 4*

SW 623	Advanced Clinical Social Work Practice with Groups	
SW 625	Seminar in Professional Social Work Practice	
SW 692	Field Education IV	10

**60-Credit Program  
PALM BEACH/TREASURE COAST, FLORIDA**

At the Palm Beach/Treasure Coast Program students may enroll in a 60-credit Master of Social Work program on a *part-time* basis. Currently students are admitted in the fall semester only. Classes are offered only on Saturdays.

**FALL ADMISSION – PART-TIME, 60-CREDIT PROGRAM (EXAMPLE)  
(7 consecutive, twelve-week semesters)\***

**FALL**

*Semester 1*

SW 572	Human Behavior and the Social Environment I	
SW 501	Social Welfare Policy and Services	6

**SPRING**

*Semester 2*

SW 573	Human Behavior and the Social Environment II	
SW 521	Social Work Practice I	
SW 591	Field Education I	9

**SUMMER**

*Semester 3*

SW 581	Social Work Research	
SW 524	Social Work Practice II	
SW 592	Field Education II	10

**FALL**

*Semester 4*

SW 640	Advanced Social Welfare Policy and Analysis	
SW 651	Psychopathology	
SW	Elective	9

**SPRING**

*Semester 5*

SW 621	Advanced Clinical Social Work Practice with Individuals	
SW 623	Advanced Clinical Social Work Practice with Groups	
SW 691	Field Education III	10



**SUMMER**

*Semester 6*

- SW 622 Advanced Clinical Social Work Practice with Families
- SW 625 Seminar in Professional Social Work Practice
- SW 692 Field Education IV

10

**FALL**

*Semester 7*

- SW 682 Advanced Research
- SW Elective

6

**32-Credit Advanced Standing Program Palm Beach**

At the Palm Beach/Treasure Coast Program students may enroll in the 32 credit Advanced Standing Master of Social Work program on a *part-time* basis, Saturday classes only. Currently students are admitted in the fall semester only.

**FALL ADMISSION – PART-TIME, 32-CREDIT PROGRAM (4 consecutive, twelve-week semesters)**

**FALL**

*Semester 1*

- SW 640 Advanced Social Welfare Policy and Analysis
- SW 651 Psychopathology

6

**SPRING**

*Semester 2*

- SW 621 Advanced Clinical Social Work Practice with Individuals
- SW 623 Advanced Clinical Social Work Practice with Groups
- SW 691 Field Education III

10

**SUMMER**

*Semester 3*

- SW 622 Advanced Clinical Social Work Practice with Families
- SW 625 Seminar in Professional Social Work Practice
- SW 692 Field Education IV

10

**FALL**

*Semester 4*

- SW 682 Advanced Research
- SW Elective

6

**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**

**SW 501 - Social Welfare Policy and Services**

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 on 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 conditions which significantly affect the functioning of individuals, families, groups, organizations, and communities. Additionally, there is content on policy formulation and implementation as well as the models and methods used in policy analysis and change.

**SW 521 - Social Work Practice I**

The first of two courses in Foundation Practice introduces the skills of generalist practice with 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 helping. 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. Field Education I must be taken concurrently with this course.

**SW 524 - Social Work Practice II**

The second practice course in the foundation year focuses on the development of professional skills unique to the middle/ongoing or work phase and the ending phase and transitions. The strengths perspective integral to the interactional approach and life model of social work practice provides the framework for this course. Students will examine current knowledge, professional values, and skills relevant to work with a range of life stressors as they present themselves within diverse populations and diverse communities. Critical to understanding the helping relationship and essential skills is the student’s ability to respond to the ways in which individuals, groups, organizations and communities are systematically oppressed and denied access to social,

political, and economic resources. This course includes a specific focus on student skill development related to the identification and assessment of service gaps within human service organizations; professional social work role and function; mediation of interpersonal and environmental stressors with individuals, families, groups and communities; and the skillful navigation of the middle and ending phases of the helping relationship. Field Education II must be taken concurrently with this course.

### **SW 572 - Human Behavior and the Social Environment I**

This is the first of a two-course sequence that provides a social work context in introducing students to theories and theoretical models that explain reciprocal influences in shaping human behavior. This course examines 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 cognitive capacities, social and economic injustice, and sexual orientation are presented as variables that play a central role in influencing the transactions between the person and the environment. The interplay of social systems with the developmental process is introduced.

### **SW 573 - Human Behavior and the Social Environment II**

This is the second of a two-term sequence providing content on theories and knowledge of human bio-psycho-social development and the interaction between the range of social systems (society, communities, organizations, families, and groups) that comprise the social environments of most human beings. Ecological systems theory, social constructivism and conflict theory 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.

### **SW 581 - Social Work Research**

Social Work Research provides graduate social work students with the necessary values, knowledge, and skills for utilizing methods of research and evaluation in their professional work.

### **SW 591 - Field Education I**

A supervised educational experience with specified educational objectives completing the required hours per week in an agency setting, for the duration of the field placement term. Field Education I requires a minimum of 224 hours and is co-requisite with Social Work Practice I.

### **SW 592 - Field Education II**

A supervised educational experience with specified educational objectives completing the required hours per week in an agency setting, for the duration of the field placement term. Field Education II requires a minimum of 224 hours and is co-requisite with Social Work Practice II.

Field Education I & II are sequential courses which require a minimum of 448 total hours and credit will only be granted upon the successful completion of both courses.

## **CONCENTRATION COURSES**

### **SW 621 - Advanced Clinical Social Work Practice with Individuals**

This concentration course advances clinical practice knowledge and skills that afford students an opportunity for an in-depth study of the individual as the basic unit of intervention aimed at promoting well-being through the use of resiliency as a framework for practice. This framework guides assessment, intervention, and evaluation with the client system across a range of practice settings and services. A variety of theoretical perspectives is examined with attention to: strategies and skills to mitigate the effects of oppression and social and economic injustices; services to diverse clients with varied needs and resources; enhancement of clients' strengths and resourcefulness; professional responses in social, and political contexts; and evaluation of the effectiveness of worker interventions. Pre-requisites are Practice I and II or advanced standing; Field Education III or IV is co-requisite.

### **SW 622 - Advanced Clinical Social Work Practice with Families**

This concentration year course provides in-depth study of the family as the basic unit for interventions aimed at promoting well-being through the use of a resiliency framework for practice. Students develop knowledge, values and skills for various family-centered approaches used in contemporary social work practice. Family-centered strategies are drawn from a variety of theoretical perspectives and include skills that mitigate the effects of oppression and social and economic injustices; serve diverse clients with diverse resources and needs; enhance client strength and resourcefulness; respond in professional, social and political contexts; and evaluate the effectiveness of interventions are drawn from a variety of theoretical perspectives. Pre-requisites are Practice I and II or advanced standing. Field Education III or IV is co-requisite.

### **SW 623 - Advanced Clinical Social Work Practice with Groups**

This concentration year course involves an in-depth study of the group as a basic unit of intervention. The

resiliency framework guides group practice with clients facing various life conditions, circumstances, and events. In this class, students develop the knowledge, skills, and values necessary for practicing in accordance with a variety of group practice models. Emphasis is on differential practice approaches that address client need in a wide range of practice settings. Students develop the ability to use group work strategies and skills drawn from a variety of theoretical perspectives in order to mitigate the effects of oppression and social and economic injustices; serve diverse clients with diverse resources and needs; enhance client strength and resourcefulness; respond in professional, social and political contexts; and evaluate the effectiveness of interventions are drawn from a variety of theoretical perspectives. Prerequisites are Practice I and II or advanced standing. Field Education III or IV is co-requisite.

#### **SW 625 - Seminar in Professional Social Work Practice**

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 MSW foundation year curriculum or advanced standing. Field Education III or IV is co-requisite.

#### **SW 640 - Advanced Social Welfare Policy and Analysis**

This course advances knowledge and skills in the analysis of social welfare policy and services within the conceptual framework of policy intent, implementation, and experience. Examined are current national and global issues of social and economic justice affecting vulnerable individuals, families, groups, and communities. Course work includes the examination of the political, cultural, social, and economic structure of the United States, its impact on the arrangement of social service delivery systems and implications for social work practice. Pre-requisite is Social Welfare Policy and Services or advanced standing.

#### **SW 651 - Psychopathology**

This course surveys the major brain disorders and forms of psychological functioning with which social workers come into contact. These include the schizophrenias, mood and anxiety disorders, impulse control disorders, cognitive disorders, somatoform disorders, dissociative disorders, childhood disorders and personality disorders. Emphasis is given to identifying and understanding the classifications described in the Diagnostic and Statistical Manual IV-TR. Pre- and co-requisites are Practice I and HBSE I.

#### **SW 682 - Advanced Research**

Understanding and application of qualitative and quantitative methods enable students to consume and produce research. Focus is on deepening the use of descriptive and inferential statistics, data analysis through verification, and program evaluation as these skills are applied to practice. Pre-requisite is Social Work Research or advanced standing.

#### **SW 691- Field Education III**

A supervised educational experience at an advanced level with specified educational objectives completing the required hours per week in an agency setting, for the duration of the field placement term. Field Education III requires a minimum of 240 hours and is co-requisite with Advanced Clinical Social Work Practice with Families and/or Advanced Clinical Social Work Practice with Individuals, and/or Advanced Clinical Social Work Practice with Groups and/or Seminar in Professional Social Work Practice.

#### **SW 692 - Field Education IV**

A supervised educational experience at an advanced level with specified educational objectives completing the required hours per week in an agency setting for the duration of the field placement term. Field Education IV requires a minimum of 240 hours and is co-requisite with Advanced Clinical Social Work Practice with Families and/or Advanced Clinical Social Work Practice with Individuals, and/or Advanced Clinical Social Work Practice with Groups and/or Seminar in Professional Social Work Practice.

Field Education III & IV are sequential courses which require a minimum of 480 total hours and credit will only be granted upon the successful completion of both courses.

### **ELECTIVE COURSES**

#### **SW 525 - Community Organization**

This course emphasizes definitions and utilization of power as it relates to the history, philosophy, and practice of community organization. Students develop understanding of the nature of communities, the types of communities, to charter an organization; to locate and utilize local bases of power; plan and run meetings, using Robert's Rules of Order, as well as, the significant practice approaches and strategies for bringing about community change.

#### **SW 527 - Social Work Practice with Addictions**

This course presents a bio-psycho-social model for social work assessment and treatment of addicted persons. Attention is given to etiology, differential diagnosis, and treatment modalities for the addicted population within a multicultural framework.

**SW 543 – Social Work and Spirituality**

This three credit hour elective examines religion and spirituality as it relates to the history of social work as a profession and contemporary approaches to social work practice. Explored are the multidimensional relationships between social work practice, religion, and the spirituality of clients, workers, and their surrounding social systems. This course is guided by the profession's commitment to link religion and spirituality with social work in a manner that supports culturally competent practice.

**SW 556 - Social Work Practice with Aging Individuals and their Families**

This course focuses on direct practice with older adults within the context of aging experiences, including biological, psychological, social, and spiritual dimensions. Practice concepts and evidence-based applications are examined in a framework of diversity, resilience, and social justice. The course also emphasizes ethical social work practice, and practitioner self-awareness in working with older adults and their systems.

**SW 558 - Social Work Practice with Women**

This course explores the social construction of gender and the ways in which such construction has historically shaped the lived experiences of women. The intersection of race, gender, and power are examined with particular attention to how gender ideology has and continues to contribute to the social, economic and political oppression of women. Key practice issues and skills are highlighted.

**SW 575 - Social Work Practice with Refugees and Immigrants**

This course is designed to help students develop social work knowledge and skills specifically related to working with refugees and immigrants. Examined are the multiple factors affecting refugees and immigrants at an individual, family, group, organizational and community level. Students are introduced to relevant social work practice approaches specific to these vulnerable populations within the current social, political and economic context.

**SW 615 - Social Work Practice and Family Violence**

This elective course examines the history, magnitude, and consequences of family violence for American society. Focus is on family violence in a cultural and community context and individual, group, family and community interventions. The interplay of societal values and legislative response are examined in light of family violence.

**SW 617- Social Work Practice with Adolescents**

This elective teaches the skills and strategies used in work with adolescents. Emphasis is placed on helping adolescents with 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.

**SW 642 - Social Work Practice with Children**

Utilizing contemporary sources of biological, psychological, social and economic data, this course engages students in an in-depth critique of developmental theories with respect to both children and families. The course offers specific child-centered, strength-based practice approaches to working with children within a multicultural context.

**SW 643 - Crisis Intervention**

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.

**SW 645 - Human Sexuality**

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.

**SW 646 - HIV/AIDS Related Social Work Practice**

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 HIV/AIDS.

**SW 654 - Contemporary Social Work Practice With Lesbian, Gay Bisexual, And Transgender Persons**

This course prepares students for affirmative practice with lesbian, gay, bisexual, and transgender (LGBT) persons by providing a deeper understanding of LGBT identities, families, health and mental health challenges as well as the related issues of economic and political justice. Human sexuality and gender identity development will be examined from cross-cultural, sociological, political, and historical perspectives that will incorporate evidence-based research and contemporary social policy perspectives. Students will examine a variety of central issues that affect LGBT people in contemporary life, engage in additional learning in a chosen area of social work practice interest, and demonstrate competence in biospsychosocial assessment and appropriate selection of affirmative clinical interventions for LGBT clients.

**SW 655 - Ethnic Sensitive Social Work Practice**

This course helps students develop a culturally sensitive perspective for work with members of diverse cultural groups. It emphasizes the identification and utilization

of different theoretical models of practice that can be effective in interventions with culturally diverse individuals, families, groups, and communities.

### **SW 672 - Social Work Interventions with Major Mental Illnesses**

This course reviews current knowledge and research regarding biopsychosocial risk and resilience assessments related to a range of mental health illnesses. Explored are historical perspectives, etiological theories, biological basis, diagnosis/assessment perspectives, and a variety of contemporary treatment modalities. Highlighted are the specific risks associated with vulnerable, culturally and economically diverse individuals and groups living with a major mental illness. Social work practice emphasis is placed on understanding clients holistically, evaluating problems of living within an environmental strength-based context.

## **DOCTOR OF PHILOSOPHY IN SOCIAL WORK**

Elane M. Nuehring, Ph.D., Director

The Ph.D. Program will enroll its next cohort of students in the Fall 2007. Applications will not be considered for Fall 2007 enrollment.

### **Program Overview**

The Ph.D. in Social Work program prepares experienced social workers to further the knowledge base of the profession through scholarship, to educate professional social workers, and to assume leadership roles within the profession. Graduates of the program are expected to advance social work theory and research, social work education, social work practice, and the effectiveness of social work services and interventions.

On average, cohorts of a dozen or fewer students begin the program together and are able to complete all course work in 7 intensive consecutive terms, or 2-1/3 calendar years, and all degree requirements in about 3-1/2 to 4 years. Students *must* successfully complete all degree requirements within eight years of their initial matriculation.

A new cohort of students is admitted every three years.

The 49-58 credit curriculum entails 49 required credits, with an additional 9 elective credits, exclusive of dissertation credits, which vary according to the time students require to complete the dissertation. The program is time-intensive in the first and second years of study. However, with late afternoon and evening classes and some Saturday electives, it strives to accommodate practicing social workers with professional responsibilities, who have the flexibility and capacity to make doctoral study a high priority.

A 49-credit core curriculum of required courses is supplemented by a series of 1-, 2-, and 3-credit electives courses that expand the student's knowledge and research skills in cutting-edge areas. The curriculum is designed to integrate and infuse, at all points, the history of our profession and social welfare as an institution, the values and ethics that drive our profession, and the culturally diverse context in which we practice, teach, and advance our knowledge base.

To date, over 80 doctorates have been awarded, and, at any given time, approximately 30 students are actively working on their degrees. Social work practitioners who earn the Ph.D. at Barry are typically seasoned professionals who are ready to move into research and teaching. For some this means a total shift from practice into academe: these individuals join faculties in schools or departments of social work, where research, publication, and teaching will be their primary focus. Others continue in leadership roles in agency-based or self-employed social work practice, while teaching part-time in a school or department of social work and/or collaborating on research with academic colleagues. The program enthusiastically supports both of these career paths, as both venues contribute to the generation and dissemination of the social work knowledge base. However their career paths unfold, graduates are prepared to contribute to the advancement of social work theory and research, of social work education and training, and of social work practice.

In support of the preparation of advanced practitioners for leadership and social work 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 *applied and basic research*
- Provides didactic and experiential learning in *teaching and curriculum development*

## **MISSION AND GOALS OF THE Ph.D. PROGRAM**

### **Mission of the Doctoral Program**

Within the context of Barry University and of the School of Social Work, both of which advance a mission to deliver quality education in a diverse, caring, community service focused environment, the PhD Program strives to develop doctoral level social work leaders who will contribute to practice-relevant knowledge, its creation, dissemination, and application

in community practice settings. The program responds to the diversity and unique cultural, social and economic characteristics of South Florida and the larger region, including the countries of the Caribbean. The program aims to produce quality educators, applied social researchers, and leaders prepared to advance social work practice, interventions and services, with particular commitment to socially marginalized, disadvantaged and underserved populations. Graduates of the program will have the capacity to conceptually or theoretically frame, investigate, and analyze complex systems, human problems, and human behavior, to the end of improving quality and effectiveness of human services and the well-being of all people, through the work of its faculty, students and graduates. The PhD Program is dedicated to the promotion of environments, including its own educational environment, that allow diverse people to realize their full potential, with social and economic justice for all people, and free of discrimination in all of its forms.

### **Program Goals**

The program is successful when its graduates:

- Effectively assume leadership roles in culturally diverse environments, interdisciplinary contexts, and in the profession, in order to impact systems and practice and promote social justice;
- Demonstrate ability to construct or use extant theory, apply multiple research models and paradigms, and interpret data and findings to the ends of guiding practice, services, advocacy, and systems change;
- Advance the knowledge base of Social Work for practice, administration of direct service programs, and social work education;
- Represent and speak for the social work profession and its ethics and values;
- Demonstrate command of a substantive area based on a chosen population, social problem, or field of practice.

### **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; establishes a set of specific ethical standards that guide social work practice and knowledge generation and knowledge dissemination and provides the principles on which the public can hold social work practitioners, scholars, and educators accountable. These principles depict the scope of responsibility to which all students obligate themselves from the time of entry in the Barry University-School

of Social Work. The Core Performance Standards are based on the assumption that the standards, including the Code of Ethics, are exercised differentially in accord with a social worker's role, but that in this set of standards, correlated skill areas, and examples of essential behaviors, all social workers, including students in Barry University's social work Bachelor, Master, and Doctoral degree programs, will recognize their professional responsibilities and criteria for professional conduct. In order to remain in good standing in the School of Social Work, all 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).

### **CULTURAL DIVERSITY**

The School is committed to increasing cultural diversity among students and faculty. There is a strong commitment to expand social work teaching and learning opportunities to members of diverse 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 offers students the opportunity to experience the powerful impact of living, working, and learning in a community which represents one of the most diverse demographics in this nation. Students from other countries are encouraged to apply.

### **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, an academic average of 3.5 or higher from the MSW program, and a well-formulated statement of professional development and scholarly interests are required, along with GRE (the General Examination: verbal, quantitative, analytical) scores no older than five years, a sample of scholarly writing, TOEFL score if applicable of 550 or better, and a personal interview with members of the doctoral faculty. Applicants with MSW grade point averages between 3.0 and 3.4 may be considered on an individual basis if credentials are otherwise exceptionally strong.

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. GRE scores are carefully evaluated in concert with other application elements but specific cut-points for GRE scores are not applied. The undergraduate GPA is also weighed, particularly grades from upper division courses, but a specific cut-point for the undergraduate GPA is not applied.

Admission decisions are based on majority vote of the Doctoral Committee.

Cohorts of up to 12 students are admitted every three years, with a busy summer of orientation preceding fall matriculation. A new cohort is admitted as the previous group moves into independent dissertation research.

### Non-degree Seeking Students

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. Non-degree seeking students include (a) those with MSWs, requisite practice experience, and strong transcripts who request to take courses not available in their home programs, explicitly for transfer to the home institution (guest students); (b) those with MSWs, requisite practice experience, and strong transcripts who request to take selected doctoral courses for professional development purposes. No more than 12 credits can be taken on a non-degree seeking basis, and permission to take courses on a non-degree seeking basis neither implies nor assures a student of acceptance in the Ph.D. program should they choose to apply. Up to 12 non-degree credits may be accepted toward the Ph.D. if a student applies to and is accepted in the program as a degree-seeking student.

## READMISSION

Readmission policies apply in two situations:

(1) A **doctoral candidate** who has requested and been granted a formal leave of absence (LOA). LOAs are only approved for candidates who have completed required coursework will not exceed six terms or the equivalent of two calendar years in total during the student's tenure in the degree program. A candidate whose approved LOA expires without the candidate's re-registering according to plan, and without the student's re-negotiating the terms of the LOA, risks termination from the program. Candidates seeking to re-enroll after a LOA must contact the Doctoral Program Director for re-entry into the program. Such students must submit to the Doctoral Office (1) if applicable, transcripts showing courses taken since leaving the program; (2) a letter detailing how/why the candidate 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. *Candidates should note that approved LOAs do not extend the time from initial matriculation to ultimate degree completion (8 years).*

(2) A doctoral student (or candidate) in good standing who has voluntarily withdrawn from the program and seeks readmission within two years of their withdrawal.

(a) **Candidates** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director for re-entry into the program. Such students must submit to the Doctoral Office (1) if applicable, transcripts showing courses taken since leaving the program; (2) a letter detailing how/why the candidate is now ready and able to resume the program; (3) an updated resume; (4) a "Request for Re-admission" form; (5) a new School of Social Work Ph.D. application; (6) the application fee; (7) a reference letter from the candidate's dissertation chairperson. An interview with the Director, the dissertation chairperson, and dissertation committee members may be required, after which the aforementioned faculty members will render a decision about readmission, and presuming a favorable decision, the candidate may resume work on the dissertation. *Candidates should note that time spent between withdrawal and re-entry to the program does not extend the time from initial matriculation to ultimate degree completion (8 years).*

(b) **Students** seeking readmission within two years of a withdrawal must contact the Doctoral Program Director for re-entry into the program. Such students must submit to the Doctoral Office (1) if applicable, transcripts showing courses taken since leaving the program; (2) a letter detailing how/why the student is now ready and able to re-enter the program; (3) an updated resume; (4) a "Request for Re-admission" form; (5) a new School of Social Work Ph.D. application; (6) the application fee; (7) a reference letter from the student's advisor. An interview with the Director and the advisor may be required, after which the aforementioned faculty members will render a decision about readmission, and presuming a favorable decision, the advisor and the student will formulate a plan for the student's re-entry into the cycle of courses where they left off. *Students are cautioned that withdrawal from the program may mean that needed courses will not be available for several terms; additionally, students should note that time spent between withdrawal and re-entry to the program does*

*not extend the time from initial matriculation to ultimate degree completion (8 years).*

**Applicants for readmission following a withdrawal should understand that readmission to the program is not assured.**

*Candidates or students seeking to resume the program over two years past a withdrawal will be asked to complete a new application process and will not be considered readmissions. Depending upon the time that has elapsed since the withdrawal, some elements of the original application (e.g., GRE scores) may be accepted and some previously taken course work may be recognized, particularly if original performance was strong and the time since the courses were taken does not exceed five years.*

*Additionally, a doctoral student (or candidate) who was involuntarily terminated from the program and seeks readmission will be asked to complete a new application process with an additional element: a detailed narrative discussing the circumstances of their termination and offering a detailed rationale and justification to the School for considering their acceptance a second time.*

## TRANSFER OF CREDIT

Up to nine 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 twelve 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.

## FINANCIAL AID

Both Barry University and the School of Social Work administer financial aid programs. Financial aid consists of loans, scholarships, assistantships, and selected tuition discounts. Students seeking financial aid must apply each academic year. *Barry University administers loan based financial aid while the School of Social Work administers scholarships, assistantships and tuition discounts.*

### 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 305-899-3673 or 1-800-756-6000 extension 3673.

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 3978 or 1/800/756-6000 extension 3664 or 3978. 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.

There is no application deadline for student loan programs but it is recommended that applications be completed as soon as possible.

## School of Social Work Ph.D. Program Aid

### Tuition Discounts

Barry University's School of Social Work offers 30% tuition discounts for doctoral practica (SW 780, Research Practicum, and SW 781, Teaching Practicum).

### Research Assistantships

The School supports a limited number of Doctoral Research Assistantships requiring either 6 or 12 weekly hours of work with a designated School of Social Work faculty member (a 6-hour weekly commitment earns 6 annual tuition credits; a 12-hour weekly commitment earns 12 annual tuition credits).

### Scholarships and Tuition Waivers

The School of Social Work administers limited tuition scholarships. Scholarship awards are made to students who demonstrate academic achievement and financial need. The Beulah Rothman Scholarship supports students with interest in group work scholarship, practice scholarship and social work education. The amount of these awards is very limited and generally averages the amount of three tuition credits per academic year in tuition remission. In addition to routine



financial aid application materials, The Beulah Rothman Scholarship requires a statement of purpose that outlines the student's planned or current scholarship germane to social work practice, group work, or social work education.

The School of Social Work has a limited number of other tuition scholarships, which are awards based on financial need and academic strength. Qualified students may be granted Barry Tuition Scholarships worth one or more credits.

#### *Teaching Appointments*

The School prioritizes doctoral students with significant practice experience in the selection of adjunct faculty for its MSW and BSW programs and reimburses them accordingly.

\* \* \*

Only applicants accepted for admission will be considered for financial aid administered by the School of Social Work. Students should not expect financial aid during the first term in the program as most awards are based in part on demonstrated academic capacity.

Barry University does not ordinarily offer financial assistance for international doctoral students. All international students entering Barry in F-1 visa status must prove adequate funding to meet their expenses.

In order to be considered for financial aid granted by the School of Social Work for the upcoming academic year (August to August in the Doctoral Program), a student must submit to the School of Social Work by **June 15:**

- A Ph.D. in Social Work Application for Financial Aid,
- A current Student Aid Report (SAR) based on your FAFSA application and
- The most recent federal income tax return and
- Any other supporting material required for a given category of aid

#### *Other Sources for Funding*

Additional sources of pre-dissertation and dissertation support are administered by government and professional agencies such as NIMH, NIDA, NIAAA, HUD, CSWE and the Florida Education Fund (FEF). These are awarded competitively to students enrolled in social work and other doctoral programs and each requires its own application procedure. Information on the Florida Education Fund's McKnight Fellowship for African American applicants ([www.fl-educ-fd.org](http://www.fl-educ-fd.org)) and the Council on Social Work Education's Minority Fellowship programs ([www.cswe.org](http://www.cswe.org)) can be found on their respective web sites. Information on these and other sources is also available from the Doctoral Office.

Additionally, foundations, civic and professional organizations, social welfare agencies, and employee reimbursement plans are all potential sources for funding. Applicants and students may want to personally check with local organizations regarding availability of scholarships or grants.

Many computerized scholarship data bases also exist to help locate information on alternative sources for funding. Check with the Doctoral Office for references.

## **GRADING**

Doctoral courses are graded on a pass/fail (Credit/No Credit) basis.

- CR (credit/pass) assumes strong performance at the A or B level. NC (no credit/fail) assumes weak performance at a C level or below and the course must be re-taken at the point at which it is offered again. In the triennial cohort model, a course grade of NC in a required course clearly has implications for the student's ability to complete the program within the 8 year time limit.
- A grade of Incomplete (I) may be granted at instructor discretion, in the event of an unavoidable circumstance that precludes the student's completing the course, such as a health crisis. Incompletes are given only when a small portion of the course work is not completed by the end of the semester and the instructor approves an extension of time to complete assignments. The grade of Incomplete will not be used to provide extended time for students to finish assignments or to re-do unsatisfactory assignments and must be cleared within one year. Incompletes unsatisfied after one year will automatically become a grade of NC.
- IP (in process) is used as an interim grade for courses with work spanning more than one term such as practica (SW 780), perhaps Independent Study (SW 800), or Continuous Matriculation (SW 799).
- W (course withdrawal). The university publishes dates by which graduate students can withdraw from a course without incurring a NC/fail. Students considering course withdrawal are expected to consult with the instructor and their advisor and, if a decision to withdraw is made, requisite paperwork must be completed and signed by the advisor and student. If a student is enrolled in only one course, course withdrawal results in withdrawal from the program and the university. As with courses earning a NC, a required course from which a student withdraws must be re-taken at the point at which it is offered again. In the triennial cohort model, a course grade of NC clearly has implications for the student's ability to complete the program within the 8 year time limit.

## CURRICULUM

The doctoral program is a “cohort model,” in which a group of up to 12 students move through a coursework sequence and a dissertation, designed for completion in approximately 3-1/2 to 4 years, with the first two and one-third calendar years devoted to intensive coursework and practica. Only when one cohort arrives at their independent dissertation work do we admit a new cohort.

Students are encouraged, from their earliest courses, to identify their dissertation research interests. This is usually an easy step, as we seek to admit experienced professionals whose interests have evolved in their practices. Students are then assisted by faculty and their advisors to shape their course assignments and practica to support their chosen research interests.

Students matriculate in **August**, but should plan to be established in the Miami area by May. During the summer prior to August matriculation, a series of vital orientation programs are provided.

Additionally, admitted students must successfully pass a basic proficiency test in introductory social work research methods, administered May 1, or the nearest Saturday thereof. A text will be recommended that should suffice to prepare students for this examination. Those whose scores indicate need for refresher work will be asked to audit a summer section of our MSW research overview course, SW 581, and take a post-test to demonstrate proficiency. SW 581 is a 12-week course that begins in mid-May. In the rare instance in which, after auditing SW 581, a student does not demonstrate basic proficiency in the introductory research methods material, a remediation plan will be offered; however, the student in this situation should expect significant delays in degree completion, since many courses that presuppose basic proficiency are offered once per cohort, or once every third year.

The 49-58 credit curriculum includes *required courses* in the following areas:

Social psychological theories of individual and small group behavior and the sociocultural environment, theory development in the social sciences, theories of social work practice at individual, group, organizational and community levels (10 credits); Philosophy of science and research methodology, both qualitative and quantitative, including research synthesis and meta-analysis and a 6-credit research practicum (33 credits); Social policy analysis (3 credits); Social work education theory and methods (3 credits).

A required course in research synthesis and meta-analysis at the end of the second year of study advances the development of a student’s area of specialization, resulting in a publishable paper and many aspects of the literature review that will support their dissertation proposal. Post-candidacy, dissertation development and

implementation are supported by a series of seminars and the appointment of a dissertation chair and committee of the student’s choice.

*Electives* include a teaching practicum (3 credits) and a series of intensive short courses (1-2 credits) on topics such as funding social work and dissertation research, policy development, analysis of qualitative data, legal and ethical issues in social work education and scholarship, and evaluation research. A student who avails themselves of all the elective intensive courses will earn 58 course credits.

Dissertation methodology is expected to follow from the research question; methods thus may include quantitative, qualitative, mixed-method, secondary analysis, and meta-analysis.

Because the program follows a *cohort model*, all students who matriculate in a given cohort move together through the curriculum. Accordingly, most individual courses are offered only once every three years. Hence, there is little opportunity to adjust one’s pace until all structured course work is done, in the fall of the third year. The advantage is that students will arrive at the finish line if they can stay on board, and then there is opportunity to adjust one’s pace at the point of implementing a dissertation. We recognize that different dissertation studies take different amounts of time, and the program allows up to 8 calendar years from initial matriculation to graduation. We emphasize the essentiality of a student’s being able to commit sufficient time and resources to complete the 2-1/3 year structured curriculum of required and elective courses and practica.

Genuine effort is made to recognize individual student’s scheduling needs, but this is not a program for everyone. It is a cohort model, and if a student enrolls, it is critical that they are able to stay on board. Any course failed, or withdrawn from, will not be offered again until a new cohort is admitted, which can compromise the firmly enforced 8-year time limit to graduation from matriculation.

The curriculum is designed for advanced practitioners with articulated research interests and sufficient control of their time to make doctoral study a high priority for approximately 3-1/2 to 4 years, with the first two years making the heaviest demands. Classes, which usually meet once a week (or in the case of special topics intensive seminars, at variable times and/or online), are scheduled in the late afternoon and evening. It is possible to be employed and to participate in this program, if your job provides considerable time flexibility and support for your endeavor.

*Academic residency* requirements stipulate that students enroll in a minimum of 9 credits for two consecutive or non-consecutive terms. Residency is easily achieved if the student makes use of intersession

intensive short elective courses, which can be combined with either spring or summer course to total 9 credits, or if the research practicum is taken in such a way that a given term reflects 9 credits.

Following the first summer of orientation and establishing foundational research proficiency, student matriculate and can expect to complete all coursework in the subsequent 7 fall-spring-summer terms.

**First Year:** Before matriculation, in the immediately preceding summer, several orientation sessions are offered that socialize students to doctoral education and its purposes and expectations. Students may audit or test out of a basic research design course offered to MSW students (SW 581).

During the **first fall term**, students take three 3-credit courses, which will satisfy part of residency and include: Philosophy of Science (HSS 703); Theory Development in Individual & Small Group Behavior and the Social Environment (SW 706); and Advanced Research I, Intervention Research & Experimental Design/Analysis (SW 710). In the **first spring term**, students take a macro-social science course, Theory Development in the Social Sciences (SW 703) and Advanced Research II, Sample Survey Design & Analysis (SW 711). During the **first summer term** students take two courses: Social Policy Analysis (SW 723) and Theories of Social Work Practice (SW 701– 4 credits).

**First year electives include:** SW 759: Special Topics I, Policy Development (1 credit); SW 759: Special Topics II, Funding Social Work Research (2 credits).

**First August: Qualifying Exam.** Following the third term in the program, a written qualifying examination is given. Students who pass are qualified to continue in the program. In instances of exceptionally strong performance in first year courses, as verified by instructors and the student's advisor, a student may be waived out of the qualifying examination.

**Second Year:** During the second year, students complete a 6-credit, 500 hour research practicum, which can be arranged flexibly over the year (SW 780, 6 credits).

**During the fall**, students take Quantitative Methods of Analysis, a basic statistical analysis course (HSS 707) and Qualitative Methods of Inquiry (HSS 705). **During the spring**, students take an advanced statistical analysis course, Advanced Quantitative Methods of Analysis (HSS 708) and Social Work Education (SW 750).

**During the summer**, students take Instrumentation in Research (SW 766) and Area of Specialization (SW 740) a seminar on research synthesis/meta-analysis, which is intended to produce a publishable paper and segue into the dissertation literature review.

**Second year electives include:** SW 781, Teaching Practicum (3 cr) with a pre-requisite of SW 750, Social Work Education; SW 759: Special Topics III: Analysis

of Qualitative Data (1 cr.); SW 759: Special Topics IV: Legal/Ethical Issues in Social Work Education (1 cr).

**Third Year:** During the fall of the third year, students complete the elective teaching practicum if not done earlier (SW 781), take an additional required course in research design/analysis (SW 712, Secondary Analysis), and may choose an **elective**, SW 759: Special Topics V: Program Evaluation (1 cr).

Early in the spring of the third year (February), a written examination based on the curriculum described above constitutes the candidacy criterion. For students who do not pass the candidacy examination (one re-take is possible in May) a certificate of achievement in post-graduate social work education is granted.

Students who pass the candidacy examination in February (or May) select a dissertation chair and a committee of 3-4 additional members, at least one of whom must be external to the School of Social Work.

## DEGREE REQUIREMENTS

Consistent with the above curriculum description, all candidates are required to earn 49 credit hours beyond the master's degree in social work; an additional 9 elective credits are offered and encouraged. Following coursework, students enroll for 3 credits each term in which they are working on their dissertations for SW 799, Continuous Matriculation, and therefore may earn additional dissertation doctoral credits, depending upon the duration of their dissertation work.

In addition, the student must:

- Successfully complete a written qualifying examination given at the end of the third term in the program. In instances of exceptionally strong performance in first year courses, as verified by instructors and the student's advisor, a student may be waived out of the qualifying examination.
- Successfully complete a written candidacy examination given after all coursework is completed. In the event that a section or sections of the candidacy examination are not passed, students may re-take, one time only, the designated examination sections.
- Successfully complete and defend an empirical dissertation.
- Complete all degree requirements within eight years of initial matriculation in the program.

## Course Descriptions

### SW 701: Development of Theories of Social Work Practice across Systems (4 cr; required for qualifying exam)

Existing theories and models of social work practice with individuals, families, small groups, organizations, & communities, and their evolution, are examined for their underlying philosophic and value assump-

tions and their derivations from social science and behavioral science theory. Exploration of different theoretical perspectives on behavior, diverse target populations, categories and levels of client outcome goals, intervention techniques, and unsettled issues within various theoretical frameworks is undertaken. The purposes of the course are to promote theoretical reconciliation or modification of intervention processes pertaining to social work's functions of prevention, treatment, restoration, and social change; to prepare students to engage theory-driven research designed to examine intervention efficacy with diverse populations and underserved/ vulnerable populations at micro and macro systems levels. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 703: Theory Development in the Social Sciences (3 cr; required for qualifying exam)**

This course focuses on the evolution of theory, theory construction, and knowledge-building in sociology. A central purpose is to develop understanding of the ontological and epistemological assumptions underpinning sociological theories and perspectives. This goal will be accomplished through the study and critical analysis of selected classical and contemporary theories, with emphasis on assumptions regarding human nature and culture, the nature of social institutions and organizations, the relationship between diverse individuals and institutional arrangements, intersubjectivity, and the nature of social change. The course is designed also to foster students' understanding of the application of sociological theory to the field of social work and social problems that social work addresses, such as poverty, disenfranchisement and discrimination, violence. Scientific logic and concept formation are studied as they relate to a variety of sociological perspectives and substantive areas of knowledge, which contribute to theory development for social work practice. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 706: Theory Development in Individual & Small Group Behavior in the Sociocultural Environment (3 cr; required for qualifying exam)**

This course presents and examines different theoretical perspectives on human behavior in the context of the sociocultural and socioeconomic environment, focusing on the neuropsychological bases of behavior, developmental/life span psychology, social psychology, and health psychology as these fields relate to diverse cultures and peoples. Historical development and substantiation of theory is included, 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. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 710: Advanced Research I: (3 cr; required for qualifying exam)**

This course provides in-depth study of experimental methods of design, group and single system, and appropriate analytical strategies. Culturally competent research strategies are emphasized. Exemplars of social work research conducted in this tradition illustrate the history and advancement of social work knowledge of intervention effects. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 711: Advanced Research II: (3 cr; required for qualifying exam)**

This course provides in-depth study of sample survey methods of design and appropriate analytical strategies, within a cultural competency framework. Epidemiological and descriptive methods and dilemmas are explicated. Exemplars of social work research conducted in the survey tradition illustrate the history and advancement of social work knowledge of diverse and multi-cultural populations, particularly underserved and vulnerable populations. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 712: Advanced Research III (3 cr; required for comprehensive exam)**

This course in secondary analysis prepares students to identify, obtain, critique, and analyze existing public and privately managed databases to explore secondary questions and test secondary hypotheses, applying statistical methods learned in previous courses and adding new strategies to their repertoires. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 723: Social Policy Analysis (3 cr; required for qualifying exam)**

This course focuses on critical analysis strategies for application in policy development and policy reform. It examines methods of policy analysis and evaluation: policy impact assessment, determination of policy effects on populations, programs, and service systems. Students are encouraged to shape projects and assignments to their scholarship interests in anticipation of dissertation research.

**SW 740: Area of Specialization Seminar (3 cr; required for comprehensive exam)**

This seminar educates students in the purposes and methods of integrative or “derivative” scholarship, with the final goal of producing an appropriately comprehensive, critical, and potentially publishable review of empirical research, quantitative and qualitative, in a social work area selected by the student. A central thrust of the courses emphasizes the skill of framing inquiry and formulating questions appropriate to synthesized literature review and meta-analysis strategies. Literature search and selection, qualitative literature synthesis, meta-analytic, and technical writing strategies are presented and discussed. Students are expected to produce a tightly written 15-20 page double spaced manuscript sufficiently developed for journal submission and/or submission to CSWE’s APM. The course is directly related to launching a dissertation proposal, in that it affords a structured opportunity for students to produce a large proportion of the research literature review required for the dissertation proposal.

**SW 750: Social Work Education: Issues and Methods (3 cr; required for comprehensive exam)**

A theoretical and practice-oriented approach to educational issues, including educational theory, accreditation, 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 in the context of culturally competent curriculum delivery. Laboratory experiences in class involving student teaching afford students opportunities in the application of principles of curriculum design and instruction.

**SW 759: Special Topics in Social Work Research & Practice I (1 cr; elective)**

This short, intensive course structures the student’s examination and critical analysis of the history and evolution of *social policy* in a selected area of interest, ideally related to subsequent dissertation study.

**SW 759: Special Topics in Social Work Research & Practice II (2 cr; elective)**

This short course familiarizes students with *funding resources*—federal, state, local, private, public—for social work research; grant seeking strategies; grant development and management. Students explore funding resources and requirements in the area of their prospective dissertation research.

**SW 759: Special Topics in Social Work Research & Practice III (1 cr; elective)**

This short course builds upon the immediately prior Qualitative Research Methods course and furthers

students’ capacity to select and apply methods of qualitative data analysis.

**SW 759: Special Topics in Social Work Research & Practice IV (1 cr; elective)**

This short course familiarizes students with contemporary legal and ethical issues in social work education, teaching, research and scholarship.

**SW 759: Special Topics in Social Work Research & Practice V (1 cr; elective)**

This short course builds upon the previous research and practice theory courses and prepares students to apply their knowledge and skills to the process and outcome evaluation of programs and services related to their area(s) of scholarly interest.

**SW 766: Instrumentation in Research. (3 cr; required for comprehensive exam)**

This centerpiece of this course prepares students to develop and validate culturally appropriate scales, indexes, and other measurement instruments; it also prepares students to critically examine, evaluate and select existing social and behavioral science measurement instruments and to design data collection protocols.

**SW 780: Research Practicum (6 credits total; students may register for 2 credits in 3 consecutive terms, credits in two consecutive terms, or 6 credits in one term; required for candidacy)**

This 500-hour practicum provides students with research mentorship and applied research experience in selected projects in local institutions, including, but not limited to Barry University.

**SW 781: Teaching Practicum (3 cr; elective)**

This practicum provides students with teaching mentorship and applied teaching experience in the MSW or BSW programs of Barry University.

**SW 799: Continuous Matriculation (3 cr)**

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.

**SW 800: Independent Study (3 cr; elective)**

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. Independent study requires a written plan and the ap-

approval of the instructor, the faculty advisor/dissertation chair, and Doctoral Program Director.

**HSS 703: Philosophy of Science and Theory Development (3 cr; required for qualifying exam):**

A critical analysis of philosophy of science, ontology, epistemology and paradigmatic thinking as applicable to empirical research and theory development in the social and behavioral sciences.

**HSS 705: Qualitative Methods of Inquiry (3 cr; required for comprehensive exam)**

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 and to develop basic, culturally competent skills in implementing selective qualitative approaches.

**HSS 707: Quantitative Methods of Inquiry (3 cr; required for comprehensive exam)**

This course develops competencies to conceptualize, design, and execute univariate and bivariate statistical analyses, including parametric and non-parametric approaches to data. Students learn to code, organize, reduce, and analyze quantitative data, and to interpret and report results. This course balances computer-based analysis tools with applications to real world problems in social work research.

**HSS 708: Advanced Quantitative Methods of Inquiry (3 cr; required for comprehensive exam)**

This course builds on HSS 707 and fosters student understanding of and capacity to implement and interpret a variety of common multivariate statistical procedures, the assumptions underlying each, and the criteria for selecting them.

# THE BOARD OF TRUSTEES

William J. Heffernan, Chairperson  
 Nelson L. Adams, III, MD  
 Alejandro Aguirre  
 Sister Linda Bevilacqua, OP, PhD\*  
 John M. Bussel  
 Sister Mary Ann Caulfield, OP  
 Sister Rosemary T. Finnegan, OP  
 Robert B. Galt, III, Esq.  
 Gregory F. Greene  
 Jorge Gross, CPA  
 Christopher J. Gruchacz  
 John P. Horan, Esq.  
 Keith B. Kashuk, DPM  
 Joseph P. Klock, Jr., Esq.  
 Dr. Neta Kolasa  
 Olga Melin  
 Charles R. Modica, JD  
 Gerald W. Moore, Esq.  
 Michael O. O'Neil, Jr.  
 Maura O'Shea-Owens\*  
 Eduardo A. Otero, MD  
 Sister Rosa Monique Peña, OP  
 Patricia M. Rosello  
 Donald S. Rosenberg, Esq.  
 Susan A. Rosenthal  
 Luigi Salvaneschi, PhD  
 Sister Corinne Sanders, OP, EdD  
 The Very Rev. Msgr. Kenneth Schwanger\*  
 Joel H. Sharp, Jr. Esq.  
 Sister Sharon Weber, OP, PhD  
 Shirley Wiseman

\* *ex-officio*

# ADMINISTRATIVE ORGANIZATION

President.....	Sister Linda Bevilacqua, O.P., Ph.D.
President Emerita and Chancellor.....	Sister Jeanne O’Laughlin, O.P., Ph.D.
Executive Assistant to the President.....	Mary Ellen Letsche
Assistant to the President for Mission Integration and Director of Campus Ministry.....	Sister Arlene Scott, O.P., M.A.
Chaplain.....	Reverend Scott T. O’Brien, O.P., D.Min.
Assistant Campus Minister.....	Br. Fernando Sorolla-Delgado, O.P.
Director of Music/Campus Ministry.....	John Wicker, B.A.
Assistant to the President for Mission Integration and Director of QIP.....	Roxanne S. Davies, M.S.
QIP Project Director.....	Patricia Ramlow, M.S.
QIP Coordinator.....	Greta Gorman-Webb, M.S.
Provost.....	Linda M. Peterson, Ph.D.
Executive Assistant to the Provost.....	Nildy Polanco
Special Assistant to the Provost.....	Sister John Karen Frei, O.P., Ph.D.
Director, Archives.....	Sister Dorothy Jehle, O.P., Ph.D.
Vice Provost for Planning, Assessment and Institutional Research.....	Christopher Starratt, Ph.D.
Director for Institutional Research.....	Shaunette Grant, B.S.
Assistant Director for Institutional Research.....	Miriam Soto, B.S.
Assessment Coordinator.....	Jennifer Budhoo, B.A.
Chief Information Officer.....	Yvette A-M Brown, M.S.
Library Director and Assistant Dean of Library Services.....	TBA
Interim Library Director.....	Kenneth S. Venet, M.L.S.
Senior Reference Librarian/Coordinator of Theological Collections.....	Philip M. O’Neill, M.S.L.S.
Senior Reference Librarian/Collection Manager.....	William P. Morrissey, M.S.L.S.
Reference Librarian/Coordinator of Bibliographic Instruction/ Information Literacy.....	Merlene Nembhard, M.L.S.
Reference Librarian/Coordinator of English Department/ Instructional Resources.....	Sister Frances O’Dell, O.S.F., M.A.
Reference Librarian.....	Pamela Beegle, M.L.S.
Head of Technical Services/Librarian.....	Marietta DeWinter, M.L.S.
Director, Server and Messaging Systems.....	Justin Moses, B.S.
Assistant Director, Server and Messaging Systems.....	Troy Marshall, B.S.
Systems Administrator and Lead Sharepoint Manager.....	Garrett McFarlane, B.S.
Director, Applications Development and Database Administration.....	Kerri-Quaan Stewart, B.S.
Applications Developer & Library Computing Systems Specialist.....	Carmen Casal, M.S.
Applications Developer.....	Grace Secada, B.S.
Web Services	
Art Director – Web.....	Andressa Sily, M.S.
Web Developer.....	Brandon Langton, B.S.
Web Developer.....	Barbara Seraphin, B.S.
Web Developer.....	Jihong Tang, M.S.
Web Programmer.....	Roberto Pelaez, B.S.
Director, Network Operations Center.....	Maximo Ramirez, B.S.
Network Engineer.....	Falizea Burkes, B.S.
Assistant Networking Engineer.....	TBA
Assistant CIO and Director for Workplace and Instructional Technologies.....	Linda Cahill, Ph.D.
Assistant Director, wITs.....	Marjorie J. Loring, M.S.
Coordinator of Support Services.....	Keva Boone, B.P.A., B.S.
Assistant CIO for Information Technology, Business Operations.....	Glendon B. Redway, M.Phil.
IT Acquisitions Specialist.....	Alexander Stevanovski, B.S.



Director, Desktop Computing Services .....	Wesley Ng-A-Fook, B.S.
Assistant Director .....	Karl-Marc Degraff, M.S.
Assistant Director of Central Florida IT Operations .....	Dan O'Neill, B.S.
PC Support Specialist .....	Phillip Butcher, B.S.
PC Support Specialist .....	Ian Genus, B.S.
PC Support Specialist .....	Charelle Russell, B.S.
PC Support Specialist .....	Joel Campo, B.S.
Director, Information Technology Infrastructure Services .....	Terry Kushi
Director, IT Support Desk .....	Darrell Duvall, M.S.
Assistant Director, IT Support Desk .....	Audrey Johnson, M.S.
IT Support Analyst .....	Karla Gonzalez, B.S.
IT Support Analyst .....	Silvia Lopez, B.S.
Associate CIO and Director of Academic Computing Services .....	Hernan Londono, M.S.
Manager, Videoconferencing Support Services .....	Guillermo Dopico, B.S.
Videoconferencing Support Specialist .....	Glauco Frizzera, B.S.
Videoconferencing Support Specialist .....	Jennifer Slatter, B.S.
Associate Director, Instructional Computing Services .....	John Baldwin, B.S.
Manager/Production Coordinator, David Brinkley Studio .....	Mary Rode Worley, B.A.
Technical Manager, David Brinkley Studio .....	Richard Maher, A.A.
Lab Supervisor, David Brinkley Studio .....	Vladimir Lescouffair, B.S.
Manager, Computer Labs .....	John Beynon, M.S.
Manager, Audiovisual Services .....	Lynch Hymn, B.L.S.
Assistant Manager, Audiovisual Services .....	Jan M. Griswold, M.A.
University Registrar .....	Debra D. Weyman, M.S.
Senior Associate Registrar .....	Cynthia Chruszczyk, M.S.
Associate Registrar .....	Richard Isrel, B.S.
Assistant Registrar .....	Cherrie A. Ali, M.S.
Assistant Registrar .....	Dorothy C. Kelly, B.S.
Director of Operations .....	Deborah A. Reato, M.S.
Associate Vice President of Off-Campus Site Coordination and	
Dean, School of Adult and Continuing Education .....	Carol-Rae Sodano, Ed.D.
Executive Associate Dean .....	Thomas Ayers, M.S.
Assistant Dean, Assessment and Quality Improvement .....	Charles McBee, M.S.
Executive Director, Business Process and Operations .....	Joanne M. Suarez, M.S.
Assistant Director, Operations .....	Jennifer Harris, B.S.
Operations Manager .....	Monica Garcia
Executive Director, Off-Site Operations .....	Marvin Hattaway, M.S.
Executive Director, ACE Enrollment Management .....	Joseph Sharp, M.B.A.
Senior Enrollment Director .....	Alfred McCullough, M.B.A.
Enrollment Director .....	Christina Davis, B.A.
Enrollment Director .....	Rashanda Denson, M.A.
Enrollment Director .....	(Maria) Patti Gonzalez, B.S.
Enrollment Director .....	Tiffany A. Pagana, M.B.A.
Enrollment Director .....	TBA
Enrollment Director .....	Linda Zucco, B.L.S.
Assistant Enrollment Director .....	Eric Block, M.S.
Director, Retention Coordination .....	Edwina H. Sanders, M.A.
IT Certification Consultant .....	Kimberly Wilhjem, B.A.
Assistant Dean, Regional Administration .....	Carlos Pineiro, M.S.
Enrollment Manager .....	Linda Arney, B.S.
Regional Director, South Miami-Dade County .....	Rebecca DeCardenas, M.B.A.
Enrollment Manager .....	Dara Glinn-Lahoud
Site Manager, Cutler Bay .....	Sylvia Pera, M.S.

Site Manager, West Dade .....	Sheri M. Valentine, J.D.
Director, ACE Main Campus .....	Joseph Keener, M.S.W.
Director, ACE Main Campus .....	Joseph Keener, M.S.W.
Site Manager, South Florida PODS .....	Nancy Albrecht, M.Ed.
Assistant Director, Continuing Education .....	Desiree Carvalho
EMS Program Director .....	Ralph Carrillo
Medical Director .....	Joseph Nelson, D.O.
Program Coordinator .....	Maryellen House
Regional Director, Broward .....	Priscilla Suarez-Trujillo, M.S.
Enrollment Manager, Broward .....	Carmen Briceno, M.S.
Director, Pembroke Pines .....	Youdaris Mira-Bohigas, M.S.
Operations Manager, Pembroke Pines .....	Juanita Grass
Enrollment Manager/Site Manager, Davie .....	Rosanne Visalli
Regional Director, Elderhostel .....	Susan Leff, B.L.S.
Assistant Dean, Regional Administration .....	Janice M. Dowsett, M.A.
Enrollment Manager, Treasure Coast .....	Ginger Greenstein, M.A.
Associate Director, Treasure Coast .....	Sister Grace Flowers, O.P., Ed.S.
Director, Palm Beach .....	Millicent Kelly, M.S.
Regional Director, Brevard and Volusia Counties .....	Lynn Grant, M.A.
Director, Melbourne .....	Elizabeth Francisco, M.B.A.
Enrollment Manager, Melbourne .....	Jennifer Brooke Cruz
Site Manager, Merritt Island .....	Kimberly A. Watzek, M.A.
Regional Director, East Orlando / Polk County .....	Wendy Lamoreaux, M.A.
Enrollment Manager, East Orlando / Polk County .....	Kathleen Craig
Assistant Dean, Regional Administration .....	Charles Bell, Ph.D.
Site Manager, Naples .....	Kathleen Cureton, M.S.
Enrollment Manager .....	Holly Ann Haines-Kohl, B.S.
Associate Dean, Regional Administration / Director, Continuing Education .....	Marilyn Jenkins, Ph.D.
Operations Manager, Tampa / Continuing Education .....	Helen Carlson
Regional Director, Central Florida .....	Dolores Lukowski, M.S.
Assistant Director, Orlando .....	Ana R. Rhodes, M.B.A.
Director, Tampa / St. Pete .....	Michael E. Green, M.A.
Director, Tallahassee .....	Margaret Bowden, M.P.A.
Enrollment Manager, Tallahassee .....	Elain D. Carroll, M.S.
Associate Dean, Experiential Learning / Director, Portfolio .....	Judith O. Brown, Ed.D.
Director, Portfolio Program Support .....	Joanne Longo, M.S.
Associate Dean, Academic Affairs .....	Lee Dutter, Ph.D.
Assistant Dean, Academic Affairs .....	Anita Zavodska, Ph.D.
Assistant Dean, Academic Affairs .....	TBA
Executive Director, Academic Affairs .....	Kathy Weigand, M.S.
Academic Coordinator, Administration .....	Robert Scully, D.B.A.
Academic Coordinator, Art, Humanities, Photography and Assistant Academic Coordinator for English .....	TBA
Academic Coordinator, Behavioral Sciences, Psychology, Social Welfare .....	Andrea Allen, Ph.D.
Academic Coordinator, Communications, Speech, Theatre .....	Rochelle Kinzel, M.A.
Academic Coordinator, English, Written Communication and Foreign Languages .....	Patricia Feito, Ph.D.
Academic Coordinator, Health Services Administration, Assistant Academic Coordinator Administration, Brevard, Orlando, Central Florida, Tampa Bay, Treasure Coast .....	Barry J. Brock, Ed.D.
Academic Coordinator, Human Resources .....	Jalane Meloun, Ph.D.
Academic Coordinator, Information Technology .....	Khaled Deeb, Ph.D.
Academic Coordinator, Legal Studies .....	Eric D. Olson, J.D.
Academic Coordinator, Natural Sciences / Mathematics .....	Anita Zavodska, Ph.D.
Academic Coordinator, Network and Systems Engineering .....	Thomas Ayers, M.S.
Academic Coordinator, ORI .....	Marie Ange Levasseur, M.S.W.
Academic Coordinator, Philosophy .....	Robert B. Horner, Ph.D.

Academic Coordinator, Public Administration.....	Richard Orman, Ph.D.
Academic Coordinator, Theology.....	Ann Swaner, Ph.D.
Assistant Academic Coordinator for ADM, PUB, HSA Tallahassee / Gainesville .....	John Rushing, D.B.A.
Assistant Academic Coordinator for Administration, Miami-Dade .....	Michael Provitera, D.B.A.
Assistant Academic Coordinator, Behavioral Sci., Psychology, Soc. Welfare .....	David Romano, Ph.D.
Assistant Academic Coordinator for Information Technology, Brevard/Orlando .....	Pamela Luckett, Ph.D.
Assistant Academic Coordinator for Information Technology, South Dade .....	Antonio Pita, M.S.
Assistant Academic Coordinator for History / Political Science.....	TBA
Associate Dean, Student Affairs.....	Patricia D. LaBahn, Ph.D.
Academic Advisor/Recruiter, Cutler Bay .....	Sylvia Pera, M.S.
Academic Advisor/Recruiter, South Miami-Dade County .....	Carmen Haybieng, M.S.
Academic Advisor/Recruiter, South Miami-Dade County .....	Ernest Washington, M.S.
Academic Advisor/Recruiter, Miami .....	Carlos Pineiro, M.S.
Academic Advisor/Recruiter, Miami.....	Joseph Keener, M.S.W.
Academic Advisor/Recruiter, Miami.....	Nancy Albrecht, M.Ed.
Academic Advisor/Recruiter, Miami.....	Utley Bush, M.S.
Academic Advisor/Recruiter, Miami.....	Sr. Lucy Cardet, M.A.
Academic Advisor/Recruiter, Miami .....	Michele Wetzel, M.B.A.
Academic Advisor/Recruiter, West Dade .....	Sheri M. Valentine, J.D.
Academic Advisor/Recruiter, Broward.....	Priscilla Suarez-Trujillo, M.S.
Academic Advisor/Recruiter, Pembroke Pines.....	Youdaris Mira-Bohigas, M.S.
Academic Advisor/Recruiter, Davie / Ft. Lauderdale.....	Carla Davidson, M.A.
Academic Advisor/Recruiter, Boynton Beach.....	Kathy Weigand, M.S.
Academic Advisor/Recruiter, Palm Beach Gardens .....	Millicent Kelly, M.S.
Academic Advisor/Recruiter, Palm Beach / Treasure Coast .....	Janice M. Dowsett, M.A.
Academic Advisor/Recruiter, Treasure Coast.....	Sister Grace Flowers, O.P., Ed.S.
Academic Advisor/Recruiter, Melbourne .....	Elizabeth Francisco, M.B.A.
Academic Advisor/Recruiter, Merritt Island .....	Kimberly A. Watzek, M.A.
P/T Academic Advisor/Recruiter, Brevard / Volusia .....	Miguel Gonzalez, Ed.D.
Academic Advisor/Recruiter, Southwest Florida .....	Charles Bell, Ph.D.
Academic Advisor/Recruiter, Naples .....	Kathleen Cureton, M.S.
Academic Advisor/Recruiter, Ft. Myers .....	Edwina H. Sanders, M.A.
Academic Advisor/Recruiter, Orlando / Seminole Community College.....	Dolores Lukomski, M.S.
Academic Advisor/Recruiter, Orlando .....	Ana R. Rhodes, M.B.A.
Academic Advisor/Recruiter, Polk County .....	Wendy Lamoreaux, M.A.
Academic Advisor/Recruiter, St. Pete College.....	Michael E. Green, M.A.
Academic Advisor/Recruiter, North Florida.....	Marilyn Jenkins, Ph.D.
Academic Advisor/Recruiter, Tallahassee .....	Margaret Bowden, M.P.A.
P/T Academic Advisor, Tallahassee.....	Elain D. Carroll, M.S.
Executive Director, ACE Student Affairs .....	Marie Ange Levasseur, M.S.W.
Director, Business Development and Corporate Recruitment.....	Sandra Roberts, M.A.
Associate Dean, Marketing .....	Heidi McLaughlin, D.B.A.
Executive Director, Administrative Support.....	Rosa M. Rodriguez, B.L.S.

Associate Vice President for Undergraduate Studies and

Dean, College of Arts and Sciences .....	Karen Callaghan, Ph.D.
Associate Dean of Graduate Studies .....	Rev. Mark E. Wedig, O.P., Ph.D.
Associate Dean of Undergraduate Studies .....	Tony S. Wallner, Ph.D.
Assistant Dean/Academic Advisor.....	Carol Clothier, M.S.
Chair, Biology .....	Laura Mudd, Ph.D.
Chair, Communication .....	Denis E. Vogel, Ph.D.
Chair, English and Foreign Languages .....	Bradley Bowers, Ph.D.
Chair, Fine Arts .....	Silvia Lizama, M.F.A.
Chair, History and Political Science.....	George Cvejanovich, Ph.D.

Chair, Mathematics/Computer Science .....	Chakib Chraibi, Ph.D.
Chair, Physical Sciences.....	Tony S. Wallner, Ph.D.
Stockroom Lab Director/Lab Instructor .....	Maria Aloya, M.S.
Chair, Psychology.....	Lenore T. Szuchman, Ph.D.
Director, Clinical Psychology Program .....	Frank Muscarella, Ph.D.
Acting Director, School Psychology Program.....	Frank Muscarella, Ph.D.
Chair, Sociology and Criminology.....	Gary Grizzle, Ph.D.
Chair, Theology and Philosophy .....	Rev. Mark E. Wedig, O.P., Ph.D.
Director, M..A. in Practical Theology .....	Gloria L. Schaab, S.S.J., Ph.D.
Director, Ministerial Formation.....	Elsie Miranda, D.Min.
Director, Doctor of Ministry Program .....	Alicia C. Marill, D.Min.
Director, M..A. in Pastoral Ministry for Hispanics (SEPI).....	Rev. Mario B. Vizcaino, Ph.D.
Director, M..A. in Pastoral Theology (Rice School) .....	Andrea L. Molinari, Ph.D.
Director, Honors Program .....	Pawena Sirimangkala, Ph.D.
Director, Math Lab .....	Mark Rokhfeld, M.S.
Director, Center for Advanced Learning .....	Phyllis Sandals, Ed.D.
Coordinator, Developmental English Program .....	Esther Sampol, M.A.
Coordinator, Writing Center and Reading Labs.....	Olena Drozd, M.A.
Interim Dean, School of Business.....	Jeffrey A Mello, Ph.D.
Interim Associate Dean .....	Manuel J. Tejada, Ph.D.
Assistant Dean for Students .....	Orlando Barreto, Ph.D.
Director of Graduate Programs .....	Michael A. Broihahn, M.B.A., M.S.
Director, International Business Programs.....	Manuel Tejada, Ph.D.
Assistant Dean for Marketing .....	Jose J. Poza, M.B.A.
Dean, School of Education .....	Terry Piper, Ph.D.
Associate Dean .....	John G. Dezek, Ed.D.
Associate Dean .....	Catheryn J. Weitman, Ph.D.
Chair, Counseling Programs .....	M. Sylvia Ferrandez, Ph.D.
Chair, Curriculum and Instruction Programs.....	Jill Beloff Farrell, Ed.D.
Chair, Early and Middle Childhood Education Programs .....	Sam Perkins, Ph.D.
Chair, Exceptional Student Education Programs.....	Judy Harris-Looby, Ph.D.
Chair, Educational Leadership and Higher Education Administration Programs .....	Carmen McCrink, Ph.D.
Chair, Human Resource Development Programs .....	David M. Kopp, Ph.D., C.P.L.P., S.P.H.R.
Coordinator, Montessori Education Programs .....	Ijya Tulloss, Ed.D.
Chair, Reading and Literacy Studies .....	Joyce Warner, Ed.D.
Coordinator, Teaching English To Speakers of Other Languages .....	Sam Perkins, Ph.D.
Coordinator, Field Experience.....	Sharon Kolsky, M.S.
Coordinator, Clinical Experience .....	Fay Roseman, Ph.D.
Administrative Director, Educational Leadership Program.....	Reid E. Bernstein, M.Ed.
Coordinator, Early and Middle Childhood Education .....	Barbara Alderman, M.S.
Director of Marketing.....	Patricia S. Miller, M.B.A.
Coordinator, Admissions and Marketing .....	Lincoln Pettaway, M.B.A.
Dean, School of Podiatric Medicine .....	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.
Assistant Dean and Director, Physician Assistant Program .....	Doreen C. Parkhurst, M.D.
Associate Program Director, Physician Assistant Program.....	Keith L. Moore, JD, PA-C
Chair, Basic Medical Science .....	Ramjeet Pemsingh, Ph.D.

Associate Vice President for Graduate Studies and	
Dean, College of Health Sciences .....	Pegge L. Bell, Ph.D.
Associate Dean and Chair, Division of Nursing .....	Claudette Spalding, Ph.D.
Director, Nurse Practitioner Specializations .....	Andra Hanlon, Ph.D.
Director, MSN-Nurse Educator and Nurse Administrator Specializations .....	TBA
Assistant Dean, BSN Program .....	Shane Neely-Smith, Ph.D.
Director, Nursing Resource Center .....	Henry Henao, M.S.N.
Undergraduate Student Admissions Advisor and Compliance Officer .....	Terri Navarro, B.A.
Undergraduate Clinical Coordinator, Division of Nursing .....	Rosanne Sonshine, B.S.N.
Operations Manager and Assistant to the Chair .....	Diane K. Finek, M.A.
Associate Dean; Director MBS Program .....	Ralph Laudan, Ph.D.
Laboratory Director .....	Lynette Cupido, O.N.C., H.N.D.
Director of Technical Services .....	Yvette Jeantilus, M.S.
Biological Supply Manager .....	Karen Jarvis, B.S.
Program Administrator, M.S. in Anesthesiology Program .....	John McFadden, M.S.N., M.S., C.R.N.A.
Program Director, M.S. in Anesthesiology Program .....	L. Anthony Umadhay, M.S.N., C.R.N.A.
Director, Occupational Therapy Program .....	Douglas M. Mitchell, Ph.D., OTR/C
Assistant Director, Occupational Therapy Program .....	Cynthia Creighton, Ph.D., OTR/C
Academic Fieldwork Coordinator, Occupational Therapy Program .....	Lysa Shocket, M.S., OTR/C
Director, Cardiovascular Perfusion Program .....	Jason Freed, C.C.P., M.S.
Assistant Program Director, Cardiovascular Perfusion Program .....	Cynthia Cervantes, C.C.P., B.S.
Associate Dean; Director, M.S. in Health Services Administration Program .....	Alan S. Whiteman, Ph.D.
Director, B.S. in Bio/M.L.S. Program; Histotechnology Track .....	Gerhild R. Packert, Ph.D.
Director, Health Sciences Admissions Operation .....	Jocelyn Goulet, M.A.
Coordinator, Admissions and Marketing .....	Denise Deen, M.B.A.
Director, Public Health Program .....	Richard T. Patton, M.P.H., M.A.
Interim Dean, School of Human Performance and Leisure Sciences .....	Stephen Anderson, Ph.D.
Associate Dean .....	TBA
Assistant Dean .....	Maritza Ryder, M.S.
Chair, Sport and Exercise Sciences .....	Stephen Anderson, Ph.D.
Director, Graduate Programs .....	Leta Hicks, Ed.D.
Assistant Director, Graduate Programs .....	Edward J. DeMott, M.S.
Director, Undergraduate Programs .....	Sharon Kegeles, M.S.
Assistant Director, Undergraduate Programs .....	Rosie Pumariega, B.L.S.
Director, Athletic Training Programs .....	Carl Cramer, Ed.D.
Coordinator, Athletic Training Clinical Program .....	Sue Shapiro, Ph.D.
Coordinator, Biomechanics Program .....	Kathy Ludwig, Ph.D.
Coordinator, Exercise Science Programs .....	Constance Mier, Ph.D.
Coordinator, Instructional Activities in Sport and Recreation .....	Catalina Franco, M.S.
Coordinator, Leisure and Recreation Management .....	Gayle Workman, Ph.D.
Coordinator, Physical Education Program .....	Kathryn Ludwig, Ph.D.
Coordinator, Sport and Exercise Psychology Program .....	Gualberto Cremades, Ph.D.
Coordinator, Sport Management Programs .....	Daniel Rosenberg, Ph.D.
Facilitator, Diving Industry Specialization .....	Sharon Kegeles, M.S.
Facilitator, Golf Industry Specialization .....	TBA
Director of Athletics .....	Michael Covone, M.S.
Associate Athletic Director .....	Bridget Lyons, Ph.D.
Assistant Athletic Director .....	Jamie Carrig, M.S.
Compliance & Operations Coordinator .....	Maryann Giovanelli, M.S.
Director, Sports Information .....	Dennis Jezek, M.S.
Assistant Sports Information Director .....	Brian Keith Smith, B.S.
Head Coach, Men's Baseball .....	Marc Pavao, M.S.
Head Coach, Men's Basketball .....	Cesar T. Odio, M.S.
Head Coach, Women's Basketball .....	William M. Sullivan, M.S.

Head Coach, Women's Crew .....	E. David Sanderson, B.A.
Head Coach, Women's Golf.....	Patti Rizzo
Head Coach, Men's Golf.....	Jimmy Stobs, B.S.
Head Coach, Men's Soccer .....	Steve McCrath, M.S.
Head Coach, Women's Soccer .....	Fred W. Jungemann, B.A.S.
Head Coach, Women's Softball .....	Danielle Penner, M.S./M.B.A.
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 .....	Christopher Brown, M.S.
Assistant Athletic Trainer.....	TBA
Faculty Athletics Representative .....	M. Eileen McDonough, Ed.D.
Director, Campus Recreation and Wellness .....	Edward Londono, M.S.
Fitness Center Director .....	Dan Hill, M.S.
Wellness Coordinator.....	Catalina Franco-Cicero, M.S.
Dean, School of Law.....	Leticia M. Diaz, Ph.D., J.D.
Associate Dean for Information Services.....	Glen-Peter Ahlers, M.L.S., J.D.
Associate Dean for Student Services .....	Helia Hull, J.D.
Interim Associate Dean for Academic Affairs.....	Frank L. Schiavo, J.D., LL.M.
Dean, School of Social Work.....	Debra M. McPhee, Ph.D.
Associate Dean (Interim).....	Phyllis F. Scott, Ph.D.
Director, Admissions .....	Carol Huffmann, L.C.S.W
Director of Operations .....	Kee Tse, M.B.A.
Director, Doctoral Program .....	Elane Nuehring, Ph.D.
Director, MSW Program.....	Preeti Charania, L.C.S.W.
Director, BSW Program.....	Michael Dentato, M.S.W.
Director, Field Education.....	Gala Munnings, M.S.W.
Director, Palm Beach Program .....	Eva Nowakowski-Sims, Ph.D.
Assistant Vice Provost for Enrollment .....	Angela M. Scott, M.S.
Executive Assistant to Assistant Vice Provost for Enrollment.....	Gwendolyn Duvall
Coordinator for Enrollment Management Communications .....	Yeshica M. Yanes
Director for Undergraduate Admissions .....	TBA
Associate Director for Undergraduate Admissions .....	Richard C. Wilkinson, M.A.
Associate Director for Undergraduate Admissions .....	Magda J. Castineyra, Ed.M.
Counselor, Undergraduate Admissions.....	Ernia Evans, M.A.
Counselor, Undergraduate Admissions.....	Karen Fisher, M.S.
Counselor, Undergraduate Admissions.....	Julie Dunn, B.A.
Counselor, Undergraduate Admissions.....	Sarah Gambriell, B.S.
Counselor, Undergraduate Admissions.....	Latrell Armstrong, B.A.
Counselor, Undergraduate Admissions.....	T.B.A.
Regional Undergraduate Recruiter/Coordinator for Alumni Recruitment .....	Patricia A. Dinger, M.S.
Manager for Inquiry Development Strategies .....	Andres Velez
Call Center Manager.....	Julie Heim
Senior Director for Graduate Admissions .....	Dave C. Fletcher, M.A.
Assistant Director for Graduate Admissions .....	Lauren Eadeh, M.A.
Director of Marketing for ADSOE .....	Patricia S. Miller, M.B.A.
Coordinator, Graduate Admissions/Marketing/ADSOE .....	Lincoln Pettaway, M.B.A.
Coordinator, Admissions/Marketing, Health Sciences.....	Denise Deen, M.B.A.
Assistant Dean/Director for Financial Aid.....	Howard Dart Humeston, M.S.
Senior Associate Director for Financial Aid.....	Aida Claro, B.S.
Associate Director for Financial Aid/ACE .....	Nigel Manderson, B.B.A.
Assistant Director for Financial Aid/ACE.....	Deborah L. Davis, M.S.
Assistant Director for Graduate Financial Aid .....	Carole Hanson, B.P.S.

Assistant Director for Undergraduate Financial Aid .....	Lillian Cabrera-Molina
Associate Director for Financial Aid .....	Yamirka Rial, M.S.
Senior Counselor, Financial Aid.....	Ginette Black, B.A.
Senior Counselor, Financial Aid/ACE.....	Alice Cole-Miller, M.S.
Counselor, Financial Aid/ACE .....	Eisha Henry
Senior Counselor, Financial Aid.....	Azul Dominguez, B.A.
Counselor, Financial Aid .....	Daniela Ortega, B.A.
Counselor, Financial Aid .....	Antonnette Boudion, B.A.
Senior Graduate Financial Aid Counselor .....	Norma Davis Robinson, B.A.
Counselor, Financial Aid .....	Jennifer Nunez
State and Federal Work Study Coordinator .....	Luisa Jahaira Metellus, B.P.S.
Telecounselor, Financial Aid .....	Ruth Reed, B.A.
Senior Director for Records Management and Transcript Evaluation .....	Madeleine G. Whittaker, M.Ed.
Assistant Director for Admissions Records.....	Caroline Izquierdo, B.B.A.
Assistant Director for Records and Transcript Evaluation .....	Teresa M. Gasso, M.S.
Transcript Evaluator .....	Emily Hayes, B.A.
Transcript Evaluator .....	Patrick Shanahan, B.A.
Transcript Evaluator .....	Laura Fothergill, B.A.
Records Manager.....	Gloria Munoz
Assistant Dean for Information Systems & Technology .....	Yolairis Barranco, M.S.
Assistant Director for Information Systems & Technology .....	Carrie Grimes, M.S.
Part-Time Coordinator, Information Systems.....	TBA
Coordinator, Information Systems.....	TBA
Coordinator of Enrollment Research.....	Elizabeth Swope, M.A.
Systems Coordinator (Communications Management)/TSA .....	Annette Grazziani-Rivera, B.B.A.
Senior Director, Operations/Budget Manager.....	Carol A. Albrecht, B.L.S.
Coordinator, Processing & Distribution Center.....	TBA
Vice President for Business and Finance .....	D. Bruce Edwards, M.B.A.
Executive Assistant to the Vice President .....	Cheryl B. Gerber, M.S.
Associate Vice President for Finance and Chief Accounting Officer .....	Susan Kirkland, M.B.A.
Controller .....	Judith Penate, M.B.A.
Financial Analyst.....	Yvonne Falloon, M.B.A.
Assistant to the Controller.....	TBA
Assistant Director, Accounting.....	Margot Swan, B.S.
Director, Financial Grants Management.....	Mercedes Vanegas, B.A.
Assistant Grants Manager .....	Adriana Acedo, B.S.
Grants Assistant.....	Yolanda Fernandez
Senior Accountant.....	Jan Blair, B.P.A.
Executive Assistant .....	Dorothy Valcourt
Executive Director, Business Operations.....	Cathleen Leonard, M.A.
Assistant Director, Cashier/Business Office (CBO).....	Ronald LaBarrie, M.B.A.
Assistant Director, Cash Management .....	Rosemarie Cieslar, B.S.
Student Financial Coordinator .....	Sherry Lex-Heinrich, B.P.S.
Associate Vice President and University Budget Officer .....	Nicole Diez, M.B.A.
Senior Financial Analyst.....	Lena Marcea, B.A.
Junior Financial Analyst .....	Carolina Salvador, B.S.
Payroll Manager.....	Serrana Dominguez
Director, Accounts Payable.....	Nancy Perez, B.L.S.
Director, Purchasing.....	Sandra Madison, B.S.
Associate Vice President for Business Services and Facilities Management .....	Freddy E. Ulloa, M.B.A.
Director of Facilities .....	Alex MacNamara, B.S.
Maintenance Manager.....	Neil Stewart
Assistant Manager .....	Ronald D. Hultquist, B.S.
Grounds & Support Services Manager .....	David Mace

Housekeeping Manager .....	TBA
Director, Conference and Event Services .....	Monica Soto, M.S.
Business Center Manager .....	Paul Kestler
Assistant Vice President for Administrative Information Systems .....	Traci A. Simpson, M.S.
Business Analyst/Special Assistant .....	TBA
Systems Administrator .....	Nina O'Shea, M.S.
Database Administrator .....	Regina Lopez, B.S.
Senior Systems Analyst .....	Mary Laura Corriss, M.S.
HR Database Administrator .....	Michael Taylor, B.A., B.S.
IT Support Supervisor .....	Terry Nelson
Database Analyst .....	Felix Rodriguez
Database Analyst .....	Debra Pantaleo
Programmer/Analyst .....	Waldo Andrade, B.S.
Programmer/Analyst .....	Sonja Archer Thompson, M.S.
General Counsel and Vice President for Human Resources .....	John A. Walker, J.D.
Assistant Vice President for Human Resources .....	Jennifer Boyd-Pugh, M.S.
Director .....	Patti Dopico
Director, Human Resources, Orlando .....	Elizabeth Norris
Employment Manager .....	Erin Raizen, M.S.
Vice President for Institutional Advancement .....	Ann E. Paton, B.S.
Associate Vice President for Institutional Advancement .....	Thomas Paul Severino, M.A.
Director, Annual Fund .....	Juan Carlos Hernandez
Phonathon Facilitator .....	Matthew Berkshire
Executive Director, Advancement Services .....	Joyce Riveira, M.B.A.
Development Officer .....	Diane Seubert
Director for Major and Planned Gifts .....	Cheryl Lawko, B.A.
Director, Grant Programs .....	Mara Morganstein, M.S.
Coordinator for Grants .....	JaTika Hudson
Director for University Sponsorships .....	Caridad MacNamara, B.S.
Coordinator, University Events .....	Jessica Cerda, B.A.
Coordinator, Development Research .....	Priya Nembhard, B.A.
Coordinator for Donor Relations .....	James Touma, B.P.A.
Assistant Vice President for Alumni Relations .....	Sean Kramer, B.A.
Alumni Program Director .....	TBA
Coordinator, Student and Young Alumni Programs .....	Patricia M. O'Brien, B.A.
Assistant Vice President for Communications and Marketing .....	Michael S. Laderman, B.A.
Managing Editor, Publications .....	Paige Stein, M.A.
Senior Communications Coordinator .....	Jeremy Jones, A.S.
Communications Coordinator II .....	Julianna Pietak, M.A.
Communications Assistant .....	Susan Lofty, B.S.
Art Director .....	Martin L. Hamilton, A.S.
Senior Writer/Editor .....	Jessica Alexandre, B.A.
Production Manager .....	Karen Subran
Marketing Representative, Orlando .....	Susan Bendlin, J.D.
Associate Vice Provost, Internet Marketing .....	Michel Sily, M.S.
Associate Director for University Web Services .....	Andrew Vaccaro, M.B.A.
Web Developer .....	Brandon G. Langton, B.S.
Senior Web Writer .....	Valerie Turner, M. Phil.
Senior Web Programmer .....	Miguel Ramirez, B.S.
Web Programmer .....	TBA
Web Developer .....	Barbara Seraphin, B.S.
Graphic Designer .....	Madeline K. Whittaker, B.A.



Vice President for Student Affairs .....	Michael J. Griffin, Ed.D.
Associate Vice President for Student Affairs .....	M. Eileen McDonough, Ed.D.
Associate Vice President for Student Affairs/Dean of Students.....	Maria Luisa Alvarez, Ph.D.
Coordinator, Student Conduct, Dean of Students Office.....	Jeffrey Edwards, M.S.
Assistant Vice President .....	Jean Hock, M.S.
Administrative Assistant .....	Janet Dowd
Director, Career Services .....	Amy Diepenbrock, Ph.D.
Career Counselor .....	John Moriarty, M.B.A.
Career Counselor .....	Maria Tomaino, M.S., N.C.C.
Conference and Workshop Planner.....	Shaunelle Wall, B.S.
Director, Center for Counseling and Psychological Services .....	Sr. Anastasia Maguire, R.S.M., M.S.W., L.C.S.W.
Assistant Director/Counselor.....	James C. Scott, Psy.D., Licensed Clinical Psychologist
Administrative Assistant .....	Helen Balgobin
Counselor .....	Jennifer Mathis-Fisher, M.S., Registered Mental Health Counseling Intern
Counselor .....	Hossiella Longoria, Psy.D., Psychologist on Temporary Permit
Counselor .....	Alison Morris, M.S., L.M.F.T.
Director, Office of Disability Services .....	Leslie Rouder, M.S.W., L.C.S.W.
Administrative Assistant .....	Ria Hutton
Coordinator .....	TBA
Coordinator .....	Allison Kowlessar
Director, Intercultural Center .....	Damaris Vasquez, M.S.
Assistant Director .....	TBA
Coordinator .....	Yojana Rodriguez, M.S.
Director, Center for Leadership Development, Transition and Retention Services .....	Dana Ponsky, M.A.
Assistant Director.....	Gina Joseph, M.S.
Director, Residence Life .....	Matthew Cameron, M.S.
Associate Director.....	Patrick Devine, M.S.
Administrative Assistant .....	Sandra Riley
Area Coordinator .....	Alberto Lorenzo, B.A.
Area Coordinator .....	Emily Must, B.S.
Area Coordinator .....	Candi Whittick, B.S.
Director Student Activities .....	Anwar Cruter, M.A.
Assistant Director, Student Activities .....	LaKima Garnett, M.S.
Administrative Assistant .....	Shamona McFadden
Coordinator, Center for Commuter Student Affairs .....	Sarah Bramblette, M.Ed.
Coordinator, .....	TBA
Director, Student Health Center .....	Eileen Egan-Hineline, R.N-C, M.S.
Administrative Assistant .....	Pam Foster
Nurse Practitioner.....	Corvette Yacoob, M.S.N., A.R.N.P., B.E.
Clinical Coordinator.....	Candice Hill, R.N., M.H.S.A.
Director, Student Union .....	Mickie Voutsinas, B.S.
Assistant Director .....	Mari Exelrud, B.A.
Coordinator .....	Robert Pelaez
Coordinator, Volunteer and Community Service Center .....	TBA
Executive Director of Public Safety .....	Stanley A. Young, M.S.
Assistant Director.....	Cherie Knudson
Crime Prevention Coordinator .....	Liz Talatinian
Executive Director, Dining Services and Bookstore .....	Jacqueline M. McGlone, M.Ed.
General Manager, Dining Services .....	Pierre Sierralta
Manager, Campus Bookstore .....	Claudia Hadjez

# ADMINISTRATION AND FACULTY

- ABDELLATIF, Ahmed; Assistant Professor of Biology; M.D., Faculty of Medicine, Alexandria, Egypt; M.S., University of Louisville
- ACEDO, Adriana; Assistant Grant Manager, Division of Business and Finance; B.S., Centro de Estudios Superiores del Estado de Sonora; Hermosa, Mexico
- ACEVEDO, Sandra; Administrative Coordinator, School of Human Performance and Leisure Sciences
- AHLERS, Glen-Peter, Associate Dean for Information Services and Professor of Law; B.A., University of New Mexico; M.L.S., University of South Florida; J.D., Washburn University School of Law
- ALBRECHT, Carol A.; Senior Director, Operations/Budget Manager, Division of Enrollment Management; B.L.S., Barry University
- ALBRECHT, Nancy; Site Manager, South Florida PODS, School of Adult and Continuing Education; B.S., Colorado State University; M.Ed., Pennsylvania State University
- ALDERMAN, Barbara; Coordinator, Early and Middle Childhood Education;; B.A., Stetson University; M.S., Barry University
- ALEXANDRAKIS, Aphrodite; Professor of Philosophy and Humanities; Director of Master of Arts in Liberal Studies; B.A., Rutgers University; M.A., Ph.D., University of Miami
- ALEXANDRE, Jessica; Senior Writer/Editor, University Marketing; B.A., Southern Methodist University
- ALI, Cherrie A.; Assistant Registrar; B.A., Florida International University; M.S., Barry University
- ALLEN, Andrea; Assistant Professor of Behavioral Sciences, School of Adult and Continuing Education; B.A., University of South Florida; M.S., Ph.D., Florida International University
- ALOYA, Maria; Stockroom Lab Director/Lab Instructor, Department of Physical Sciences; B.S., M.S., Florida International 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 Affairs; Dean of Students; B.S., Georgetown University; M.B.A., Nova University; Ph.D., Barry University
- ANDERSON, Stephen; Interim Dean, School of, Human Performance and Leisure Sciences; Department Chair and Professor, Sport and Exercise Sciences; B.S., M.S., Indiana State University; Ph.D., University of Maryland
- ANDRADE, Waldo; Programmer/Analyst, Administrative Information Systems; B.S., University of Louisville
- ARMSTRONG, Albert W.; Assistant Professor of Radiology; B.S.R.S., Midwestern State University; M.S., D.P.M., Barry University
- ARMSTRONG, Latrell; Admissions Counselor, Division of Enrollment Management; B.A. University of Memphis
- ARNEY, Linda; Enrollment Manager, Miami; School of Adult and Continuing Education; B.S., Barry University
- AROME, Gladys; Assistant Professor, Educational Computing and Technology; B.S., Ahmadu Bello University (Nigeria); M.S., Indiana State University; Ph.D., Barry University
- ASMUS, Peggy; Accounts Payable Assistant, Business and Finance Division
- AUSTIN, Rev. Gerard, O.P.; Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Providence College; S.T.L., Immaculate Conception College; S.T.D., Institut Catholique de Paris
- AVILES, Jesus; Area Coordinator, Residence Life; B.S., Barry University
- AYERS, Thomas; Executive Associate Dean; Assistant Professor of Information Technology; School of Adult and Continuing Education; B.S., St. Peter's College; M.S., Florida International University; M.S., Doctoral Candidate, Barry University
- BALCERSKI, Judith A.; Professor Emeritus of Nursing; B.S.N., Barry University; M.S.N., Wayne State University; Ph.D., University of Michigan
- BALDWIN, John; Associate Director of Instructional Computing Services, Division of Information Technology; B.S., Barry University
- BAN, Ruth; Assistant Professor of Education; B.S., Western Illinois University; M.S., University of London; Ph.D., University of South Florida
- BARRANCO, Yolairis; Assistant Dean for Information Systems and Technology, Division of Enrollment Management; B.A., Queens College C.U.N.Y.; M.S., Barry University
- BARRETO, Orlando; Assistant Dean for Students, School of Business; B.S., Georgetown University; M.S., Ph.D., Barry University
- BEASON, Ferrona; Instructor of Nursing; B.S.N., M.S.N., Barry University
- BEEGLE, Pamela; Reference Librarian; M.L.S., Kent State University; B.A., Ohio State University

- BELL, Charles; Assistant Dean, Regional Administration, School of Adult and Continuing Education; B.A., M.S., Ed.D., Nova Southeastern University
- BELL, Pegge L.; Associate Vice President for Graduate Studies and Dean, College of Health Sciences, Professor of Nursing; B.S.N., Georgia Southwestern College; M.S.N., University of Alabama, Birmingham; Ph.D., University of Virginia
- BEN MRAD, Selma; Assistant Professor of Marketing for Andreas School of Business; B.A., Institute Superieur De Gestion; Master of International Business, Madonna University; Ph.D., Florida Atlantic University
- BENDLIN, Susan; Marketing Representative - Orlando, University Marketing; B.A., University of Virginia; J.D., Gonzaga College
- BERNSTEIN, Edward; Associate Professor of Education; B.Ed., University of Miami; M.E., FAU; Ed.D., Nova University
- BERNSTEIN, Reid; Administrative Director of Educational Leadership; B.A., Eckerd College; M.Ed., University of Miami
- BERKSHIRE, Matthew; Phonathon Facilitator, Institutional Advancement
- BETHART, Ivonne; Language Lab Manager; B.A., M.A., University of Miami
- BEVILACQUA, O.P., Sister Linda; President; Professor of Education; B.S., Barry University; M.Ed., Siena Heights University; Ph.D., Michigan State University
- BEYNON, John; Manager Computer Labs, Division of Information Technology; B.S., M.S., Barry University
- BILL, Michael; Instructor in Biology; B.S., St. Vincent College; M.S., Barry University
- BINGHAM, Stephane; Assistant Professor of Biology; B.S., Barry University; Ph.D., University of Missouri-Columbia
- BIRDSONG, Leonard E.; Associate Professor of Law; B.A., Howard University; J.D., Harvard Law School
- BLACK, Ginette; Senior Financial Aid Counselor, Division of Enrollment Management; B.A., Queens College
- BLOCK, Eric; Assistant Enrollment Director, Academic Advisor/Marketing Representative, Associate Director, School of Adult and Continuing Education; B.P.S., Barry University; M.S., St. Thomas University
- BOHNING, Geraldine; Professor Emerita of Education; B.A., Dakota Wesleyan University; M.A., University of South Dakota; Ed.D., University of Miami
- BOOKER, James; Associate Professor of Education; B.S. North Carolina State University; MPA, University of Central Florida; Ph.D. Capella University
- BOONE, Keva; Coordinator of Support Services, Division of Information Technology; B.P.A., B.S., Barry University
- BOUDION, Antonnette; Financial Aid Counselor; Division of Enrollment Management; B.A., St. Thomas University
- BOULOS, John; Associate Professor of Chemistry; B.A., Queens College; M.Phil., The City University of New York; Ph.D., The City College of New York
- BOWDEN, Maggie; Director, Tallahassee, School of Adult and Continuing Education; B.A., M.P.A., University of North Florida
- BOWERS, Bradley; Chair, English and Foreign Language; 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; Assistant Vice President, Human Resources; B.S., M.S., Barry University
- BRAMLETTE, Sarah; Coordinator Center for Commuter Student Affairs, Student Affairs; B.A., Shawnee State University; M.Ed., Ohio University
- BRANDFORD, Juanita; Associate Professor of Education; B.S., Cheyney State College; M.Ed., 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; Enrollment Manager, Broward; 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; Assistant Academic 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
- BROWN, Beverly; Head of Public Services, Division of Information Technology

- BROWN, Christopher; Assistant Athletic Trainer and Clinical Instructor; B.S., Wingate University; M.S. George Washington University
- 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; Chief Information Officer, Division of Information Technology; B.S., M.S., Barry University
- BUCHMAN, Jacqueline; Associate Professor of Podiatric Medicine; B.S., Pennsylvania State University; D.P.M., California College of Podiatric Medicine
- BUCKLEY, Meghan; Program Coordinator EPA Grant; B.S., Barry University
- BUDHOO, Jennifer; Assessment Coordinator, Institutional Research; B.S., Barry University
- BURGUES, Sch.P., Reverend Jose Pascual; Assistant Director; M.A.in Pastoral Ministry for Hispanics (SEPI), Assistant Professor of Theology; S.T.L., Universidad de Zaragoza; S.T.L., Pontificia Universidad Biblica; S.T.D., Institut Catholique de Paris
- BURIA, MariaElena; Assistant Professor of Education; B. S., Florida International University; M.S., University of Southern California
- BURKE, Robert; Professor Emeritus of Educational Computing and Technology; B.A., Michigan State University; Ed.D., Harvard University
- BURKES, Falizea; Assistant Networking Engineer, Division of Information Technology; B.S., Barry University
- BURNS, Kayreen; Professor Emerita of Psychology; B.S., Virginia Commonwealth University; M.Ed., University of North Dakota; Ph.D., Loyola University
- BUSH, Utley; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.S., University of Kansas
- BUTCHER, Phillip; PC Support Specialist, Division of Information Technology; B.S., Barry University
- BYRNE, Lawrence; Associate Professor of English; B.A., Loyola University; M.A., Boston University; Ph.D., Boston University
- CABRERA-MOLINA, Lillian; Assistant Director for Financial Aid, Division of Enrollment Management
- CAHILL, Linda Elizabeth; Assistant Chief Information Officer and Director for Workplace and Instructional Technologies; B.A., George Mason University; M.A., Temple University; M.S., University of Miami; Ph.D., New York University
- CALLAGHAN, Karen; Associate Vice President for Undergraduate Studies and Dean, College of Arts and Sciences; B.A., LaSalle College; M.A., Ohio State University; Ph.D., Ohio State University
- CAMACHO, Martin; Assistant Professor of Music, and Assistant to the Chair Fine Arts, B.M., Instituto Superior de Arte, Havana; M.M. and P.S., Cleveland Institute of Music; D.M.A., University of Miami
- CAMERON, Matthew; Director, Residential Life, Student Affairs; B.S., M.S., Barry University
- CAMPO, Joel; Desktop Computing Support Specialist, Division of Information Technology; B.S., Florida International University
- CANTENS, Bernardo J.; Associate Professor of Philosophy; B.A., M.A., Florida International University; M.A., Ph.D., University of Miami
- CARDET, Sr. Lucy, O.S.F.; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., St. Bonaventure; M.A., Case Western AE Serve
- CARLSON, Helen; Operations Manager, Tampa/Continuing Education, School of Adult and Continuing Education
- CARR, Diann; Assistant Professor of Nursing; B.S.N., Duquesne University; M.S.N., Barry University; Doctoral Candidate, Florida International University
- CARRIG, James; Assistant Athletic Director, Public Affairs/SID; B.A., University of Findlay; M.S., The United States Sports Academy
- CARROLL, Elaine D.; Enrollment Manager; School of Adult and Continuing Education; B.A. Washington State University, M.S., Barry University
- CARROLL, Idena; Special Projects Coordinator and Instructor of Anesthesiology; B.S.N., University of Louisiana; M.S., Xavier University
- CARTER, Sam; Assistant Professor, School of Education; B.S., Eastern Illinois University; M.S., Florida International University; J.D., University of Miami
- CARTRIGHT, Evelyn; Instructor of English; B.A., M.A., State University of New York at Stony Brook; D.P.A., Nova Southeastern University
- CARVALHO, Desiree; Assistant Director, Continuing Education; School of Adult and Continuing Education
- CASAL, Carmen; Applications Developer & Library Computing Support Specialist, Division of Information Technology; B.A., Florida International University; M.S., North Dakota State 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

- CASTATER, Nichole M.; Assistant Professor of Finance for Andreas School of Business; B.A., University of Florida; M.B.A., University of Florida; Ph.D., University of South Carolina
- CASTINEYRA, Magda J.; Associate Director for Undergraduate Admissions, Division of Enrollment Management; B.A., St. Thomas University; Ed.M., Harvard University
- CEDRA, Jessica; Coordinator, Corporate and Community Relations; B.A., University of Miami
- CERVANTES, Cynthia A.; Assistant Program Director, Cardiovascular Perfusion Program; B.A., University of Oklahoma
- CHARANIA, Preeti; MSW Program Director, School of Social Work; B.A., University of Bombay; M.S.W., Nirmala Niketan College of Social Work, Bombay, India
- CHATTOO, Calmer; Reference Librarian; B.A., University of West Indies, Mona, Jamaica; M.L.S., Ed.M., University of Buffalo-STATE UNIVERSITY OF NEW YORK
- CHOJNACKI, Margaret K., Assistant Professor of Communication; B.A., M.A., Ph.D., State University of New York at Buffalo
- CHRAIBI, Chakib; Chair, Mathematics and Computer Science; Professor of Computer Science; B.S., M.S., Doctorate, University of Bordeaux; Ph.D., State University of New York at Binghamton
- CHRUSZCZYK, Cynthia; Senior 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
- CLARKE, Steve K.; Assistant Professor of Anesthesiology; B.A., Wright State University; B.S., George Washington University; M.A. Wright State University
- CLARO, Aida; Senior Associate Director for Financial Aid, Division of Enrollment Management; B.S., Barry University
- CLEVELAND, Samuel; Associate Professor Medical Education, Medical Director, Physician Assistant Program; B.S., M.S., University of Miami; D.O. Kansas City College of Medicine and Bioscience
- CLOTHIER, Carol; Assistant Dean, Arts and Sciences; B.S., Florida State University; M.S., Barry University
- CLOTTEY, Ruth; Professor of Marketing; B.A., Ohio Northern University; M.B.A., Bowling Green State University; Ph.D., Oklahoma State University
- COLE-MILLER, Alice; Senior Financial Aid Counselor/ACE, Division of Enrollment Management; B.S., Nova Southeastern University; M.S., California State University
- COLIN, Jessie; Professor of Nursing; B.S.N., M.S.N., Hunter College; Ph.D., Adelphi University
- COLVIN, Mary K.; 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; Assistant Chair, English and Foreign Languages; B.A., M.A., Syracuse University; Ph.D., Florida State University
- COOK, Patricia J.; Assistant Professor of Social Work; B.A., Gordon College; M.S., Columbia University School of Social Work
- CORRISS, Mary Laura; Senior Programmer/Analyst, Administrative Information Systems; 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
- COURSON, Carey; Operations Manager, School of Natural and Health Sciences
- 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
- CRAWFORD-BROWN, Claudette; Instructor of Social Work; B.Sc., University of the West Indies; M.S.W., Howard University; Ph.D., Rutgers 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; Associate Professor of Sport and Exercise Sciences; B.S., M.Ed., Ph.D., University of Houston
- CRUTER, Anwar S., Director, Office of Student Activities; B.A., Elon College; M.A., Appalachian State University
- CRUZ, Jennifer; Enrollment Manager, School of Adult and Continuing Education
- CULVER, Charles M.; Professor of Medical Education; Physician Assistant Program; B.A., Columbia University; M.D., Ph.D., Duke University

- CUPIDO, Claris Lynette; Laboratory Director, School of Natural and Health Sciences; ONC (Biological Sciences) The College of Northeast London; Diploma in Microbiology, London Guildhall University
- CURETON, Kathleen; Site Manager/Naples, School of Adult and Continuing Education; B.S., Austin Peay State University; M.S., Murray State University
- CURRERI, Angela Ceil; Professor of Art; B.F.A., University of Miami; M.F.A., University of Kansas
- CURTISS, Pamela; Assistant Dean of Education, Ft. Myers, School of Education; B.A., Hastings College; M.A.E., Ph.D., University of Nebraska-Lincoln
- CVEJANOVICH, George J., Jr.; Associate Professor of Political Science and International Studies; Chair, History and Political Science; B.A., Louisiana State University; M.A., Louisiana State University; Ph.D., University of Texas
- DAGHESTANI, Eddie; Associate Professor of Economics and Finance; J.D., Damascus University; M.S., Ph.D., Colorado State University
- DANIELS, Ollie; Associate Professor of Education; B.S., Edward Waters College; M.S., Texas Southern University; Ed.D., University of Florida
- DAVIDSON, Carla; Academic Advisor, School of Adult and Continuing Education; B.A., State University of New York; M.A., New York University
- DAVIES, Roxanne S.; Assistant to the President for Mission Integration and Director of QIP; B.S., M.S., Texas A&M University
- DAVIS, Deborah L.; Assistant Director for Financial Aid/ACE, Division of Enrollment Management; B.S., M.S., University of Maine
- DAY, Terri; Associate 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
- DeCARDENAS, Rebecca; Regional Director, School of Adult and Continuing Education; B.P.S., Barry University; M.B.A., Embry Riddle Aeronautical University
- DEEB, Khaled; Academic Coordinator, Information Technology; Associate Professor of Information Technology, School of Adult and Continuing Education; B.A., B.S., Beirut University; M.S., Ph.D., Florida International University
- DEGRAFF, Karl-Marc; Assistant Director, Division of Information Technology; B.S., M.A.S., Barry University
- DEEN, Denise; Coordinator, Admissions/Marketing Health Services, Division of Enrollment Management; B. Comm., St. Mary's University; M.B.A., Heriot-Watt University
- DeLaPENA, Maura (Silvia); Assistant to Department Administration Theology/Philosophy
- DEL RIO, Heberto; Assistant Professor of Mathematics; Licentiate Mathematics, M.S., Universidad Nacional Autonoma de Mexico; M.S., University of Miami; Ph.D., State University of New York at Stony Brook
- DeMOTT, Edward J.; Assistant Director for Graduate Programs, School of Human Performance and Leisure Sciences; B.A., M.S., Barry University
- DeWINTER, Marietta; Head of Technical Services/Librarian, Division of Information Technology
- DENSON, Rashanda; Enrollment Director; School of Adult and Continuing Education, B.S., Bethune Cookman; M.A., University of Phoenix
- DENTATO, Michael; B.S.W. Program Director, School of Social Work; B.A., M.S.W., Fordham University
- DEVINE, Patrick; Associate Director, Residential Life, Student Services; B.S., M.S., Barry University
- DeWINTER, Marietta; Head of Technical Services/Librarian; Division of Information Technology; M.L.S., Florida State University
- DEZEK, John; Associate Dean; Associate Professor of Education; B.A., University of Wisconsin; M.A., Ed.S., Ed.D., Western Michigan University
- DIAZ, Leticia M.; Dean School of Law, Orlando; J.D., Ph.D., Rutgers School of Law
- DIAZ-RODRIGUEZ, Mercedes; Operations Manager, Anesthesiology
- DiBELLO, 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
- DIENER, Betty; Professor of Management, School of Business; B.S., Wellesley College; M.B.A., D.B.A., Harvard University
- DIEZ, Nicole O.; Associate Vice President for Business and University Budget Officer; B.B.A., M.B.A., University of Miami
- DINGER, Patricia; Regional Undergraduate Recruiter/Alumni Developer, Division of Enrollment Management; B.A. Ohio Northern University; M.S., Barry University
- DOMINGUEZ, Azul; Senior Financial Aid Counselor, Division of Enrollment Management; B.A., Florida International University

- DOMINGUEZ, Serrana; Payroll Manager, Business and Finance Division
- DOPICO, Guillermo; Videoconferencing Support Specialist, Division of Information Technology; B.S., Barry University
- DOPICO, Patti; Director, Human Resources
- DORAN, Madeleine; Associate Professor of Education; B.S., Valdosta State University; M.S., University of Montana; Ed.D., University of South Florida
- DORN, Christina S., Enrollment Director, Brevard; School of Adult and Continuing Education; B.A., University of Wisconsin.
- DOWD, Janet, Administrative Assistant, Vice president for Student Affairs.
- DOWETT, Janice; Assistant Dean, Regional Administration; School of Adult and Continuing Education; B.S., Salen-Teikyo University; M.A., West Virginia University
- DROZD, Olena; Coordinator, Writing Center and Reading Lab; Instructor in English, Learning Center; B.A., Odessa State University–Ukraine; M.A., Florida International University
- DUBNER, Barry; Professor of Law, B.A., Hunter College; J.D., New York Law School; LL.M., University of Miami; LL.M., J.S.D., New York University
- DUBERRY, James; Executive Chef, Dining Services
- DUTTER, Lee E.; Associate Dean for Academic Affairs; Professor of Public Administration, School of Adult and Continuing Education; B.S., Florida State University; M.A., Ph.D., University of Rochester
- DUVALL, Darrell; Director, Information Technology Support Desk, Division of Information Technology; B.S., M.S., Florida International University
- DUVALL, Gwendolyn; Executive Assistant to Assistant Vice Provost for Enrollment Management, Division of Enrollment Management
- EADEH, Lauren, Assistant Director for Graduate Admissions, Division of Enrollment Management; B.A., M.A., New York University
- EDWARDS, D. Bruce; Vice President for Business and Finance; B.S., Texas A & M University; M.B.A., University of Texas
- EDWARDS, Jeffrey; Coordinator of Student Conduct, Dean of Students Office; B.A., B.S., M.S., Barry University
- EELTINK, Catherina; Associate Professor of Education, Counseling - Orlando; B.A., Marquette University; M.S., University of Miami; Ph.D., Florida State University
- EGAN-HINELINE, Eileen, RN-C; Director, Student Health Center; B.S.N., Barry University; M.S., Barry University
- EGRET, Claire; Assistant Professor of Sports and Exercise Sciences; M.S., University of Rennes (France); B.S., Ph.D., University of Rouen (France)
- ELLIS, Gilbert; Assistant Professor of Physiology; B.A., University of New Hampshire; M.S., Northeastern University; Ed.D., Nova Southeastern University
- ENGLE, Bretton C., Assistant Professor of Social Work; B.S., M.S., Boise State University; Ph.D., Florida International University
- ESPOSITO, Luigi; Associate Professor of Sociology and Criminology; B.A., Florida International University; M.A., Ph.D., University of Miami
- ESTEVEZ, Monsignor Felipe J.; Associate Professor of Theology; M.A., Barry University; S.T.L., University of Montreal; S.T.D., Pontifical Gregorian University
- ESTEVEZ, Marilyn; Instructor of English; B.S., Florida International University; M.A., Barry University
- EVANS, Chester A.; Dean, School of Podiatric Medicine; 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, Ernia; Admission Counselor, Division of Enrollment Management; B.A., Cleveland State University; M.A., Marietta College
- EWING, Dan; Professor of Art History; B.A., University of California; M.A., Ph.D., University of Michigan
- EXELRUD, Mari, Assistant Director, Student Union Office, Student Affairs; B.A., FACHA University
- FAIRBANKS, Sandra J.; Associate Professor of Philosophy; B.A., Wheaton College; M.Phil., University of Edinburgh; J.D., University of Maine; M.A., Ph.D., University of Minnesota
- FAIRBANKS, O.P., Sr. Sara Ann; Associate Professor of Theology; B.A., Wilson College; M.A., Aquinas Institute of Theology; Ph.D., University of St. Michael's College/ Toronto School of Theology
- FALLOON, Yvonne M., Financial Analyst, Business and Finance Division; B.B.A., Florida Atlantic University; M.B.A., Nova Southeastern University
- FARRELL, Jill Beloff; Chair, Curriculum and Instruction Programs; Assistant Professor of Education; B.S.A., M.S., Ed.D., Florida International University
- FEIN, Richard B; Assistant Professor of Medical Education; Director of Didactic Studies, Medical Director, Physician Assistant Program; B.S. University of Florida; M.D., University of Miami; M.P.H. 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
- FERCHAK, Cynthia; Assistant Professor of Medical Education; Clinical Coordinator, Physician Assistant Program; B.S. Moravian College; B.S., P.A., Hahnemann University; M.S., Touro 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; Chair, Counseling Programs; Professor of Counseling Education; B.A., B.S., M.S., Ph.D., Southern Illinois University at Carbondale
- FERRER-WREDER, Laura; Associate Professor of Psychology; B.S., Barry University; M.S., Ph.D., Florida International University
- FERSTLE, Thomas; Assistant Professor of English; B.S., University of Texas at Dallas; M.A., University of Dallas; Ph.D., University of Texas at Dallas
- FIEDLER, Anne; Professor of Management, School of Business; B.A., M.B.A., University of Miami; Ph.D., Florida International University
- FIEN, Richard B.; Assistant Professor of Medical Education; Director of Didactic Studies, Physician Assistant Program; B.S., University of Florida; M.D., University of Miami; M.P.H., Florida International University
- FISCHER, Cynthia; Assistant Professor of Education; B.A., Hofstra University; M.S., Adelphi University; Ph.D., University of Virginia
- FISHER, Karen; Admissions Counselor, Division of Enrollment Management; B.S., M.S., Elmira College
- FISHER, George H.; Professor of Chemistry; B.S., Rollins College; M.S., University of Florida; Ph.D., University of Miami
- FISHMAN, Philip; Instructor of English; B.S., M.A., Ohio State University
- FLETCHER, Dave C; Senior Director for Graduate Admissions, Division of Enrollment Management; B.A., Don Bosco College; M.A., University of South Florida; M.A., St. Vincent De Paul Regional Seminary
- 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
- FORD, Margaret; Clinical Liaison and Instructor of Anesthesiology; M.S., Barry University; Pharm.D., University of South Florida
- FOREMAN, Sean D., Assistant Professor of Political Science; B.A., Clarion University; M.A., Ph.D., Florida International University
- FOTHERGILL, Laura; Transcript Evaluator, Division of Enrollment Management; B.A. College of Wooster
- FRANCISCO, Elizabeth; Director, Melbourne, School of Adult and Continuing Education; B.S., M.S., M.B.A., Embry-Riddle Aeronautical University
- FRANCO-CICERO, Catalina; Wellness Coordinator; Coordinator of Instructional Activities in Sports and Recreation; Human Performance and Leisure Sciences; B.S., M.S., Barry University
- 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; Associate Professor of Law; B.A., Cornell University; J.D., University of Florida
- FRANK, William P.; Lecturer in Management, School of Business; B.S., Bradley University; M.B.A., DePaul University
- FRASER, Jerome R., Librarian, Anne Nevins Library, The Blessed Edmund Rice School for Pastoral Ministry, B.A., Philosophy; A.M.L.S., Library Service, University of Michigan
- FREED, C.C.P., Jason; Program Director, Cardiovascular Perfusion; B.S., University of Texas; M.S., Barry University
- FREEMAN, Marsha; Associate Professor of Law; B.A., Queens College; J.D., Touro College
- FREI, O.P., Sr. John Karen; Special Assistant to the Provost; B.A., Douglass College; M.S., Rutgers University; M.B.A., Barry University; Ph.D., University of Miami
- FRIESER, Barry; General Manager, Dining 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
- GALT-McBEAN, Danelle; Adjunct Assistant Professor of Anesthesiology; B.S.N., University of Mary; M.S., Barry University
- GAMBRILL, Sarah; Admissions Counselor, Division of Enrollment Management; B.S., University of Central Florida
- GARCIA, Monica; Operations Manager, School of Adult and Continuing Education
- GARCIA, Tamara Celestin; Coordinator, Inter-Cultural Center, Student Services; B.A., University of Miami; M.P.A., Florida International University



- GARNETT, LaKima; Assistant Director, Student Activities; B.A., Eastern Carolina University; M.S., Barry University
- GASSO, Teresa M.; Assistant Director for Records and Transcript Evaluation, Division of Enrollment Management; B.S., Kennesaw College; M.S., Barry University
- GENUS, Ian; PC Support Specialist, Division of Information Technology; B.S., American Intercontinental University
- GERBER, Cheryl B.; Executive Assistant to Vice President for Business and Finance; B.L.S., M.S., Barry University
- GIBSON, Ann; Associate Professor of Sport & Exercise Sciences; B.A., Albertus Magnus College; M.B.A., M.S., Ph.D., University of New Mexico
- GIORDANO, Victoria A.; Associate Professor of Education; B.S. and M.S., Nova University; Ed.D., Florida International University
- GIOVANELLI, Maryanne; Coordinator of Athletic Operations, School of Human Performance and Leisure Sciences; B.S., Lynn University; M.S., Barry University
- GLINN-LAHOUD, Dara; Enrollment Manager, South Miami-Dade County, School of Adult and Continuing Education
- GLYNN, Gerard; Director In-House Clinics; 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
- GOLDEN, Leslie; Director of Institution Advancement, School of Law; B.A., University of Florida; J.D., Stetson University School of Law
- GONZALEZ, Javier; Instructor; B.S., Florida International University; M.S., Nova Southeastern University
- GONZALEZ, Karla; IT Support Analyst; B.S., Barry University
- GONZALEZ, Maria; Enrollment Director, School of Adult and Continuing Education; B.S., Barry University
- GONZALEZ, Miguel A.; Academic Advisor/Recruiter, School of Adult and Continuing Education, Brevard; M.H.S., Lincoln University; Ed.D., Temple University
- GONZALEZ, Pedro B.; Associate Professor of Philosophy; B.A., University of Alabama; M.S., Ph.D., DePaul University
- GORDON, Nickesia S.; Assistant Professor of Communication; B.A. University of the West Indies; M.A. Clark University; Ph.D., Howard University
- GOSNELL, Joan C.; Assistant Professor of Education; B.P.S., M.S., Florida International 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; Regional Director, Brevard/Volusia, School of Adult and Continuing Education; B.S., City University of New York at York College; M.A., Webster University
- GRANT, Shaunette; Director of Institutional Research; B.S., University of Florida
- GRASS, Juanita; Operations Manager, Pembroke Pines, School of Adult and Continuing Education
- 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; Systems Coordinator (Communications Management)/TSA, Division of Enrollment Management; B.S., Barry University
- GREEN, Michael E.; Director, Tampa/St. Petersburg, School of Adult and Continuing Education; B.S., West Virginia University, M.A., University of Central Florida
- GREENBAUM, Andrea; Associate Professor of English; B.A., California State University; M.A., Ph.D., University of South Florida
- GREENSTEIN, Ginger; Enrollment Manager, School of Adult and Continuing Education; B.A., The George Washington University; M.A., New York University
- GRIFFIN, Michael; Vice President for Student Affairs; Professor of Education; B.A., M.A., Siena Heights College; Ed.D., Nova Southeastern University
- GRIMES, Carrie; Assistant Director for Information Systems and Technology; Division of Enrollment Management; B.L.S., M.S., Barry University
- GRISWOLD, Jan M.; Assistant Manager, Audiovisual Services; M.A., Trevecca Nazarene University
- GRIZZLE, Gary; Chair, Sociology and Criminology; Associate Professor of Sociology; B.A., Florida International University; M.S., Florida State University; Ph.D., Northwestern University
- GUTERMAN, Jeffrey; Assistant Professor of Education; B.A., Boston University; M.S., Ph.D., Nova Southeastern University
- HACKETT, Virginia; Assistant Professor of Nursing; B.S.N., Hunter College-Bellevue; M.S.N., Molloy College
- HADJEZ, Claudia; Follett Bookstore Manager
- HAGAMAN, Julia; Registrar, School of Law-Orlando; B.A., University of Pittsburg

- HAID, Lois K.; Associate Professor of Education, School of Education; B.A., College of St. Elizabeth; M.Ed., Marymount University; Ph.D., George Mason University
- HAINES-KOHL, Holly Ann; Enrollment Manager, School of Adult and Continuing Education; B.S., Barry University
- HAMILTON, Martin; Art Director, University Marketing; A.S., Art Institute of Fort Lauderdale
- HANLON, Andra, Director, Nurse Practitioner Specializations, Associate Professor of Nursing; B.S.N., Georgetown University; M.S.N., Rutgers University; Ph.D., Loyola University
- HANSON, Carole F.; Assistant Director for Graduate Financial Aid, Division of Enrollment Management; B.P.S., Barry University
- HARALAMBIDES, James; Professor of Computer Science; Diploma, University of Patras, Greece; M.S., Ph.D., University of Texas, Dallas
- HARKINS, Gretchen M.; Director, Grant Programs and Governmental Relations, Institutional Advancement; B.A., J.D., Florida State University
- HARRIS, Jennifer; Assistant Director, Operations, School of Adult and Continuing Education; B.S., Barry University.
- HARRIS-HOLLOWAY, Jennifer; Instructor in Nursing; B.S.N., M.S.N., University of Miami
- HARRIS-LOOBY, Judy; Chair, Exceptional Student Education Program; Associate Professor of Education; B.A., M.A., University of the Virgin Islands; Ph.D., University of Miami
- HART, Laura Kozloski; Visiting Associate Professor of Management; B.A., Colby College; M.B.A., Thunderbird School of Global Management; Ph.D., University of Miami
- HATTAWAY, Marvin; Executive Director, Off-Site Operations; School of Adult and Continuing Education, B.B.A, Tennessee State University; M.S., Barry University
- HAUSER, Nancy E., Operations Manager, School of Business; B.P.S., Barry University
- HAYES, Emily; Transcript Evaluator, Division of Enrollment Management; B.A., The College of Wooster
- HAYS, Elizabeth T.; Associate Professor of Physiology; B.A., Keuka College; Ph.D., University of Maryland
- HAYBIENG, Carmen; Academic Advisor/Recruiter, School of Adult and Continuing Education
- HEIM, Julie, Call Center Manager, Division of Enrollment Management
- HELOPOULOS, Terry; Assistant Professor of Medical Education, Operations Director, Physician Assistant Program Expansion at St. Petersburg College; P.A., Miami-Dade College; M.M.S., Nova Southeastern University
- HENAO, Henry; Director, Nursing Resource Center, School of Nursing; B.S.N., M.S.N., Barry University
- HENGARTNER, Christoph; Assistant Professor of Biology; B.S., Université Laval, Canada; Ph.D., Massachusetts Institute of Technology
- HENRY, Eisha; Financial Aid Counselor/ACE, Division of Enrollment Management
- HERMAN, Trish; Site Coordinator of Elementary Education, Fort Myers; Assistant Professor of Education; B.S. University of Wisconsin-Whitewater; M.E., National Louis University; Ed.S., Ed.D., Nova Southeastern University
- HERSHORIN, Indra Ramphal; Instructor in Nursing; B.S.N., M.S.N., Doctoral Candidate, Barry 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
- HILL, Candice, R.N., Registered Nurse, Clinical Coordinator, Student Health Center; B.S.N., Barry University; M.H.S.A., Georgia Southern University
- HILL, Dan; Director of the Fitness Center; Assistant Director of Campus Recreation and Wellness; B.S., Barry University; M.S., Georgia Southern University
- HOCK, Jean; Assistant Vice President, Student Affairs; B.A., M.S., Barry University
- HORNER, Robert Bower; Academic Coordinator, Philosophy; 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
- HOUSTON, Yvonne; Assistant Professor of Dance, B.F.A., New York University; M.A., Teachers College, Columbia University
- HU, Xiaotang; Associate Professor of Biology; M.S., Ph.D., Hunan Medical University (China)
- HUFFMAN, Carol; Director, School of Social Work, Office of Admissions; B.S., Bowling Green State University; M.S., Case Western Reserve University
- HULL, Helia Garrido; Associate Dean for Student Affairs, School of Law, Assistant Professor of Law; B.A., Providence College; J.D., Stetson University

- HULTQUIST, Ronald D.; Assistant Maintenance Manager, Facilities Management; Licensed General Contractor; B.S., Barry University
- HUMESTON, Howard Dart; Assistant Dean/Director for Financial Aid, Division of Enrollment Management; B.L.S., M.S., Barry University
- HUNTER, Carmen; Director, Continuing Education Programs, School of Adult and Continuing Education; B.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
- HURT, Joseph Richard; Professor of Law; L.L.M., Yale University; J.D., Baylor University
- HUTCHENS, Neal; Assistant Professor of Law; B.A., Sanford University; A.B.D., University of Maryland; J.D., University of Alabama Law School; M.Ed., Auburn University
- 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
- INGRAM-HERRING, Sarah; Assistant Director of Field Education, School of Social Work; B.S.W., Florida A&M University; M.S.W., Barry University
- IOZZIO, Mary Jo; Professor of Theology; B.A., Pennsylvania State University; M.A., Providence College; M.A., Ph.D., Fordham University
- ISREL, Richard; Associate Registrar; B.S., Florida International University
- IZQUIERDO, Antonio Gil; Web Programmer/Designer, Administrative Information Systems; B.S., Concordia University, Wisconsin
- IZQUIERDO, Caroline, Assistant Director for Admissions Records, Division of Enrollment Management; B.B.A., Florida International University
- JARVIS, Karen; Biological Supply Manager; B.S., Barry University
- JEANTILUS, Yvette; Director of Technical Services; B.P.S., M.S., Barry University
- 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
- JENKINS, Marilyn; Associate Dean and Director Regional Administration, Continuing Education, School of Adult and Continuing Education; B.S., M.S., La Roche College, Ph.D., Barry University
- JEZEK, Dennis; Director, Sports Information; B.A., University of Alabama; M.S., Shippensburg University of Pennsylvania
- JIMENEZ, Ricardo; Instructor of Computer Science, Mathematics and Computer Sciences; B.A., Florida International University; M.S., Barry University
- JOHNSON, Audrey; Assistant Director of IT Support Desk, Division of Information Technology; B.S., M.S., Barry University
- JONASSEN, Frederick; Associate Professor of Law; B.A., Columbia University; Ph.D., Cornell University; J.D., Indiana University
- JONES, Jennifer; Clinical Liaison and Instructor; School of Natural and Health Sciences; B.S., University of South Florida; M.S., Barry University
- JONES, Jeremy; Communications Coordinator I, Media Relations; University Relations; A.S., Vincennes University
- JOSEPH, Gina; Assistant Director, Center for Leadership and Transition Services; B.A., M.S., Barry University
- JUNGEMANN, Fred; Head Coach, Women's Soccer; B.A., Arizona State University
- KEENER, Joseph; Director, ACE Main Campus, School of Adult and Continuing Education; B.A., St. Alphonsus College; M.S.W., Barry University
- KEGELES, Sharon; Director of Undergraduate Programs; School of Human Performance & Leisure Sciences; Assistant Professor of Sport and Exercise Sciences; B.S., M.S., Barry University
- KELLY, Dorothy C.; Assistant Registrar; B.S., Barry University
- KELLY, Millicent; Director, Palm Beach, School of Adult and Continuing Education; B.A., University of Delaware; M.S., Barry University
- KEMERER, Kevin L.; Associate Professor of Accounting for Andreas School of Business; B.S., Virginia Polytechnic Institute and State University; M.S.A., Virginia Polytechnic Institute and State University; Ph.D., Virginia Polytechnic Institute and State University
- KESTLER, Paul; Business Center Manager, Business Services
- KING, Christine A.; Associate Professor of Education; B.Ed., M.Ed., Ed.D. University of Miami
- KINZEL, Rochelle; Academic Coordinator, Communications, Speech and Theater; Portfolio Reader, School of Adult and Continuing Education; Assistant Professor of Communication Arts; B.A., Queens College; M.A., Hunter College
- KIRKLAND, Susan; Associate Vice President for Finance and Chief Accounting Officer, Business and Finance Division; B.S., University of North Carolina; M.B.A., Barry University

- 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
- KNUDSON, Cherie, Assistant Director, Public Safety
- KOLINSKY, Heather; Director of Legal Research and Writing Program; B.A., Stetson University; J.D., Rutgers University
- KOLSKY, Sharon; Coordinator, Field Experiences; Instructor in Education; B.S., University of Maryland; M.S., University of Miami
- KONCSOL, Stephen W.; Associate Professor of Psychology; B.A., Clark University; M.S., Rutgers University; Ph.D., Rutgers University
- KONCZAL, Lisa; Associate Professor of Sociology and Criminology; B.A., M.A., Ph.D., Florida International University
- KOONS, Judith; Associate Professor of Law; B.A., University of Florida; J.D., University of Florida College of Law; M.T.S., Harvard University Divinity School
- 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)
- KOPP, David; Chair, Human Resource Development Programs; Associate Professor of Education; A.A.S., B.S., University of Louisville; M.B.A., University of Orlando; Ph.D., Barry University
- KOWLESSAR, Allison; Coordinator, Office of Disability Services, Student Affairs
- KRAMER, Sean; Assistant Vice President for Alumni Relations; B.A. Florida International University
- KUSHI, Harold (Terry); Director, Info Technology Infrastructure Services; Division of Information Technology
- LaBAHN, Patricia D.; Associate Dean, ACE Student Affairs, 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; Manager, Student Financial Services, Cashier/Business Office; B.S., M.B.A., Barry University
- LACEY, Debra; Associate Professor of Social Work; B.S., University of Florida; M.Ed., University of Vermont; M.S.W., Ph.D., State University of New York at Albany
- LADERMAN, Michael S.; Assistant Vice President for Communications and Marketing; B.A., Nova Southeastern University
- LAGOMARSINO, Sheri; Assistant Dean for Admissions, School of Law-Orlando; B.S., University of Florida; J.D., Florida State University
- LAMET, Ann W.; Assistant Professor of Nursing; B.S.N., Hunter-Bellevue; M.S., State University of New York at Stony Brook; Ph.D., Barry University
- LAMOREAUX, Wendy; Director, School of Adult and Continuing Education; B.A., Florida Southern College; M.A., University of South Carolina
- LANDA-GONZALEZ, Belkis; Assistant Professor of Occupational Therapy; B.S., University of Miami; M.S., Florida International University; Ed.D., Florida International University
- LANGEN, Wendy Hoon; Assistant Professor Medical Education; Physician Assistant Program; B.A., New College; MCMSc, Barry University, PA-C.
- LANGTON, Brandon G., Web Developer, Web Marketing; B.S., Florida International University
- LASKY, Cynthia; Assistant Professor of Education; B.S., University of Southern Connecticut; M.S., Barry University; Ed.D., Nova Southeastern University
- LATKOVICH, C.S.J., Sr. Sallie L.; Assistant Professor, The Blessed Edmund Rice School for Pastoral Ministry; B.A., Cleveland State University; 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
- LAVANDERA, Reynel; Assistant Professor of Nursing; B.S.N., M.S.N., University of Miami
- LAURORE, Sebastien; Senior Network Engineer, Division of Information Technology; B.S., Barry University; M.S., American Intercontinental University
- LAWKO, Cheryl; Director for Major and Planned Gifts, Institutional Advancement; B.A., Northwestern University
- LEACOCK, Stephen J.; Professor of Law; B.A., M.A., City of London Polytechnic; LL.M., London University; Barrister, Middle Temple-London
- LEFF, Susan; Director, Elderhostel Programs, Adult and Continuing Education; B.L.S., Barry University
- LEONARD, Cathleen; Executive Director, Business Operations, Business and Finance Division; B.S., M.A., Barry University
- LePAGE, Carolyn.; Director, Nurse Practitioner Specializations, Assistant Professor of Nursing; B.S.N., M.S.N., Ph.D., Barry University
- LETSCHE, Mary Ellen; Executive Assistant to the President

- LESCOUFLAIR, Vladimir; Studio Lab Supervisor, Division of Information Technology; B.S., Florida International University
- LEVASSEUR, Marie Ange; Executive Director, ACE Student Affairs, School of Adult and Continuing Education; B.L.S., M.S.W, Barry University
- LEVINE, Joel; Associate Professor of Education; B.A., University of So. Florida; M.S., Florida International University; Ed.S., Nova University; Ed.D., Florida International University
- LEWIS, Sarah J.; Associate Professor of Social Work; B.S.W., Florida Atlantic University; M.S.W., Barry University; Ph.D., Florida State University
- LEX-HEINRICH, Sherry; Student Financial Coordinator, Business and Finance Division; B.P.S., Barry University
- LIN, Peter; Professor of Biology; B.S., University of Wisconsin; M.T., Theda Clark Reg. Medical Ctr.; Ph.D., Johns Hopkins University
- LINE, Kaci; Director of Academic Counseling and Bar Preparation, School of Law-Orlando
- LITTLE, Daniel J.; Assistant Professor of Nursing; B.S., M.B.A., Nova University; M.S.N., Florida Atlantic University; Ph.D., Barry University
- LIZAMA, Silvia; Chair, Fine Arts; 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 and Technical Director, Fine Arts Department
- LONDONO, Hernan; Associate Chief Information Officer and Director of Academic Computing Services, Division of Information Technology; B.S., M.S., Barry University
- LONGO, Joanne; Director, Portfolio Program Support, School of Adult and Continuing Education; B.S., University of Maryland; M.S., Barry University
- LONGORIA, Hossiella; Personal Counselor, Center for Counseling and Psychological Services; B.A., Florida International University; M.A., Psy.D., Argosy University
- LOPEZ, Regina; Database Administrator, Administrative Information Systems; B.S., Barry University
- LOPEZ, Silvia; IT Support Analyst, Division of Information Technology; B.S., Barry University
- LORING, Marjorie J., Assistant Director, Center for Excellence in Learning and Teaching (CELT); B.S., M.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
- LOTFY, Sara; Communications Assistant; B.S., University of Central Florida
- LU, Chia-Ying; Assistant Professor of Sport Management; B.S., Ming-Chuan University, Taipei, Taiwan; M.S. Louisiana Tech., Ph.D., Florida State University
- LUCKETT, Pamela; Assistant Professor of Information Technology; Assistant Academic Coordinator for Information Technology, Brevard, Orlando; B.S., University of Arkansas - Pine Bluff; M.S., Western Michigan University; Ed.S., Ph.D., Florida Institute of Technology
- LUDWIG, Kathryn; Associate 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
- LUKOMSKI, Dolores; Regional Director, Central Florida; School of Adult and Continuing Education; B.S., M.S., Barry University
- LUTZ, Marilyn; Associate Professor of Education, Coordinator of Orlando, School of Education; B.B.A., M.B.A., Lindenwood College; Ed.D., Nova Southeastern University
- LYONS, Bridget; Associate Director of Athletics; Human Performance and Leisure Sciences; B.A., Saint Michael's College; M.Ed., Ph.D., Virginia Commonwealth University
- MACE, David; Grounds & Support Services Manager, Facilities Management
- MACIÁ, Silvia M.; Associate Professor of Biology; B.S., University of Miami; Ph.D., University of Miami Rosenstiel School of Marine and Atmospheric Sciences
- MacDOWALL, Charlene; Instructor in Mathematics, Mathematics and Computer Science Department; B.A., M.S., Hunter College, City University of New York
- MacNAMARA, Alex; Director of Facilities, Facilities Management; B.S., Barry University
- MacNAMARA, Caridad; Director, Corporate and Community Relations, Institutional Advancement; B.S., Barry University
- MADISON, Sandra; Director, Purchasing; Business and Finance Division; B.S., Barry University

- MAGUIRE, R.S.M., L.C.S.W., Sr. Anastasia; Director, Center for Counseling and Psychological Services; B.Ed., Queens University, Belfast; M.S.W., Barry University
- MAHER, Richard S.; Technical Manager, David Brinkley Studio
- MAJKA, Gene; Assistant Professor of Nursing; B.S.N., M.S.N., DePaul University
- MAJOR-SANABRIA, Michelle M.; Assistant Professor of Psychology; B.A., S.S.P., Ph.D., Barry University
- MANDERSON, Nigel; Associate Director for Financial Aid/ACE, Division of Enrollment Management; B.B.A., Florida Atlantic University
- MANZELLI, John; Assistant Professor of Theatre; B.A., Barry University; M.F.A., Illinois State University
- MARASCO, Joanna; Associate Professor of Education, School of Education; B.S., Monmouth University; M.Ed., The College of New Jersey; Ph.D., University of Arizona
- MARILL, Alicia C.; Associate Professor of Theology; Director, Doctor of Ministry Program; B.A., Florida Atlantic University; M.A., Barry University; D. Min., Catholic Theological Union
- MARINAS, Carol; Professor of Mathematics; B.S., Indiana Univ. of Pennsylvania; M.S., Indiana Univ. of Pennsylvania; Ed.S., Barry University, Ph.D., Florida State University
- MARKMAN, Joanna; Acting Clinical Director, Associate Professor of Law, B.S., Syracuse University; J.D., Syracuse University College of Law
- MARKOV, Lubomir P.; Associate Professor of Mathematics; M.A., Sofia University, Bulgaria; M.A., Ph.D., University of South Florida
- MARSHALL, Troy; Assistant Director, Server and Messaging Systems; B.S., Barry University
- MASON, Alan; Associate Professor of Music; B.M., M.M., Manhattan School of Music; D.M.A., University of Miami
- MASZTAL, Nancy B.; Professor of Education, School of Education; B.A., Florida State University; M.Ed., Ph.D., University of Miami
- MATHIS-FISHER, Jennifer; Registered Mental Health Counseling Intern/Personal Counselor, Center for Counseling and Psychological Services; B.S., Kennesaw State University; M.S., Valdosta State University
- 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
- McBEE, Charles M.; Assistant Dean, Assessment and Quality Improvement, School of Adult and Continuing Education; B.S., M.S., Georgia State University; Doctoral Candidate, Barry University
- McCRATH, Steven; Head Coach Men's Soccer; B.A., M.S., Seattle Pacific University
- McCULLOUGH, Alfred J.; Senior Enrollment Director, 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; B.P.S., Barry University
- McCRINK, Carmen; Chair, Educational Leadership and Higher Education Administration Program; Associate Professor of Education; B.S., Florida International University; M.Ed., Ph.D., University of Miami
- McDONOUGH, Mary Eileen; Associate Vice President for Student Affairs; Professor of Education; NCAA Faculty Athletics Representative; B.S., Chestnut Hill College; M.S., Marquette University; M.B.A., Barry University; Ed.D., Nova University
- McFADDEN, John; Program Administrator and 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; M.S.N., University of Tennessee; Ph.D., Barry University
- McFARLANE, Garrett; Systems Operator, Division of Information Technology; B.S., Barry University
- McGLONE, Jacqueline M.; Executive Director, Dining Services and Bookstore, Student Affairs; B.S., Eastern Michigan University; M.Ed., University of Arizona
- McKINLAY, Robert; Assistant Dean, Project Development/Grants, Division of Medicine; B.S., Eastern Michigan University; M.P.S., College of Boca Raton
- McKOY, Angela; Academic Advisor, School of Adult and Continuing Education; B.A., M.S., St. Leo College
- McLAUGHLIN, Heidi; Associate Dean for Marketing, School of Adult & Continuing Education; B.S., Fairfield University; M.B.A., D.B.A., Nova Southeastern University
- McMAHON HICKS, Connie; Assistant Professor of Communication, Professional in Residence; B.A., Macalester College
- McPHEE, Debra M.; Dean, School of Social Work; B.A., Saint Mary's University, Nova Scotia; M.S., Columbia University; Ph.D., University of Toronto
- MEDINA, Marleyn; Records Manager, Sciences Admissions; B.S., Barry University

- MELLO, Jeffrey A.; Interim Dean; Professor of Management, School of Business; B.S., B.A., Boston University; M.B.A., Ph.D., Northeastern University
- MELOUN, Jalane M.; Academic Coordinator for Human Resources Administration, Miami, West Dade, Associate Professor of Administration, School of Adult and Continuing Education; B.A., Baldwin-Wallace College; M.A., Ph.D., University of Akron
- MENDEZ, Jesus; Associate Professor of History; B.S., M.A., University of Miami; Ph.D., University of Texas at Austin
- MERCEA, Lena; Senior Financial Analyst, Business and Finance Division; B.A., University of Chicago
- MERRILL, Thomas J.; Professor of Surgery; B.S., Iowa State University, D.P.M., Dr. William Scholl College of Podiatric Medicine
- METELLUS, Luisa Jahaira; State and Federal Work Study Coordinator, Division of Enrollment Management; B.P.S., Barry University
- MIRA-BOHIGAS, Youdaris, Director, Pembroke Pines, School of Adult and Continuing Education; B.P.S., M.S., Barry University
- MIER, Constance M.; Associate Professor of Sport and Exercise Sciences; B.S., Michigan State University; M.S., University of Arizona; Ph.D., University of Texas at Austin
- MILLENBACH, O.P., Patricia; Instructor, School of Social Work; B.A., Siena Heights University; M.A., Western Michigan University; M.S.W., Barry University
- MILLER, Patricia S.; Director of Marketing for Adrian Dominican School of Education, Division of Enrollment Management; B.S., Pace University; M.B.A., Indiana University
- MIRANDA, Elsie; Director, Ministerial Formation; Assistant Professor of Theology; B.S., University of Florida; M.S., Boston College; D.Min., Barry University
- MITCHELL, Douglas; Director, Occupational Therapy Program; B.S., Eastern Michigan University; M.S., Wayne State University; Ph.D., Barry University
- MOLINARI, Andrea L; Director, M.A. in Pastoral Theology (Rice School); Associate Professor of Theology; B.A., Franciscan University; M.A., Providence College; Ph.D., Marquette University
- MONCAYO Greta; QIP Coordinator; B.A., Barry University; M.S., Florida International University
- MONTAGUE, Jeremy; Professor of Biology; B.S., State University of New York at Geneseo; M.S., Kent State University; Ph.D., Syracuse University
- MOORE, Keith L.; Associate Program Director; Physician Assistant Program; B.S., J.D., Physician Assistant Certificate, Indiana University
- MORALES, Guillermo; Instructor of Mathematics; Mathematics and Computer Science Department; B.S., University of Havana; Ph.D., Cuban Academy of Sciences, Havana, Cuba
- MOREDA, Irene C.; Associate Professor of Social Work; B.A., University of South Florida; M.A.S.S.W., University of Chicago
- MORGANSTEIN, Mara S.; Director, Grants Programs, Institutional Advancement; B.A., Pennsylvania State University; M.S., Villanova University
- MORIARTY, John; Career Counselor, Career Services; B.S. University of Florida; M.B.A., National University
- MORRELL, Stephen O.; Professor of Economics and Finance; B.S., M.A., Ph.D., Virginia Polytechnic Institute
- MORRIS, Alison, L.M.F.T.; Personal Counselor, Center for Counseling and Psychological Services; B.S., Oxford Brooks University; M.S., Nova Southeastern University
- MORRIS, Ivette; Assistant Professor of Nursing, B.S.N., Florida International University; M.S.N., Barry University
- MORRISSEY, William P.; Senior, Reference Librarian, Library; B.A., University of Kansas; M.S.L.S., Florida State University
- MOSES, Justin: Director – Server and Messaging Systems, Division of Information Technology; B.S., Barry University
- MOSES, Justin; Assistant Director – Server Operations, Division of Information Technology; B.S., Barry University
- MOTT, Shani; Director of Africana Studies; Assistant Professor of English; B.A., Wesleyan University; Ph.D. University of Michigan
- MUDD, Laura; Chair, Biology; Professor of Biology; B.S., Georgetown University; Ph.D., University of Florida
- MUNNINGS, Gala Brown; Director of Field Education, School of Social Work; B.A., Fisk University; M.S.W., Barry University
- MUNOZ, Gloria; Records Manager, Division of Enrollment Management
- MURPHY, Ann S. Carneal.; Professor Emerita 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
- MURPHY, Hugh; Assistant Professor of Theatre; B.A., M.A., Florida State University; Ph.D., The Ohio State University

- MUSCARELLA, Frank; Director of Clinical Psychology Program; Acting Director, School Psychology Program, and Professor of Psychology; B.A., San Diego State University; M.A., University of Louisville; Ph.D., University of Louisville
- MUST, Emily; Area Coordinator for Residential Life; B.S., Barry University
- NEELY-SMITH, Shane; Assistant Dean and Assistant Professor of Nursing; B.S.N., M.S.N., Ph.D., 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, Katherine; Associate Professor of Communication; B.A., Loyola University; M.A., Ph.D., Arizona State University
- NELSON, Terry; IT Support Supervisor, Business and Finance Division
- NEMBHARD, Merlene; Reference Librarian; B.S., Barry University; M.S., Florida State University; M.L.S., Florida State University
- NEMBHARD, Priya; Coordinator, Development Research; B.A., Syracuse University
- NG-A-FOOK, Wesley; Director of Desktop Computing Services, Division of Information Technology, B.S., Barry University
- NICHOLS, David; Head Coach, Women's Volleyball; B.A., University of California Los Angeles
- NICKERSON, Inge; 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
- NORRIS, Elizabeth; Manager, Human Resources, Orlando
- NOWAKOWSKI-SIMS, Eva; Director, Palm Beach Program, School of Social Work; B.S. University of Florida; M.P.H., University of South Florida; M.S.W., Barry University; Ph.D., 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
- NUNEZ, Jennifer; Financial Aid Counselor, Division of Enrollment Management
- O'BRIEN, Rev. Scott T., O.P.; Chaplain; D.Min., The Catholic Theological Union, Chicago; M.Div., Dominican School of Philosophy and Theology, Berkeley, CA; M.A., Graduate Theological Union, Berkeley
- O'CONNOR, James C.; Assistant Professor of Medical Education; B.S. M.P.H. Nova Southeastern University
- 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.; Head Coach, Men's Basketball; Instructor in Sport and Exercise Sciences; 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 Emeritus 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 Emerita and Chancellor; Professor of Education; B.S., Siena Heights College; M.S.T., M.Ed., Ph.D., University of Arizona
- 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'NEIL, Daniel; Assistant Director, Central Florida IT Operations, Division of Information Technology; B.A., State University of New York at Buffalo
- O'NEILL, Philip M.; Senior Reference Librarian; B.A., University of Delaware; M.S.L.S., Columbia 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
- ORR, Edward; Associate Professor of Biomedical Science; B.S., Cleveland State University; Ph.D., University of California, Berkeley
- ORTEGA, Daniela; Financial Aid Counselor, Division of Enrollment Management, B.A., Belmont Abbey
- O'SHEA, Nina M.; System Administrator, Administrative Information Systems; B.P.S., M.S., Barry University
- OWENS, C.S.J., Sr. Pamela; Assistant Professor of Theology; The Blessed Edmund Rice School for Pastoral Ministry; B.S., University of Cincinnati; M.S., University of Dayton; M.A., Barry University; Doctor of Ministry, Barry University



- PACKERT, Gerhild; Director, B.S. in Biology/M.L.S. Program, Histotechnology Track; B.S., M.S., University of Central Florida; Ph.D., University of South Florida
- PAGANA, Tiffany; Enrollment Director, School of Adult and Continuing Education; M.B.A., George Washington University (MVC Campus)
- PAN, Victor; Professor of Mathematics; B.S., Guangzhou Normal University; M.A., Jinan University; Ph. D., University of South Florida
- PARKHURST, Doreen C.; Assistant Dean, Program Director, Physician Assistant Program; Associate Professor of Medical Education; B.A., Stonehill College; P.A., Northeastern University; M.D., Boston University School of Medicine
- PATON, Ann E.; Vice President for Institutional Advancement; B.S., Fitchburg State College
- PATTON, Richard T. (Tim); Director, Professional Master of Public Health; B.S., M.A., University of Florida; M.P.H., University of North Carolina at Chapel Hill
- PAVAO, Marc; Head Coach, Baseball; B.S., Bridgewater State University, M.S., Barry University
- PAYNE, Bruce C.; Professor of Finance; B.A., M.B.A., University of South Florida; Ph.D., Louisiana State University
- PELAEZ, Roberto; Web Programmer, Division of Information Technology; B.S., Barry 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
- PENATE, Judith; Controllor, Business and Finance Division; B.S., Barry University; M.S. University of Miami
- PENNER, Danielle; Head Coach, Softball; B.A. California University of Pennsylvania; M.S./M.B.A. Barry University
- PERA, Sylvia; Site Manager, Cutler Bay, School of Adult and Continuing Education; B.S., M.S., Barry University
- PEREZ, Fernando M.; Assistant Professor, Sociology and Criminology; B.S., M.S., Florida State University; Ph.D., University of Miami
- PEREZ, Nancy; Director of Accounts Payable; B.L.S., Barry University
- PERKEL, Linda K.; Associate Dean for Undergraduate Education, 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; Chair, Early and Middle Childhood Education Programs; Coordinator, TESOL; Associate Professor of Education; B.S., North Georgia College; M.E., Mercer University; Ph.D., Georgia State University
- PERRY, Vincent; Chief Financial Officer, School of Law-Orlando; B.A., University of South Florida
- PETERSON, Linda M.; Provost; Professor of Psychology; B.S., University of Illinois; M.S., Ph.D., University of Miami
- PETRINO-LIN, Teresa; Associate Professor of Biology; Ph.D., National University of Tucuman, Argentina
- PETTAWAY, Lincoln, Coordinator, Graduate Admissions/Marketing, ADSOE, Division of Enrollment Management; B.A., University of Rochester; M.B.A., Cleveland State University
- PICHÉ, O.P., Sister Evelyn; Dean Emerita, 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
- PIETAK, Julianna M.; Communications Coordinator II, University Relations; B.A., Bucknell University; M.J., University of Wollongong, Australia
- PINEIRO, Carlos; Assistant Dean, Regional Administration, School of Adult and Continuing Education; B.S., Mercy College; M.S., Long Island University
- PINKERTON-JOHNSON, Cynthia; Instructor of Nursing; B.S.N., M.S.N., University of Miami
- PIPER, Terry, Dean, School of Education; B.A., M.A., University of New Hampshire; Ph.D., University of Alberta
- PISSARIS, Seema; Assitant Professor of Management; B.B.M., Ryerson University; M.B.A., Ph.D., Florida Atlantic University
- PITA, Antonio; Assistant Professor of Information Technology; Assistant Academic Coordinator of Information Technology, Miami-Dade and Collier Counties; B.A., Florida International University; M.S., University of Miami
- PITTMAN, John C.; Site Coordinator, Kendall; Associate Professor of Education; B.S., Bethune-Cookman College; M.A., Fisk University; Ed.S., University of Florida; Ed.D., University of Miami
- POCZWARDOWSKI, Artur; Professor of Sport and Exercise Sciences; M.S., University of Gdansk Poland; Ph.D., University of Utah
- PONSKY, Dana; Director, Center for Leadership and Transition Services; B.A., University of Maryland; M.A., Bowling Green State University

- PORTA, Alicia; Graphic Designer; B.A., Florida Atlantic University
- POSEY, Vivian; Assistant Professor of Education; B.A., Caldwell College; M.A., University of South Florida; Ed.D., Nova Southeastern University
- POULOUS, James; Assistant Director, Math Lab; B.S., M.S., Florida International University
- POWELL, Toni; Professor Emerita of Education; B.S. Carnegie-Mellon University; M.S., Ph.D., Florida State University
- POZA, Jose J.; Assistant Dean for Marketing, Andreas School of Business; B.B.A., Florida International University; M.B.A., Barry University
- PRESMANES, O. P., Reverend Jorge; Assistant Professor of Theology; B.A., Georgia State University; M.DIV., M.A., Dominican School of Philosophy & Theology at the Graduate Theological Union; D.MIN., Barry University
- PROVITERA, Michael J.; Assistant Academic Coordinator for Administration, Miami-Dade County, Assistant Professor of Administration, School of Adult and Continuing Education; B.S., City University of New York; M.B.A., Saint John's University; D.B.A., Nova Southeastern University
- PUMARIEGA, Rosie; Assistant Director for Undergraduate Programs, School of Human Performance and Leisure Sciences; B.L.S., Barry University
- QUERAL, Carmen; Assistant Professor of Medical Education; Director of Clinical Education, Physician Assistant Program; B.S., Northern Kentucky University; M.P.H., B.S., P.A., Nova Southeastern University; Ph.D., Touro University International
- RAFALKO, Sharon; Instructor of Nursing; B.S.N., M.S.N., University of Maryland
- RAIZEN, Erin; Employment Manager, Human Resources; B.S., Barry University; M.S., Nova Southeastern University
- RAMIREZ, Maximo; Network Manager, Division of Information Technology; B.S., Barry University
- RAMIREZ; Miguel; Senior Web Programmer, Web Marketing; B.S., Barry University
- RAMOS, Keila; Union Office Coordinator, Student Services; B.S., University of Central Florida
- RAMLOW, Patricia; QIP Project Coordinator, Human Resources; B.S., Pontificia Universidad Catolic
- RAPHAEL, Amy, Director, Career Services; B.A., Wake Forest University, M.S., University of North Carolina at Greensboro, Ph.D., The University of Georgia
- RARICK, Charles; Professor of Management; B.S., College of the 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
- RAY, Reina; Coordinator, O'Laughlin Intercultural Center; B.S., Florida Atlantic University
- REATO, Deborah A.; Director of Operations, Office of the Registrar; B.S., M.S., Barry University
- 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; Assistant Chief Information Officer for Information Technology Business Operations; B.Sc., M.Phil, University of the West Indies
- REED, Jill Mitchell; Assistant Professor of English; B.S., Columbia University; M.A., State University of New York at Stony Brook; Doctoral Candidate, Florida International University
- REED, Ruth; Financial Aid Telecounselor, Division of Enrollment Management; B.A., Trinity International University
- RHODES, Ana; Assistant Director, Orlando, School of Adult and Continuing Education; B.S., Barry University; M.A., University of Phoenix
- RIAL, Yamirka C., Associate Director for Financial Aid, Division of Enrollment Management; B.S., Florida Atlantic University; M.S., Barry University
- RICE, O.P., Sister Ellen Marie; 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, Executive Director, Annual Fund; B.S., M.B.A., Barry University
- RIZZO, Patrice; Head Coach, Women's Golf
- ROBERTS, Catherine; Associate Professor in Education; B.A., College of New Rochelle; M.S., Barry University; Ph.D., Barry University
- ROBERTS, Sandra L.; Director, Business Development and Corporate Recruiting, School of Adult and Continuing Education; B.L.S., M.A., Barry University
- ROBINSON, Norma Davis; Graduate Financial Aid Counselor, Division of Enrollment Management; B.A., Florida State University

- ROCKWELL, Thomas; Associate Professor of Graphic Art; B.F.A., Cleveland Institute of Art; M.F.A., Florida Atlantic University
- RODRIGUEZ, Mabel; Assistant Director of Field Education, School of Social Work; B.S.W., Indiana University; M.S.W., Florida International University
- RODRIGUEZ, Rosa; Executive Director, Administrative Support, School of Adult and Continuing Education; B.L.S., Barry University
- ROGERS, Marjorie, K.; Clinical Liaison and Instructor; School of Natural and Health Sciences; B.S.N., University of Central Florida; M.S., University of New England
- ROKHFELD, Mark; Director, Math Lab; Instructor in Mathematics; B.S., M.S., Ternopol State Pedagogical Institute, Ukraine; A.B.D., Iv. Franko State University, L'vov
- ROMANO, David; Assistant Professor, School of Adult and Continuing Education; B.A., West Chester University of Pennsylvania; M.S., Central Washington University; Ph.D., University of Kansas
- ROSA, Sandra; Director of Human Resources, School of Law-Orlando; A.A., Hostos College
- ROSEMAN, Fay; Coordinator, Clinical Experience; Assistant Professor of Education, Certification; B.S., Pace University; M.S.W., New York University; Ph.D., Barry University
- ROSENBERG, Daniel Z.; Associate Professor of Sport and Exercise Sciences; 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
- ROSENWALD, Mitchell; Associate Professor, School of Social Work, B.A., Salisbury State University; M.A., Syracuse University; M.S.W., Ph.D., University of Maryland at Baltimore
- ROUDER, Leslie, L.C.S.W.; Director, Office of Disability Services, Student Affairs; B.A., Stony Brook University; M.S.W., Barry University
- ROZNOVSKY, Thomas; Crime Prevention Coordinator; B.S., Southern Illinois University
- RUDES, James; Assistant Professor of Education; B.A., Hunter College; M.S.W., New York University; Ph.D., Nova University
- RULLO, Diane, Instructor of Social Work; B.A., M.A., Montclair State College; M.S.W., Ph.D., Fordham University
- RUSHING, John; Assistant Academic Coordinator; Assistant Professor of Administration; School of Adult and Continuing Education; B.A., University of Miami; M.B.A., D.B.A., Nova Southeastern University
- RUSSELL, Charelle; Desktop Computing Support Specialist, Division of Information Technology; B.S., Florida Memorial University
- RUSSELL, Robert; Assistant Professor of Education; B.S., Hunter College; M.S., Barry University; Ed.D., Nova Southeastern University
- RYDER, Maritza; Assistant Dean, School of Human Performance and Leisure Sciences; B.L.S., M.S., Barry University
- RYTTEKE, Sara; Associate Professor of Photography; B.F.A., Arizona State University; M.F.A., University of Houston
- SACCO-BENE, Christine; Assistant Professor of Counseling; B.S., Virginia Polytech Institute and State University; M.S.Ed., Old Dominion University; Ph.D., The College of William and Mary
- SALAGA, Steve; Academic Advisor, School of Human Performance and Leisure Science; B.S., East Carolina University; M.Ed., University of Georgia
- SALVADOR, Carolina; Junior Financial Analyst
- SALVANESCHI, Luigi; Distinguished Adjunct Professor; M.C., Liceo-Ginnasio Pareggiato; Ph.D., Lateran University
- SAMPOL, Esther; Coordinator, Developmental English; Instructor in English; B.S., Nova Southeastern 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
- SANDALS, Phyllis; Director, Center for Advanced Learning (CAL); B.E., University of Alberta, Edmonton, Canada; M.E., Ed.D., University of Calgary, Alberta, Canada
- SANDERS, Edwina; Director, Retention Coordination, School of Adult and Continuing Education; B.P.S., M.A., Barry University
- SANDERSON, E. David; Head Coach, Women's Rowing; Human Performance and Leisure Sciences; B.A. Yale University
- SARGENT, Georgette M.; Operations Coordinator-Sport and Exercise Science; School of Human Performance and Leisure Sciences; B.S. Barry University

- 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; Doctoral Candidate, Michigan State 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
- SCHAAB, S.S.J., Sr. Gloria; Assistant Professor of Theology; B.A., Chestnut Hill College; M.A., LaSalle University; Ph.D., Fordham University
- 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
- SCHIAVO, Frank Louis; Interim Assistant Dean for Academic Affairs; Associate Professor of Law, School of Law-Orlando; B.S., University of Pennsylvania; LL.M., New York University School of Law; J.D., Villanova University School of Law
- SCHINASI, Lee D.; Associate Clinical Professor, School of Law-Orlando; B.B.A., University of Toledo; J.D., University of Toledo Law School
- SCHLICH, Alex F.; Learning Service Coordinator, Department of Theology and Philosophy; B.A., University of Notre Dame; M.A., Barry University
- SCHOFFSTALL, Brenda; Assistant Professor of Biology; B.S., Meredith College; Ph.D., Florida State University
- SCHWARTZBERG, Cori; Instructor in English; B.A., M.A., University of Miami
- SCOTT, Angela M.; Assistant Vice Provost for Enrollment Management; B.S., M.S., Barry University
- SCOTT, O.P., Sister Arlene; Assistant to the President for Mission Integration and Director of Campus Ministry; B.A., University of Florida; M.A., Loyola University of Chicago
- SCOTT, James C.; Licensed Clinical Psychologist; Assistant Director/Counselor, Center for Counseling and Psychological Services; B.A., Seton Hall University; M.S., Psy.D. Nova Southeastern University
- SCOTT, Jeanne; Retail Manager, Dining Services
- SCOTT, Phyllis F.; Interim Associate Dean, School of Social Work; B.A., Florida Atlantic University; M.S.W., Barry University; Ph.D., Barry University
- SCULLY, Robert E.; Academic Coordinator of Administration, Professor of Organizational Behavior, School of Adult and Continuing Education; B.A., Pennsylvania State University; M.A., Temple University; D.B.A., Nova University
- SECADA, Grace; Applications Developer, Division of Information Technology; 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
- SERAPHIN, Barbara; Web Developer, Web Marketing; B.S., Barry University
- SESODIA, Sanjay; Associate 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; Development Officer, Institutional Advancement
- SEVERINO, Thomas Paul; Associate Vice President for Institutional Advancement; B.S., M.S., Iona College, New York; M.A., University of Notre Dame
- SHANAHAN, Patrick; Transcript Evaluator, Division of Enrollment Management; B.A. Elmira College
- SHAPIRO, B. Sue; Associate Professor of Sport and Exercise Sciences; B.S., West Virginia University; M.S., Ed.D., University of Virginia
- SHARP, Joseph; Executive Director, ACE Enrollment Management, School of Adult and Continuing Education; B.S., Northeast Louisiana University; M.B.A., Indiana Wesleyan University
- SHAW, Graham; Professor of Biochemistry; Ph.D., Aston University, England
- SHENG, Shirley; Assistant Professor of Marketing; B.A., Shanghai Institute of Business Administration (China); MSc, University of Leicester; Ph.D., Florida Atlantic University
- 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; B.A., M.A., State University of New York at Plattsburgh; M.A., Middle Tennessee State University; Ph.D., Ball State University
- SHOCKET, Lysa Academic Fieldwork Coordinator, Occupational Therapy; B.S., M.S., Boston 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, 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
- SIERRALTA, Pierre; Retail Manager, Dining Services
- SILY, Addressa; Art Director, Web Marketing; B.A., Universidade Federal do Espirito Santo; M.S., Barry University
- SILY, Michel; Director of Web Marketing; B.S., M.S., Barry University
- SIMPSON, Traci A.; Assistant Vice President for University Administrative Data, Administrative Information Systems; B.S., M.S., Barry University
- SIMPSON-WOOD, Taylor; Associate Professor of Law; B.A., DePaul University, M.F.A., Florida State University, J.D., LL.M., Tulane University School of Law
- SINGH, Jai N.; Associate Professor of Mathematics; Assistant Chair, Math and Computer Science; B.S., M.S., Patna University, India; Ph.D., Bihar University, India
- SINGLETON, Sharron M.; Associate Professor, School of Social Work; B.S.W., Norfolk State University; M.S.W., Ohio State University; D.S.W., Howard University
- SIRIMANGKALA, Pawena; Director, Honors Program; Associate Professor of Communication; B.A., Mount Saint Clare College; M.A., Cleveland State University; Ph.D., Kent State University
- SLONE, Don R.; Clinical Liaison and Instructor, School of Natural and Health Sciences; B.S.N., University of Central Florida; M.S., Barry 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, E. Timothy; Professor of History; B.A., Manchester College; M.A., Ph.D., Kent State University
- SMITH, Brian Keith; Assistant Sports Information Director; B.S., Mississippi College
- SMITH, Lyn; Site Coordinator of Elementary Education, Orlando; Assistant Professor of Education; B.S., University of Southern Connecticut; M.S., Ed.D., Nova Southeastern University
- SMITH, Mark; Assistant Professor, School of Social Work; B.A., University of South Carolina-Spartanburg; M.S.W., San Francisco State University; Ph.D., Barry University
- SODANO, Carol-Rae; Associate Vice President for Off-Campus Site Coordination and Dean, School of Adult and Continuing Education; B.A., Marymount College; M.A., Fordham University; M.A., LaSalle University; Ed.D., Widener University
- SONSHINE, Roseanne; Nurse Recruiter and Clinical Coordinator, School of Nursing; B.S.N., Barry University
- SOROLLA-DELGADO, Br. Fernando; Assistant Campus Minister; B.A., Our Lady of the Lake University
- SOTO, Miriam; Assistant Director for Institutional Research; B.S., Barry University
- SOTO, Monica; Director of Conference and Event Services; B.L.S., M.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; Associate Dean and Chair, Division of Nursing; Associate Professor of Nursing; B.S.N., University of Miami; M.S.N., Ph.D., Barry University
- STARRATT, Christopher; Vice Provost for Planning, Assessment and Institutional Research; Associate Professor of Psychology; B.A., University of Florida; M.A., Ball State University; Ph.D., Auburn 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
- STEFFEY, Christine; Assistant Professor of Nursing; B.S.N., University of Maryland; M.S.N., Florida International University
- STEIN, Paige; Senior Communications Coordinator, University Relations; B.A., Boston College; M.A., Boston University
- STEVANOVSKI, Aleksander; IT Acquisition Specialist, Division of Information Technology; B.S., Florida International University
- STEWART, Kerrie-Quaan; Director of Applications Development and Database Administration, Division of Information Technology; B.S., Barry University
- STEWART, Neil; Maintenance Manager, Facilities Management
- STOBS, James; Head Coach Men's Golf; B.A., Florida Atlantic University
- STRUGANOVA, Irina; Associate Professor of Chemistry and Physics; B.S., Ph.D., Moscow State University

- SUAREZ, Joanne M.; Executive Director, Business Process and Operations, School of Adult and Continuing Education; 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
- SUAREZ-TRUJILLO, Priscilla M.; Regional Director, Broward County, School of Adult and Continuing Education; B.A., M.S. Barry University
- SUBRAN, Karen; Project Manager; University Marketing
- SULLIVAN, William M.; Head Coach, Women's Basketball; B.A., Georgetown College; M.S., Nova Southeastern University
- SUMMERS, Mark; Professor of Law, School of Law-Orlando; B.A., Washington and Jefferson College; J.D., West Virginia University; L.L.M., University of Cambridge, England
- SUNSHINE, Edward R.; Professor of Theology; B.A., M.A., Loyola University of Chicago; Ph.D., Graduate Theological Union, Berkeley
- SUPERFISKY, Sister Phyllis, O.S.F.; Associate Professor of Education; B.A., Alverno College; M.A., Saint Louis University; Ph.D., Boston College
- SUSSMAN, Stephen, E.; Assistant Professor of Administration, School of Adult and Continuing Education; B.S., Philadelphia; B.I.S., M.P.A., Ph.D., Georgia 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
- SWOPE, Elizabeth; Coordinator for Enrollment Research, Division of Enrollment Management; B.A., Brandeis University; M.A., Northeastern University
- SZUCHMAN, Lenore T.; Professor of Psychology and Chair, Psychology Department; B.A., Brandeis University; M.A., University of Texas, Austin; M.S., Ph.D., Florida International University
- TALCOTT, Stanley M.; Professor of Law; B.S., University of Nebraska; J.D., University of Nebraska School of Law
- TANG, Jihong; Web Developer, Web Marketing; B.S., Hangzhou University; M.S., Nova University
- TAYLOR, Michael; H.R. Data Base Administrator, A.I.S.; B.A., B.S., Barry University
- TEJEDA, Manuel J.; Interim Associate Dean; Professor of Management, School of Business; A.B., M.S.Ed., Ph.D., University of Miami
- THOMPSON, Sonja Archer; Programmer/Analyst, Administrative Information Systems; B.S., Barry University; M.S., Florida International University
- TOMAINO, Maria; Career Counselor; B.S., SUNY-Buffalo; M.S., Syracuse University; National Certified Counselor, NBCC accredited
- TOUMA, James; Coordinator for Donor Relations; B.P.A. Barry University
- TSE, Kee; Director of Operations, School of Social Work; B.A., Florida Atlantic University; M.B.A., Barry University
- TSESARSKAIA, Mara; Instructor of Chemistry; B.S., M.S., Leningrad University of Chemistry and Technology; M.S., University of Miami
- TULLOSS, Ijya C.; Coordinator, Montessori Program; Associate Professor of Education; B.S., Mapual Institute of Technology; M.S., Northwestern University; Ed.D., Nova University
- TUREEN, Richard M.; Associate Professor of Counseling; B.B.A., University of Miami; MEd., St. Louis University; Ph.D., Nova University
- TURNER, Valerie; Senior Web Writer, Web Marketing; B.A., Douglass College, Rutgers University; M.Phil., Drew University
- TYLER, Michael; Professor of Accounting, School of Business; B.S., Florida State University; Ph.D., Florida International University
- ULLOA, Freddy E.; Associate Vice President for Business Services and Facilities Management; B.S., Barry University; M.B.A., Barry University
- UMADHAY, Lonar Anthony M.; Program Director of Anesthesiology; B.S.N., University of Santo Tomas; M.S.N., Florida International University
- VACCARO, Andrew; Associate Director for University Web Services, B.A., M.B.A., Barry University
- VALCOURT, Dorothy; Executive Assistant, Finance and Budget
- VALENTINE, Sheri; Site Manager, West Dade, School of Adult and Continuing Education, B.A., City University of New York, J.D., Pace University
- VANEGAS, Mercedes; Director, Financial Grants Management, Business and Finance Division; B.A., University of Miami
- VASQUEZ, Damaris, Director, Intercultural Center, Student Affairs; B.A., Rhode Island College; M.S., University of Rhode Island
- VEGA, Leticia; Assistant Professor of Biology; B.S., Florida International University; Ph.D., Massachusetts Institute of Technology

- VELEZ, Andres; Manager for Inquiry Development Strategies, Division of Enrollment Management
- VELIS, Evelio; Assistant Professor of Health Services Administration; M.D., University of Havana, Cuba; M.S., Barry University
- VENET, Kenneth S.; Interim Library Director; B.A., Northeastern University; M.L.S., Southern Connecticut State University
- VILLEMURE, O.P., Sister Paul James; Professor of Mathematics; B.S., Siena Heights College; Ph.D., University of Notre Dame
- VISALLI, Rosanne; Enrollment Manager; School of Adult and Continuing Education
- VIZCAINO, Reverend Mario B.; Director, M.A. in Pastoral Ministry for Hispanics (SEPI); B.A., S.T.L., Gregorian University; M.A., The Catholic University of America
- VOGEL, Denis E.; Chair, Department of Communication; Professor of Communication; B.A., Wayne State University; M.A., Central Michigan University; Ph.D., Florida State University
- VOUTSINAS, Mickie; Director, Landon Student Union, Student Affairs; B.S., Barry University
- WALKER, John; General Counsel and Vice President for Human Resources, Division of Legal Affairs and Human Resources; B.S. University of Maryland; J.D., University of Florida
- WALL, Shaunelle, Conference and Workshop Planning, Career Services; B.S., Barry University
- WALLNER, Tony S.; Associate Dean of Undergraduate Programs, College of Arts and Sciences; Professor of Chemistry; Chair, Physical Sciences; B.S., University of Wisconsin; M.S., University of Michigan; Ph.D., Case Western Reserve University
- WALSH, Sandra; Professor of Nursing; B.S.N., Duke University; M.A.Ed., Wake Forest University; M.S.N., East Carolina University; Ph.D., University of South Carolina
- WARNER, Joyce; Chair, Reading PAND Literacy Studies; Associate Professor of Education; B.A., Syracuse University; M.S., Monmouth University; Ed.D., University of Pennsylvania
- WASHINGTON, Ernest; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.P.S., M.S., Barry University
- WATED, Guillermo; Assistant Professor of Psychology; B.A., University of Miami; M.S., Ph.D., Florida International University
- WATZEK, Kimberly A.; Site Manager, Brevard, School of Adult and Continuing Education; B.A., M.A., University of Central Florida
- WEBER, Scott; Associate Professor of Photography; B.F.A., M.F.A., San Francisco Art Institute
- WEDIG, O.P., Rev. Mark E.; Associate Dean for Graduate Studies, College of Arts and Sciences; 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.; Executive Director, ACE Academic Affairs, School of Adult and Continuing Education; B.L.S., Barry University; M.Ed., Florida Atlantic University
- WEINER, Marc A.; Assistant Dean, Medical Admissions and Marketing, Division of Medicine; B.S., J.D., University of Miami
- WEITMAN, Catheryn J.; Associate Dean, Professor of Education; B.S., University of Missouri; M.Ed., University of Guam; Ph.D., Texas A&M University
- WESSLING, Pamela; Assistant Professor of Nursing; B.S.N., M.S.N., University of Miami
- WETZEL, Michele; Academic Advisor/Recruiter, School of Adult and Continuing Education; B.A., M.B.A., University of Miami
- WEYMAN, Debra D.; University Registrar; B.S., M.S., Barry University
- WHALEN, Dara; Assistant Professor of Nursing; B.S. (Nursing), Dominican College of Blauvelt; M.S.P.H., University of North Carolina-Chapel Hill
- 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
- WHELLEY, Joanne; Associate Professor, School of Social Work; B.A., M.S.W., Catholic University of America; Ph.D., Fordham University
- WHITEMAN, Alan S.; Associate Dean, Program Director and Associate Professor, Health Services Administration; B.A., Michigan State University; M.B.A., Wayne State University; Ph.D., Walden University
- WHITTAKER, Madeleine G.; Senior Director for Records and Transcript Evaluation, Division of Enrollment Management; B.S., Chestnut Hill College; M.Ed., State University of New York at Buffalo
- WHITTAKER, Madeline K.; Graphic Designer, University Marketing; B.A., St. Thomas University
- WHORF, Robert; Associate 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

- WILCOX, Joel; Associate Professor of Philosophy; B.A., University of California; M.A., John Hopkins University; Ph.D., University of Minnesota
- WILKINSON, Richard C., Associate Director for Undergraduate Admissions, Division of Enrollment Management; B.A., University of South Florida; M.A., George Washington University
- WOLMAN, Clara; Professor of Education; B.A., M.A., Hebrew University of Jerusalem, Israel; Ph.D., University of Minnesota
- WONG, Roman M.; Associate 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 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
- YACOOB, Corvette, A.R.N.P., Nurse Practitioner, Student Health Services; B.S.N., M.S.N., Barry University
- YANES, Yeshica M.; Coordinator for Enrollment Management Communications, Division of Enrollment Management
- YOUNG, Stanley; Director of Security; B.P.A., M.S., Barry University
- ZAJICKOVA, Zuzana; Assistant Professor of Chemistry; B.S., M.S., Slovak Technical University; Ph.D. Florida Atlantic University
- ZAVODSKA, Anita; Assistant Dean, Academic Affairs; Academic Coordinator, Natural Sciences and Mathematics; Assistant Professor of Environmental Sciences, School of Adult and Continuing Education; B.S., Florida International University; M.A., University of Illinois; Ph.D., University of Arizona
- ZUCCO, Linda; Enrollment Director, School of Adult and Continuing Education; B.L.S., Barry University
- ZUNIGA-GALINDO, Wilson; Associate 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.....	5	Exceptional Student Education, M.S. ....	133
Academic Dishonesty .....	49	Exercise Science, M.S. Specialization.....	230
Academic Information .....	39	Expenses .....	31
Academic Resources.....	51	Faculty.....	346
Accounting, M.B.A.....	102	Family Educational Rights and Privacy Act .....	9
Accounting, M.S. ....	104	Fees .....	31
Accreditation and Memberships .....	6	Finance, M.B.A.....	103
Address, University Telephone .....	3	Financial Aid, Eligibility and Application .....	34
Administration and Faculty.....	346	Financial Aid, Business.....	36
Administrative Organization.....	336	Financial Aid, Nursing.....	36
Administration, M.A. ....	58	Financial Aid.....	36
Admissions.....	12	Financial Aid, Social Work .....	37
Advisors .....	39	Financial Aid, Veterans Assistance .....	38
Alumni Association.....	29	Good Standing, Probation, Suspension.....	40
Anatomy, M.S. ....	297	Grade Appeal .....	46
Anesthesiology, M.S. ....	171	Grade Reports .....	40
Arts and Sciences, College of .....	61	Grading System.....	44
Attendance .....	39	Graduate Credit for Qualified Seniors .....	41
Biology, M.S. ....	175	Graduate Student Status.....	43
Biomedical Sciences, M.S. ....	178	Guest Students .....	14
Broadcast Communication, M.A. ....	63	Hazing .....	50
Broadcasting, Certificate Program.....	66	Health Center, Student .....	22
Buildings and Facilities.....	9	Health Insurance .....	33
Business, Andreas School of.....	100	Health Services Administration, M.S.....	185
Business Administration, M.B.A. ....	102	Health Services Administration, M.B.A. ....	103
CAL Program.....	52	Health Sciences, College of .....	170
Campus Bookstore.....	28	Higher Education Administration, M.S. ....	135
Career Services .....	16	Histotechnology, Post-Baccalaureate Program.....	191
Change of Address/Phone .....	13	History of the University.....	8
Change of Graduate Program.....	13	Honor Societies.....	25
Change of Status .....	14	Human Performance and Leisure Sciences, School of .....	225
Civic Chorale .....	29	Human Resource Development and Administration (HRDA), M.S.....	136
Class Adjustments .....	40	Information Technology, Division of.....	53
Contents, Table of .....	4	Injury and Sport Biomechanics, M.S. Specialization.....	231
Counseling, M.S., Ed.S.....	117	International Business, M.B.A. ....	103
Counseling, Ph.D. ....	122	Intercultural, O’Laughlin Center .....	20
Curriculum & Instruction, Ph.D.....	127	International Applicants .....	14
Degree Conferral, Requirements for.....	44	International Student Services .....	20
Degrees and Majors, Graduate.....	41	IT Support Desk.....	53
Degrees and Majors, Undergraduate.....	43	Law, School of .....	243
Degree-Seeking Applicants.....	13	Leadership and Education, Ph.D.....	142
Desktop Computing Services.....	53	Learning Center .....	51
Dining Services.....	28	Liberal Studies, M.A.....	97
Disabilities Services.....	17	Library Services.....	54
Discounts.....	32	Loans, Student.....	35
Dishonesty, Academic.....	49	Management, M.B.A.....	103
Education, School of.....	112		
Educational Leadership, M.S. Ed.S. ....	130		
ELS Language Centers .....	15		

Management, M.S. ....	105	Policies and Procedures .....	46
Marketing, M.B.A. ....	103	Practical Theology, M.A. ....	81
Marital, Couple, and Family Counseling, M.S., Ed.S. ....	117	Probation .....	40
Marital, Couple, and Family Counseling and Mental Health Counseling, M.S., Ed.S. ....	117	Psychology, M.S. ....	76
Medical Leave Policy .....	47	Psychology, Clinical, M.S. ....	74
Mental Health Counseling, M.S., Ed.S. ....	117	Psychology, School Psychology, S.S.P. ....	76
Mental Health/Rehabilitation Counseling, M.S., Ed.S. ....	118	Publications .....	29
Ministry, Doctor of, D.Min. ....	83	Public Health, M.P.H. ....	218
Mission and Ministry, Office of .....	27	Public Relations and Corporate Communication, M.A. ....	64
Mission Statement .....	7	Reading, M.S., Ed.D. ....	139
Montessori Elementary Education, M.S., Ed.S. ....	137	Readmission .....	12
Montessori Early Childhood Education, M.S., Ed.S. ....	138	Recreation, Campus .....	27
Movement Science, M.S. ....	228	Recitals and Exhibits .....	29
Movement Science General Specialization .....	233	Refund Policy .....	34
Name Change .....	13	Rehabilitation Counseling, M.S., Ed.S. ....	118
Network Services .....	55	Scholarships .....	36
Non-Degree-Seeking Applicants .....	13	School Counseling, M.S., Ed.S. ....	118
Notices .....	6	Sexual Harassment .....	48
Nursing, Division of .....	193	Social Work, School of .....	304
Nursing Accelerated MSN for RNs .....	200	Social Work, M.S.W. ....	304
Nursing, Acute Care Nurse Practitioner .....	199	Social Work, Ph.D. ....	325
Nurse Administrator, MSN .....	197	Sport and Exercise Psychology, M.S. Specialization .....	232
Nurse Administrator, MSN-MBA Option .....	197	Sport and Exercise Sciences, Department of .....	232
Nursing, Doctor of Philosophy .....	207	Sport Management, M.S., M.S./M.B.A. ....	235
Nurse Educator, M.S.N. ....	198	Sport Management, Five Year B.S. to M.S. ....	236
Nursing Family Practitioner, M.S.N. ....	199	Sports and Recreation .....	26
Nursing, Master of Science .....	193	Student Life .....	16
Nursing, Traditional MSN for RNs with a Bachelor's Degree Out-of-Field .....	200	Student Right to Know Act .....	9
Without a Bachelor's Degree .....	200	Student Affairs, Division of .....	16
Occupational Therapy .....	211	Substance Abuse .....	48
Organizations .....	22	Summer Sessions .....	39
Pastoral Ministry for Hispanics, M.A. ....	91	Suspension .....	40
Pastoral Theology .....	94	Theatre Performances .....	29
Photography, M.A., M.F.A. ....	68	Transferability of Credits .....	40
Physician Assistant, M.C.M.Sc. ....	278	Trustees .....	335
Plagiarism .....	49	Tuition and Fees .....	31
Podiatric Medicine, School of .....	259	Tuition Discounts .....	32
Podiatric Medicine, D.P.M. ....	259	Tuition Payment Plan .....	32
Podiatric Medicine, D.P.M./M.B.A., Dual Degree Option .....	262	Undergraduate Degrees .....	43
Podiatric Medicine, D.P.M./M.P.H., Dual Degree Option .....	263	Veterans .....	38
		Volunteer and Community Service Center .....	28
		Withdrawal .....	40
		Workplace and Instructional Technologies Services .....	53











